



Interlanguage:

English for Senior High School Students XII



**Science
and Social
Study
Programme**



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

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Triyani Retno Putri Saridewi
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Diperbanyak oleh....

Kata Sambutan

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

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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

Kata Pengantar

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah memberi hidayah, kekuatan, kesehatan, dan ketabahan kepada kami sehingga penyusunan bahan ajar seri *Interlanguage: English for Senior High School Students* ini terselesaikan.

Bahan ajar ini disusun dengan tujuan menyediakan materi pembelajaran Bahasa Inggris untuk peserta didik kelas XII sesuai dengan Standar Isi mata pelajaran Bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip *Communicative Approach* untuk secara terintegrasi mengembangkan kompetensi peserta didik dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara terpadu mengembangkan kecakapan hidup dalam arti luas dan peningkatan wawasan kebhinekaan.

Materi dan tugas-tugas pembelajaran dalam bahan ajar ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan review.

Kegiatan-kegiatan belajar dikembangkan untuk menjadikan siswa secara aktif belajar Bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami. Dalam pembelajaran, guru diharapkan bertindak sebagai fasilitator, pemberi umpan balik, dan pendorong siswa agar berani menggunakan bahasa target untuk berkomunikasi secara akurat dan berterima.

Penyusunan buku ajar ini terselesaikan atas dukungan dari berbagai pihak. Oleh karena itu, kami mengucapkan terima kasih kepada semua pihak yang telah membantu terselesaikannya penyusunan buku ini.

Walaupun kami telah menyusun bahan ajar ini dengan upaya yang sungguh-sungguh, karena berbagai keterbatasan kami, buku ini masih memiliki sejumlah kekurangan. Sehubungan dengan hal tersebut, kami mengharapkan masukan dari berbagai pihak, terutama guru dan siswa pengguna buku ini, untuk perbaikan lebih lanjut.

Januari, 2008

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Key to Pronunciation

Vowel

Phonetics symbols	Example	Pronunciation
i:	see	[si:]
i	any	['eni]
e	ten	[ten]
æ	hat	[hæt]
ɑ:	arm	[ɑ:m]
ɒ	got	[gɒt]
ɔ:	saw	[sɔ:]
ʊ	put	[pʊt]
u:	too	[tu:]
ʌ	cup	[kʌp]
ə:	fur	[fə:]
ə	ago	[ə'gəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[nɪə]
eə	hair	[heə]
ʊə	pure	['pjʊə]

Consonants

Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[ti:]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]

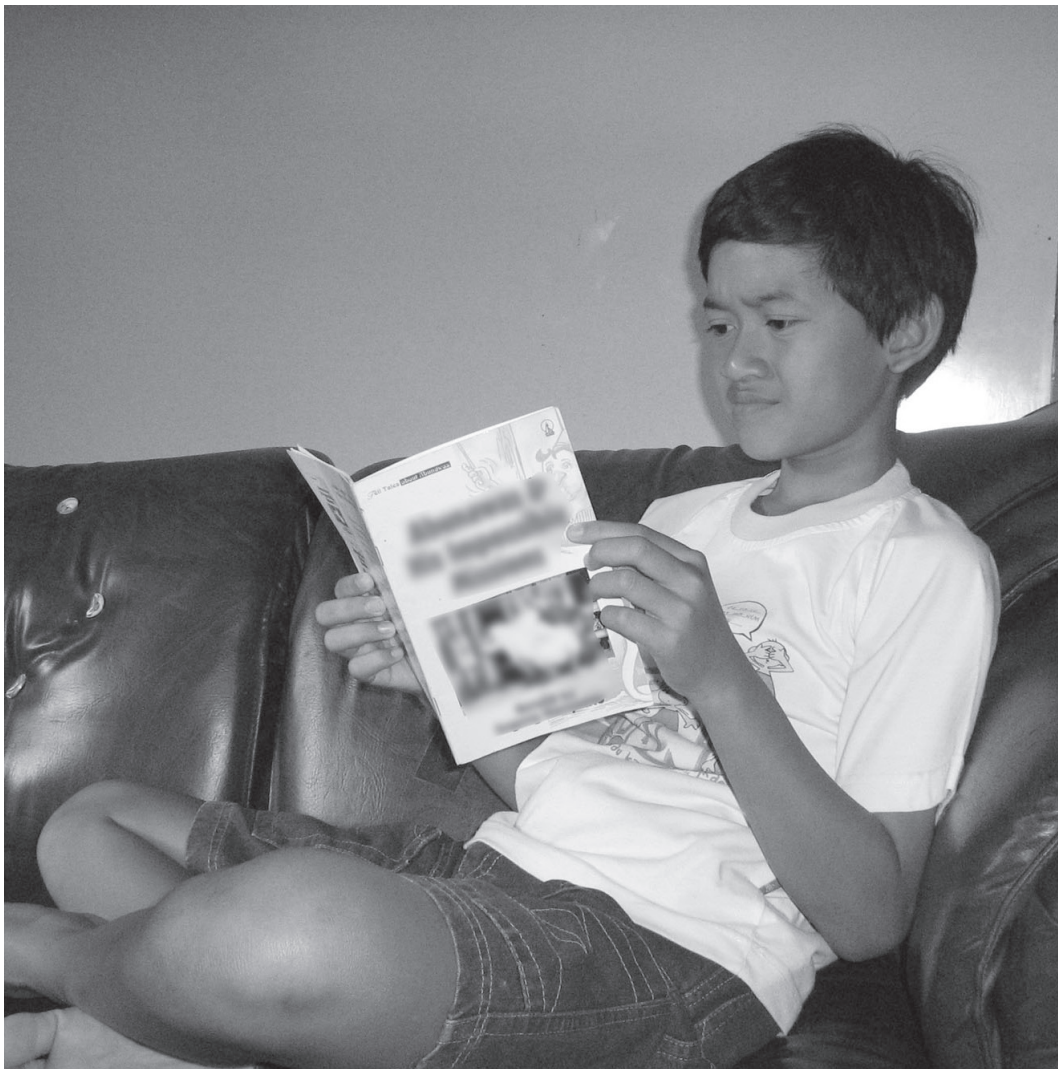
dʒ	june	[dʒu:n]
f	fall	[fɔ:l]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]
s	so	[səʊ]
z	zoo	[zu:]
ʃ	she	[ʃi:]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

List of Abbreviations

<i>kb</i>	: kata benda
<i>kki</i>	: kata kerja intransitif
<i>kkt</i>	: kata kerja transitif
<i>ks</i>	: kata sifat
<i>kk</i>	: kata keterangan

UNIT 1

GECKO HAD COME TO LODGE A COMPLAINT.





In your daily life you may find something which is not good or does not work properly. How will you react to that? Perhaps you may complain or blame somebody who is in charge. You can take it another way, though. How if, you are in charge of something then someone complains or blames you? How will you respond to him/her? Learn how to use the proper expressions of complaining and blaming in this unit.

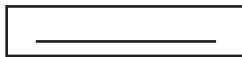
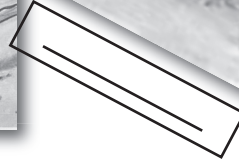
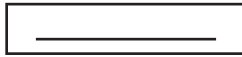
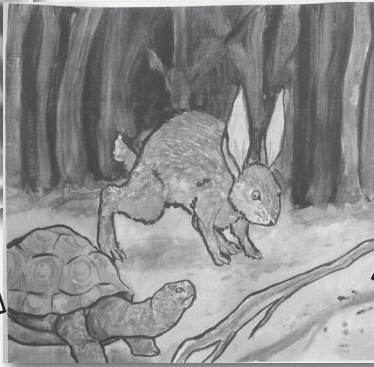
Do you like reading stories? What kind of stories do you like? You will find some fables in this unit. Read the stories to give you pleasure and teach you some lessons. Can you write such texts effectively? Learn those and more in this unit through interesting tasks.

A. Let's Get Ready



Task 1

Are you familiar with the following fables? Match the titles of the fables with their main characters below. Compare your answer with your classmate's.



1. The Tortoise and the Hare
2. The Ugly Duckling
3. The Story of Three Little Pigs
4. The Lion and the Mouse
5. The Mouse Deer and the Snail
6. The Frog Prince

Pictures:

1. <http://www.e-smartschool.com>
2. <http://cyaneus.com>
3. <http://www.walledlake.k12.mi.us>
4. <http://www.kidsgen.com>
5. <http://www.mostoriginal.com>
6. <http://z.about.com>



Task 2

Answer the following questions based on your knowledge. Work in small groups of three.

1. Do you know the fables in Task 1?
If so, tell the class one of them using the following points.
 - What is the title of the story?
 - Who are the main characters of the story?
 - How did the story begin?
 - What problems did the main character face?
 - How did the character manage to solve the problem?
 - How did the story end?
2. If no, go to the library or search the internet to find one of the fables above and then answer the questions as in number 1.

B. Let's Act



1. Listen and Speak



Task 3

Listen to the story of **The Lion and the Mouse**. Then, answer the questions. The listening script is in the Appendix. Share your answers with a classmate's.

Questions

1. Who are the main characters of the story?
2. What happened to the mouse when she crept on the sleeping lion?
3. What promise did the mouse give if the lion let her go?
4. What happened to the lion on the next day?
5. What did the mouse do to help the lion?
6. Could the mouse save the lion?
7. What do you learn from the story?

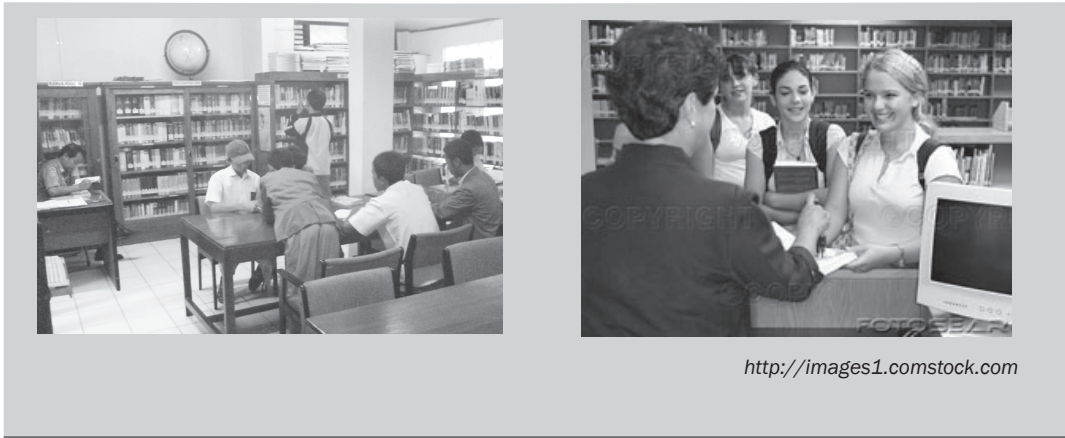


Picture: <http://www.walledlake.k12/mi.us>



Task 4

Study the words below before you listen to the conversation between Anita and a librarian. While you are listening, complete the statements. The listening script is in the Appendix.



<http://images1.comstock.com>

torn [tɔ:n] (ks)	: sobek
mend [mend](kkt)	: memperbaiki
bind [baɪnd] (kkt)	: menjilid
inconvenience [ɪnkən'vi:niəns] (kb)	: ketidaknyamanan

- Anita is going to borrow a book but the cover of the book is _____.
- Anita asks the librarian whether she can do anything about it, and the librarian says that she will _____ it.
- Another book that Anita wants to borrow also needs mending. The book will lose _____ if they do not bind it again.
- Anita cannot borrow those books today, because _____.
- Anita can borrow those books _____.



Task 5

In pairs, study the expressions below.

Complaining

In the conversation between Anita and the librarian you find the following expressions:

- Can you do anything about the cover of this book?
- I'm afraid that this one also needs mending.

The expressions are used to COMPLAIN.

Here are some other expressions to complain about something.

- I want to complain about ...
- I have a complaint to make.
- (I'm afraid) ... it just isn't good enough.
- Something must be done about ...

NOTE: You complain to someone about something or that something is not good.



Cultural Tips

In Britain, avoid complaining about the food, e.g. "Why is British food so bad?"

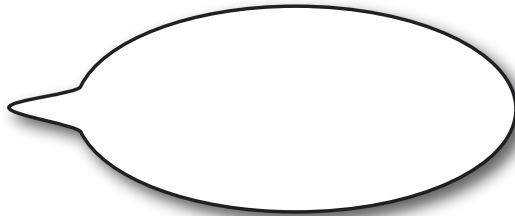
Taken from <http://www.ediplomat.com>



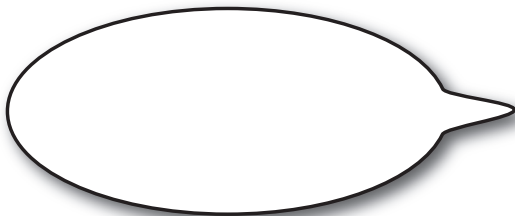
Task 6

If you were in the following situations, what complaints would you make?

1. You go to the library but there is no space for you to read books because all chairs and tables are occupied.

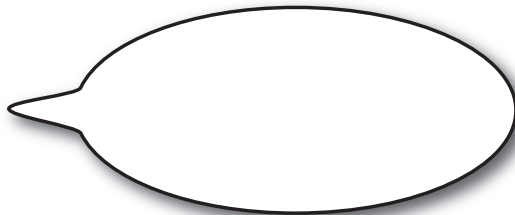


2.

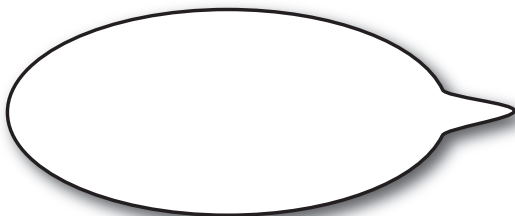


You borrow a book from the library but you find two pages missing.

3. You are looking for a story book. When you look for the book on the bookshelf, the book is not there.



4.



You find the bookshelves in the library dusty and so are the books. It makes you and other visitors feel inconvenient.



Task 7

Study the dialogue below. Check your understanding by answering the questions. Then, perform it with your classmate in pairs.



- Denias : Hi, Nita. Where have you been?
- Anita : I've been from the library.
- Denias : Do you borrow some books?
- Anita : No. Actually I found the books that I'd like to borrow, but they are in a terrible condition. You know, the cover is torn, and the other copy has lost its binding.
- Denias : Well, it must be the irresponsible borrowers who should be blamed.
- Anita : In any case, there are a lot of people who have borrowed the books. No wonder if many of the book covers have been torn.
- Denias : You're right. Anyway, what books do you need to borrow?
- Anita : I am looking for fables, you know, stories with animals as their characters. I've got an assignment to read a fable and to retell it to the class.
- Denias : Lucky you. I've got a collection of fables in my house. I won't mind lending you some.
- Anita : How lucky I am! Is it okay to come to your house after school? I'd like to borrow some.
- Denias : Sure.
- Anita : Anyway, I've to go back to the class. I think the bell will ring soon.
- Denias : Okay. See you later, alligator.
- Anita : After while, crocodile.

Questions

1. Where has Anita been?
2. Does she borrow some books? Why?
3. Who should be blamed for the torn cover books according to Denias?
4. What books does Anita look for?
5. What does Denias offer to Anita?
6. When will Anita borrow Denias' books?



By the Way...

“After while, crocodile.” is usually used to respond to “See you later, alligator.”

['ɑ:ftə 'waɪl 'krɒkədɑɪl]

['si: ju: 'lætə 'ælɪgətə]

The words crocodile and alligator are only used to build rhyme.

These expressions are common for young people, but don't use them when you are speaking with older people.



Picture 1: <http://www.eryptick.net>

Picture 2: <http://www.knowledgerush.com>



Task 8

Let's say it right.

In the dialogue between Anita and Denias above, you find these words: cover, borrower, wonder, character.

All of them have the letter 'r' in the final position. How do you pronounce them?

cover ['kʌvə]

borrower ['bɒrəʊwə]

wonder ['wʌndə]

character ['kærəktə]

Note: the letter 'r' in the final position is usually silent or not pronounced, except for the words which are followed by words starting with vowels.

Example: far away [fɑ:r ə'weɪ]

as a matter of fact [æz ə mətər əv 'fækt]

Now, read the following sentences aloud.

1. It is better than the other one.
2. He is a father of mine.
3. He lives far away from the city.
4. I don't like his character.
5. I will call you later.
6. My father is a doctor.
7. Write me a letter.
8. I know her, she is a writer.
9. Don't judge a book from its cover!
10. Who is the caller, please?



Task 9

Study the expressions below.

Blaming

In the dialogue between Anita and Denias above, you find this expression:

- It must be the irresponsible borrowers who should be blamed.

The expression is used to BLAME someone for doing something.

Here are other examples of blaming:

- I think you're the one to blame.
- Don't blame me for the torn books. Blame the previous borrowers.
- I don't blame you for the torn books. I blame it on the irresponsible borrowers.

NOTE: you blame someone **for** something or you blame something **on** someone.



Task 10

When you are in the following situations, who should you blame? Compare your expressions with our classmates.

1. You borrowed some books from the library. The returning time is due, but one of the books is still borrowed by your friend and she left it at her house. What would you say?
2. You find some pages of the book that you borrow are missing. What would you say to the librarian, and who should you blame?
3. You lost your wallet in the locker where you have to put your bags in the library. Who should be blamed? What would you say?
4. Your class had to perform a drama for the graduation day. The performance was terrible because everybody did not practise seriously. What would you, as the captain of the class, say?
5. You had a group-assignment to retell a story of Snow White. Your performance did not go well because one member of your group never came to practise. You blame her. What will you say to her.



Task 11

Complete the dialogues below with appropriate expressions. Look at the example. Then, perform them with a partner.

1. Arnys would like to complain about the price of the book that she bought. It is said that it is 15% off, but she paid the normal price.

Arnys : I want to complain about the book I bought yesterday. It is said that I can get 15% off, but I paid the normal price.

Shop assistant : We do apologize. We're going to make it up.

2. Retno lodges a complaint to the librarian for she finds that the books are not neatly put on the bookshelves.

Retno : _____

Librarian : We are sorry; we haven't got enough time to tidy them up. There're a lot of visitors recently.

3. Ayu complains to her father for always breaking his promise to take her to the bookstore.

Ayu : _____

Father : I really am sorry, dear. I haven't got much time. What about going there with your mom?

4. Ayu's mother blames her husband for not being able to take Ayu to the bookstore.

Mother : _____

Father : You know dear, I've got loads of work to do.

5. Denias tries to put the blame on his partner for their terrible performance on a story telling assignment.

Denias : _____

Adib : Don't put the blame on me. You didn't prepare yourself either.



Task 12

In small groups retell the fables below in your own words. You may add some dialogues if you want to.

1.

The Goose with the Golden Eggs

One day a countryman going to the nest of his goose found there an egg all yellow and glittering. When he took it up it was as heavy as lead and he was going to throw it away, because he thought a trick had been played on him. But he took it home on second thoughts, and soon found that it was an egg of pure gold.

Every morning the same thing occurred, and he grew rich by selling his eggs. As he grew rich he grew greedy; and thinking to get at once all the gold the goose could give, he killed it and opened it only to find nothing.

Adapted from: <http://www.bartleby.com/17/1/57.html>

2.

The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. "Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

Adapted from: <http://www.umass.edu/aesop/content.php>



2. Read and Write



Task 13

Read the following fable and find the meanings of the word below based on the context. Then, read the story again and answer the questions.

dart [dɑ:t] (kkt)	: ...
firefly ['faɪəflaɪ] (kb)	: ...
lodge [lɒdʒ] (kkt)	: ...
mosquito [mə's'ki:təʊ] (kb)	: ...
pad [pæd] (kb)	: ...
rafter ['rɑ:ftə] (kb)	: ...
raucous ['rɔ:kəs] (ks)	: ...



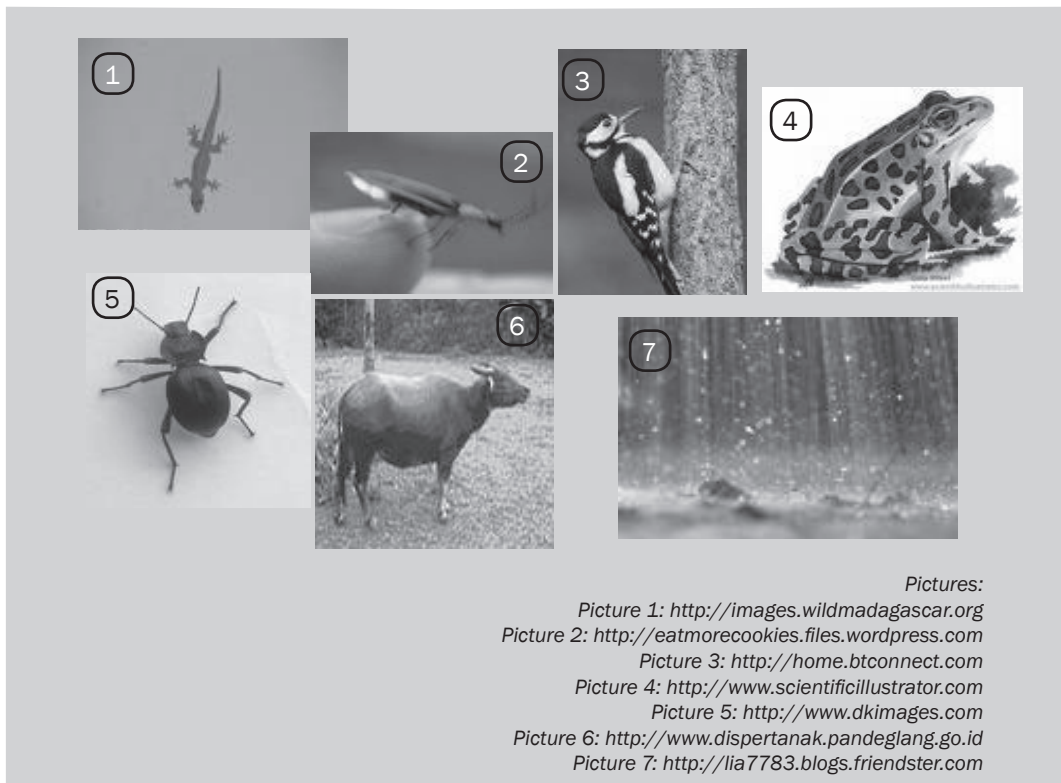
Picture: <http://www.seekersglass.com>

Gecko's Complaint

One night a village Chief was awakened out of a deep sleep by five calls of "Geck-o, Geck-o, Geck-o, Geck-o, Geck-o." It was, of course, Gecko, the Lizard, and he wanted to see the Chief, a wise and kind man, who received him with pleasure, even though it was the middle of the night.

Gecko had come to **lodge** a complaint. He was very disturbed and unhappy, he said.

To the rest of God's creatures, it might have seemed that Gecko ought to have no reason at all to complain. He could do so many things that other creatures could not, such as walk on the wall, or upside down on the ceiling. He could do this because he had little **pads** on the tip of each of his toes. Not only that, if his tail should be lost in a battle with another lizard, he would be able to grow another one, just as good as, if not better than, the old one. His smaller cousin, Cicak, was much more active and mobile, **darting** across the wall as he chased his mate, sometimes stopping for a short climb up a sideboard to sample some sweet or other, while Gecko expended a minimum of energy, sitting lazily up in the **rafters**, going out at night in search of **mosquitoes**, filling the night with his **raucous** calls. What would Gecko ever have to complain about?



But now Gecko was upset. For several weeks he had not been able to sleep because of **Firefly**. Night after night the black lightning beetle with red and yellow spots flew around and about him, glowing like sparks of fire, flashing his light into Gecko's eyes.

The Chief, who really did not like his sleep to be disturbed either, was sympathetic, and promised to make an investigation. He asked Gecko to come back to see him in a week or so.

The next day the Chief called Firefly and told him about Gecko's complaint. "Is it only Gecko you are disturbing?" he asked, "or is it possible that others are also bothered by your light flashing into their eyes?"

Firefly' light was out now, as he spoke very humbly to the Chief. "I meant no harm, sir. In fact, I thought I was doing something good. I heard the drumming of Woodpecker as he struck his bill on the tree trunk, and I thought it was a *kulkul* calling villagers to get up and gather. I was only flashing my light to pass on the message."

The Chief then decided to ask Woodpecker about this. He found him and told him what Firefly had said.

"I too was only passing on a warning, sir," said Woodpecker. "I heard the kwak-kwak-kwak of Frog in the rice paddies, and I thought it was a warning that an earthquake was coming. So I just passed on the message."

Now the chief went in search of Frog, who meanwhile had heard that he would be interrogated. "The reason I was kwak-kwak-kwaking more and louder than usual," he explained, "is that I saw Black Beetle walking down the road carrying filth, which I thought was so dirty and so unhygienic that I had to stop him."

"That is indeed bad," thought the Chief. "I must speak to Beetle at once."

Black Beetle, plump and gleaming like polished copper, was also very humble and respectful, as he explained the situation.

"You see, sir, Water Buffalo comes by dropping his pat in the middle of the road, and I just thought it was my duty to clean it up."

The Chief was now beginning to lose patience. "Tell Water Buffalo I wish to see him!" he ordered.

When Water Buffalo appeared, he was polite, but he expressed his displeasure with Beetle's report.

"It is clear," he said, "that I am not appreciated. Rain washes away all the stones in the road, and I fill up the holes. Who else does that, I ask you?"

By this time the Village Chief was tired, but he had to hear Rain's story. And Rain was angry. "Complaining about *ME*?" he asked. "Who asks the gods for Rain, even makes offerings to them so they will send Rain? Without *ME* there are no mosquitoes, and if there are no **mosquitoes**, Gecko is hungry and unhappy. Don't speak to me. Speak to Gecko!"

When Gecko returned to the home of the Chief as he had been requested to do, the Chief spoke to him very sternly indeed.

"Gecko, say no more. We all have our problems. Go home, and live at peace with all your neighbours!"

Adapted from Alibasah, 1999.

Questions

1. Who are the main characters of the story?
2. Why did Gecko want to see the Chief?
3. Why was Gecko unable to sleep for several weeks?
4. After Gecko lodged the complaint, who was the first to investigate?
5. What was the Firefly's reason of flashing the lights?
6. Who was the next to investigate and what did he say?
7. How many characters were investigated after all?
8. Who was the last to investigate and what did it say?
9. Did Gecko find a solution to his problem? What was he supposed to do then?
10. What do you learn from the story?



By the Way...

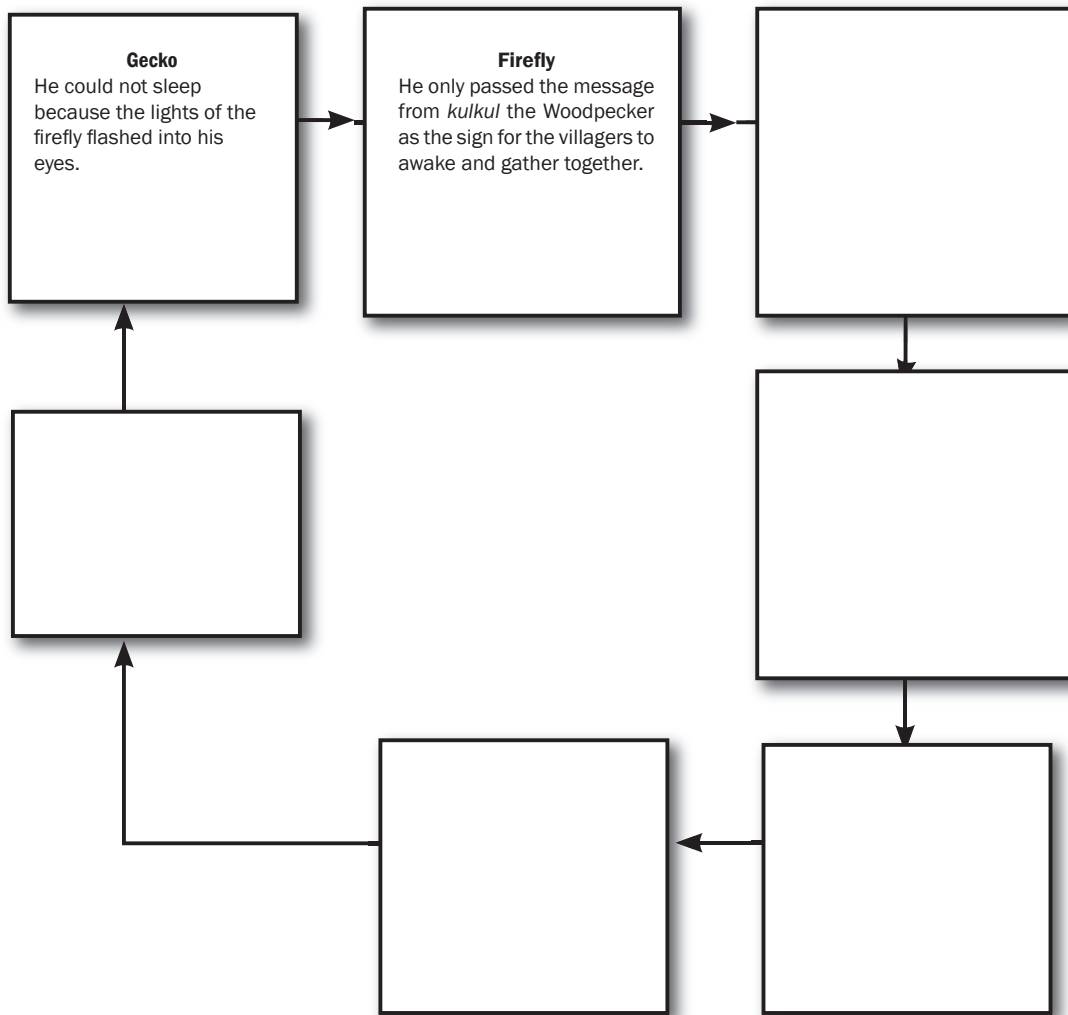
- Many Asians think that more than 13 bursts of call means good fortune, you can usually count about nine before the sound ebbs.
- Asian cultures believe that if a gecko calls from the bedroom of newlyweds, they shall lead a long and prosperous life together.

Taken from: [http:// www.khmer440.com](http://www.khmer440.com) and [http:// www.essortment.com](http://www.essortment.com)



Task 14

Complete the following chart based on the story in Task 13. Compare your work with a classmate's.





Task 15

Study the rules below.

and + too, so, either, neither

Study this sentence below.

The Chief, who really did not like his sleep to be disturbed **either**, was sympathetic, and promised to make an investigation.

- Gecko did not like his sleep to be disturbed.
- The Chief did not like his sleep to be disturbed.

We can combine the two sentences to be:

- Gecko did not like his sleep to be disturbed, **and the Chief did not either**.
- Gecko did not like his sleep to be disturbed, **and neither did the Chief**.

NOTE: We use “**and ... either**” and “**and neither...**” for **negative sentences**.

What about the positive sentence? Look at this example.

- Firefly only passed the message from Kukul the Woodpecker.
- Kukul the Woodpecker only passed the message from the Frog.

We can combine the two sentences to be:

- Firefly only passed the message, **and Kukul did too**.
- Firefly only passed the message, **and so did Kukul**.

NOTE: We use “**and ...too**” and “**and so ...**” for **positive sentences**.



Task 16

Express the two ideas below in one sentence. You may do it in pairs.

1. I like reading very much. Virga likes reading very much.

_____.

2. Denias blames the borrowers who do not take care of the books they borrow. The librarian blames the borrowers who do not take care of the books they borrow.

_____.

3. Ayu does not complain about the service given by the librarian. The other students do not complain about the service given by the librarian.

_____.

4. The headmaster complains about the students who like to play truant. The teachers complain about the students who like to play truant.

_____.

5. I do not like reading comic books. Arnys does not like reading comic books.

_____.



Task 17

Study the explanation below. You may have a discussion with a partner.

A story involving animal as its characters is called a fable. Fable is a narrative text. Narrative texts function to entertain the readers or listeners. They also function to instruct the readers or listeners in that they teach them that problems should be confronted and attempts made to resolve them.

Narrative texts are organized as follows:

1. First, introduce the main character(s) in a setting of time and place, and alert the listener and/or reader to what is to follow (orientation).
2. Second, tell the sequence of events, and then change in some way so that the events become a problem for one or more of the characters (complication).
3. Third, tell the situation when the problems are resolved (resolution).
4. Finally, you can tell explicitly how the character/s has changed and what has been learned from the experience, but it is optional. Instead, you can ask the listener and/or reader to conclude by themselves and to draw the lesson they get from the story themselves (coda).



Common grammatical features of narrative texts include:

1. use of nouns to describe the particular people, animals, and things that the story is about;
2. use of adjectives to build noun groups to describe the people, animals or things in the story;
3. use of conjunctions to sequence events;
4. use of past tense.



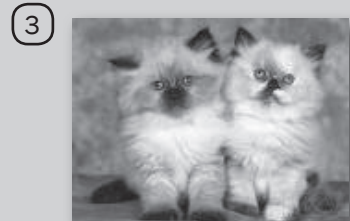
Task 18

Here is another story entitled **The Slippers of Buffalo Skin**. Read the story and find the meanings of the words below based on the context. Then, read again and answer the questions.

courtier ['kɔ:tjə] (kb)	:
defeat [dɪ'fi:t] (ks)	:
devour [dɪ'vaʊə] (ks)	:
entreaty ['entri:ti] (kb)	:
grant [grɑ:nt] (ks)	:
imprison [ɪm'prɪzn] (ks)	:
principality [prɪnsɪ'pælɪti] (kb)	:
slightest [slɑ:təst] (ks)	:
slippers ['slɪpəz] (kb)	:
spouse ['spauz] (kb)	:
stamp [stæmp] (kkt)	:
stare [steə] (kkt)	:
vicinity [vɪ'sɪnɪti] (kb)	:

The Slippers of Buffalo Skin

Once, in a time long past, there were a pair of **slippers** made of buffalo skin belonging to a prince. When the prince took them off, he put them on a rack in the kitchen, where the kitchen mice **stared** at them hour after hour, for they wished to eat them.



Pictures:

Picture 1: <http://www.shalincraft-india.com>

Picture 2: <http://www.jax.org>

Picture 3: <http://www.desktoprating.com>

Picture 4: <http://www.dogsledvt.com>

Picture 5: <http://www.cheapestgasprice.com>

Picture 6: <http://www.bruneiresources.com>

These were no ordinary slippers, since they had the power of speech, and they spoke to one another exactly like husband and wife. One day the Husband Slipper said to his **spouse**, "Wife, if the mice stare at us this way, day and night, in the end we are going to be **devoured** by them. What do you think? Could we perhaps change ourselves into mice?"

The wife only replied, "As you wish, Husband."

The Husband Slipper sent up a prayer to the Almighty for them to become mice, and at once their prayer was heard and their wish **granted**.

As mice, however, they discovered that their **slightest** movement caught the attention of the cats, which made them feel very unsafe, and so they asked to become cats.

This request too was granted them; but as cats, hardly had they set their paws outside the house when they were set upon by dogs. They therefore sent up an **entreaty** to become dogs, and as before, they were granted their wish.

When the newly created dogs came in the **vicinity** of men and women who were **stamping** rice, they were immediately beaten with the rice stampers and chased away. They decided then that it would be more advantageous to become human beings, and this too they were allowed to become.

They were then called upon by the village chief to perform a variety of tasks for him, among others, to carry heavy loads of rocks. Their dissatisfaction increasing, they asked to become **courtiers**; and the very next moment they were courtiers, in which capacity they had to carry out the commands of the Prince, night and day. They were even awakened from a deep sleep to perform some duty or other for His Majesty.

Of course the courtiers now felt how convenient it would be to become Prince and Princess, for then there would be no one over them to issue commands – and this too they became. But they were not at peace, for a Prince from another **principality** attacked their principedom, and they were continually surrounded by enemies.

More concerned than ever, the Slipper Prince said to his wife, "My fear is great that we will be **defeated**, and if, we are, we will be **imprisoned** and ordered to cut grass for the horses. What shall we do? If I could become God, we would have no enemies, and we would be all-powerful." And the wife replied, as always, "As you wish, Husband!"

But that was the limit. At the very moment that the Husband asked to become God, both he and his wife became slippers again, back in the kitchen, on the rack, as when their story began!

Adapted from: Alibasah, 1999.

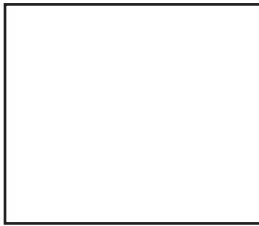
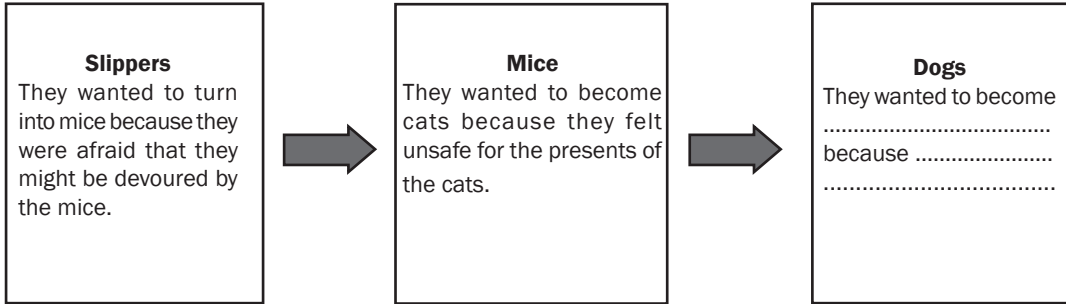
Questions

1. What are the main characters of the story?
2. What made the slippers want to become something else?
3. Were they satisfied by being mice?
4. What did they want to become after feeling unsafe after becoming cats?
5. How many changes did they experience before asking to become God?
6. Was their wish to become God granted?
7. How did the story end?
8. What do you learn from the story?

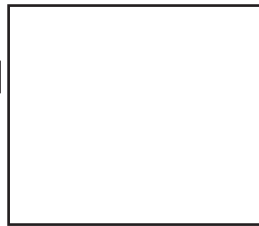
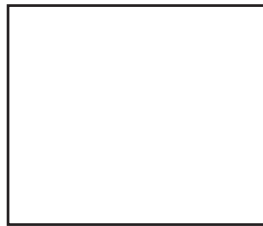


Task 19

Complete the charts of the changes that the slippers experienced and the reasons why they wanted to change themselves.



Chain of Changes



By the Way...

Idiom

Raining cats and dogs => If it's raining cats and dogs, it's raining very heavily.

"We'll have to cancel the picnic I'm afraid. It's raining cats and dogs."

Every dog has its day => This expression means that everyone can be successful at something at some time in their life.

"I didn't win this time, but I'll be lucky one day. Every dog has its day!"

Kill two birds with one stone => If you kill two birds with one stone, you succeed in doing two things at the same time.

"By studying on the train on the way home every week-end, Joe kills two birds with one stone."

Taken from: www.learnenglishtoday.com



Task 20

Study the rule below.

since, for, as = because

In the story entitled The Slippers of Buffalo Skin above you find these sentences:

- The kitchen mice stared at them hour after hour, **for** they wished to eat them.
- These were no ordinary slippers, **since** they had the power of speech.
- **As** they feared that they would be defeated, the Slipper Prince asked to become God.

The words for, since, and as in those contexts mean because.



Task 21

Join a sentence in box A with a sentence in box B using the conjunction *since, as, or for* to make a meaningful sentence. Look at the example.

A	B
<ul style="list-style-type: none"> • The cat is staring fiercely. • The hare thinks he can win. • The Princess kisses the frog. • The tortoise accepts the challenge. • The ugly duckling does not have a friend. • The wolf cannot make a trick on the pig. 	<ul style="list-style-type: none"> • He has long feet and is speedy. • He is different from the other. • He wants to teach him a lesson. • The frog turns into a charming Prince. • The mouse runs to hide. • The pig is cleverer than him.

1. As the cat staring fiercely, the mouse runs to hide.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

C. Let's Do More



Task 22

Go to the library to find story books or magazines, or you may search the internet to find two or more fables that you think interesting. Summarize the story by following the questions below. Then, in small groups of four, tell one another the fables you read . Look at the example.

1. When and where did the story take place?
2. Who were involved in the story?
3. How did the story begin?
4. What happened to the main character(s)?
5. How did the main character(s) manage to solve the problem?
6. How did the story end?
7. What do you learn from the story?

The Little Red Hen

Once upon a time, there was a Red Hen lived in a farm with her chickens. She also lived with the other neighbours, the Goose and the Duck.

One day, she found a grain of wheat. So she asked her neighbours, the goose and the duck, "Who will plant this wheat?" And no one wanted to plant the wheat. So she planted the grain of wheat herself.

When the wheat was ripe she said, "Who will take this wheat to the mill?" And, again, no one wanted to do it. So she took the wheat to the mill.

When she brought the flour home she said, "Who will make some bread with this flour?" And as predicted, no one would like to do it.

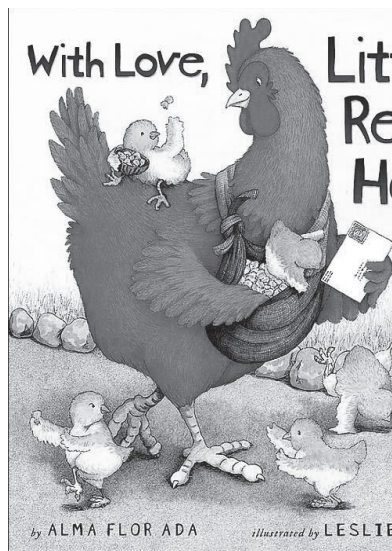
When the bread was baked, she said, "Who will eat this bread?" This time it was different. They said "I will, I will."

"No, you won't," said the Red Hen. "I shall eat it myself. Cluck! cluck!" And she called her chickens to eat the bread together.

Lesson: We should share both in good and bad times.

Adapted from: <http://www.bres.boothbay.k12.me.us>

Picture: <http://www.almaada.com>



D. Let's Check Your Competence



Task 23

Work in groups of four. Create dialogues based on the following situations.

1. You (A) have an assignment to collect fables in groups of four. Each of you has to submit at least two stories. One of your friends (B) does not submit any single story. You are complaining about this to the rest of the group members and blaming B. However, B has reasons. She has found one story from the magazine but her/his little brother accidentally tore it up. And B also did not have much time to search the internet because B has to babysit her/his little brother. So, who is to blame? And how would you solve the problem?
2. You have a group-work to make a presentation. When it comes to your group's turn, one of the team (C) is not ready to present. You have had two weeks to prepare but C still lacks the material to present and has not practised for the presentation. You complain about this to the team and blame C. C defends herself/himself for some reasons. What would you say to the teacher?



Task 24

Let's sing a song.

Have you watched *The Lion King*? If so, you must be familiar with its original soundtrack "Can You Feel the Love Tonight?" by Elton John. Listen to the song and sing along.



Picture 1: <http://www.elton-john.net>

Picture 2: <http://i200.photobucket.com>

Taken from: <http://www.lyrics007.com>

Can You Feel the Love Tonight?

There's a calm surrender to the rush of day
When the heat of the rolling world can be turned away
An enchanted moment, and it sees me through
It's enough for this restless warrior just to be with you

And can you feel the love tonight
It is where we are
It's enough for this wide-eyed wanderer
That we got this far
And can you feel the love tonight
How it's laid to rest
It's enough to make kings and vagabonds
Believe the very best

There's a time for everyone if they only learn
That the twisting kaleidoscope moves us all in turn
There's a rhyme and reason to the wild outdoors
When the heart of this star-crossed voyager beats in time with yours

Vocabulary:

enchanted [ɪn'tʃɑ:ntɪd](ks)	: mempesonakan, memikat
kaleidoscope [kə'laɪdəskəʊp] (kb)	: kaledoskop
restless ['restləs](ks)	: resah, gelisah
vagabond ['vægəbɒnd] (kb)	: pengembara
voyager ['vɔɪdʒə] (kb)	: pelayar
wanderer ['wɒndrə] (kb)	: pengembara
warrior ['wɒrɪə] (kb)	: pejuang, prajurit

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Express Complaints

- *Can you do anything about ...?*
- *I want to complain about ...*
- *I have a complaint to make.*
- *(I'm afraid) ... it just isn't good enough.*
- *Something must be done about ...*

2. How to Express Blames

- *It must be ... who should be blamed.*
- *I think you're the one to blame.*
- *I blame (someone) for (something).*
- *I blame (something) on (someone).*

3. and + too, so, either, neither

We use "and ... either" and "and neither..." for negative sentences.

We use "and ...too" and "and so ..." for positive sentences.

4. since, for, as = because

Note: This does not apply to all cases but depends on the context.

5. Narrative texts

Narrative texts generally have:

- Orientation - introducing the main character(s) in a setting of time and place.
- Complication - telling the sequence of events, with a part when the events become a problem for the character(s).
- Resolution - telling the situation when the problems are resolved.
- Coda - telling how the character/s has changed and what has been learned from the experience (optional).

UNIT II

ILLEGAL DRUGS CAN DAMAGE IMPORTANT ORGANS.



<http://www.sixwise.com>



Are you sometimes curious to know about something? It does not feel good when you feel curious but then you cannot get the answer, does it? Therefore, you have to know the suitable expressions to express your curiosity. When someone you ask does not have an exact answer, you can discuss the possibilities about the issue. Learn more about how to express curiosity and how to discuss possibilities in this unit.

Do you like to read newspapers, magazines or articles posted in the internet? They may provide you with a lot of information and/or explanation about things around you. This unit provides you with some explanation texts about drugs. People, especially the ones of your age should get enough information about drugs so that they will be able to know its effects on their body and life. Besides reading the articles, you will have a chance to write your composition to explain about something which interests you most through challenging guided as well as free tasks in this unit.

A. Let's Get Ready

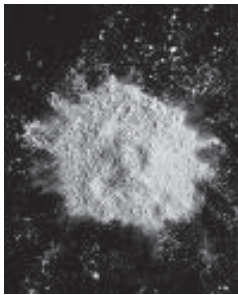


Task 1

Do you know kinds of drugs? In pairs, label the following drugs using the words in the box. The information in the other box may help you.

- * cocain (kokain)
- * ecstasy
- * heroin

- * marijuana (ganja)
- * crystal meth (shabu-shabu)
- * LSD (Lysergic Acid Diethylamida)



Pictures:

1. <http://www.tmk.edu.ee>
2. <http://www.acehinstitute.org>
3. <http://www.bloompd.com>
4. <http://www.talktofrank.com>
5. <http://www.crosscountysheriff.org>

- Cocaine is generally sold on the street as a fine, white, crystalline powder.
- Crystal meth (shabu-shabu) appears in many forms: white or brown, yellow, and even pink crystalline powder. It can also be found in the form of pill. The meth crystal is like a pure crystal chunk, much like an ice rock.
- Ecstasy is mostly found in the form of colourful tablets.
- Heroin usually appears as a white or brown powder.
- Marijuana is usually a dry, shredded green/brown mix of flowers, stems, seeds, and leaves of the hemp plant, cannabis sativa.



Task 2

You must know that many people are caught red-handed using drugs and some are found dead of overdose. Based on your knowledge, in small groups of four answer the following questions. The words in the box below may help you answer the questions.

1. What kind of drugs do drug users usually abuse?
2. What do they expect from using drugs?
3. What is the penalty of someone being caught of drug abuse?
4. What are the negative effects of using drugs?
5. What is the worst effect of using drugs?

abuse [a'bjʊ:s] (kkt, kb)	: menyalahgunakan, penyalahgunaan
addicted [a'dɪktɪd] (ks)	: kecanduan
creativity [kri'eɪtɪvɪti] (kb)	: kreativitas, daya cipta
confident ['kɒnfɪdnt] (ks)	: percaya diri
damage ['dæmədʒ] (kkt)	: merusak
dead [ded] (ks)	: tewas
health [helθ] (kb)	: kesehatan
prison ['prɪzn] (kb)	: penjara
stamina ['stæmɪnə] (kb)	: stamina, daya tahan tubuh



Picture: <http://www.childsafetyaustralia.com.au>

B. Let's Act



1. Listen and Speak



Task 3

Study the following words in the box before listening to the news about a famous actor who was caught using drugs and then answer the questions. The listening script is in the Appendix.

veteran ['vetrən] (kb)	: kawakan
allege [ə'ledʒ] (kkt)	: menduga keras
arrest [ə'rest] (kkt)	: menangkap, menahan
confiscate ['kɒnfɪsket] (kkt)	: menyita

Questions

1. Why was Roy Marten arrested by the police?
2. Where did the police catch Roy?
3. What did the police confiscate from Roy?



Task 4

Study the words below before you listen to a conversation between Adib and Ayu. Then, state whether the statements are TRUE (T) or FALSE (F). The listening script is in the Appendix.

artist ['ɑ:tɪst] (kb)	: seniman
celebrity [sə'lebrɪti] (kb)	: selebriti, orang terkenal
exposed [ɪk'spəʊzd] (ks)	: diberitakan
guarantee [gə'ren'ti:] (kkt)	: menjamin
humiliate [hju'mɪliət] (kkt)	: menghina, memermalukan
intelligent [ɪn'telɪdʒənt] (ks)	: cerdas, terpelajar
performance [pə'fɔ:məns] (kb)	: penampilan
sadness ['sædnəs] (kb)	: kesedihan

No	Statements	T	F
1.	One more celebrity is caught for drug abuse.		
2.	Being intelligent can guarantee that someone will never use drugs.		
3.	People usually use drugs to get away from their problems and sadness.		
4.	Using drugs can improve stamina, confidence, and creativity for the best performance.		
5.	Being caught and exposed in national media may humiliate and make people learn a lesson.		



Task 5

Study the expressions below.

Expressing Curiosity

In the conversation between Adib and Ayu, you find the following expression: *I wonder why he uses drugs.*

The expression is used to show CURIOSITY.

Here are some expressions to express your curiosity:

- I wonder what the drug is for.
- Can someone tell me who abuses drugs?
- I wish I knew more about ...
- How on earth ...?
- I'd be very interested to know ...



Task 6

Let's say it right.

In the conversation between Adib and Ayu, you find the word **'caught'**.

How do you pronounce it?

caught [kɔ:t]

The vowel letter 'a' when followed by -u plus consonant letters is pronounced [ɔ:]

Now, practise pronouncing the following words.

1. taught [tɔ:t]
2. author ['ɔ:θə]
3. audience ['ɔ:diəns]
4. august ['ɔ:gəst]
5. autumn ['ɔ:təm]
6. authentic [ɔ:'θentɪk]
7. authority [ɔ:'θɒrɪti]
8. autonomous [ɔ:'tɒnəməs]
9. auxiliary [ɔ:g'zɪliəri]
10. auction ['ɔ:kʃn]



Task 7

In pairs, study the dialogue below. Check your understanding by answering the questions. Then, practise the dialogue with your partner.

Adib and Ayu have a talk before the class begins.

- Adib : Do you think there is a possibility for the drug addicts to stop using drugs?
- Ayu : I'm sure there is. As a matter of fact, there have been many drug users rehabilitation centres built.
- Adib : Is it possible that they can stop without treatment?
- Ayu : Well, I don't think it is. Addiction is a disease, in the same way that cancer is a disease. You wouldn't expect a cancer patient to get better without help from a hospital. Equally, you shouldn't expect a drug addict to get better without help from a rehabilitation centre.
- Adib : But I often hear people say that it depends on the drug addicts themselves, whether or not they have a strong will to stop using drugs.
- Ayu : Well, I believe so. There must be a motivation that the drug addicts want to stop using drugs.
- Adib : Family and friends' support will indeed be very helpful.
- Ayu : Yes, indeed.

Questions

1. Does Ayu think that there is a possibility for the drug addicts to recover? Why?
2. Why doesn't Ayu think that the drug addicts cannot quit without treatment?
3. Why does it depend on the drug addicts themselves if they want to recover?
4. What things should the drug addicts have if they want to stop using drugs?
5. Who can help the drug addicts to stop using drugs?



Task 8

Study the expressions below.

Discussing Possibilities

In the conversation above, you find some expressions to express different meanings. Here are the expressions.

Asking possibilities:

Do you think there is a possibility for the drug addicts to stop using drugs?

Is it possible that they can stop without treatment?

Saying that something is possible:

I'm sure there is.

Saying that something is not possible:

Well, I don't think it is.

Here are some other expressions:

Asking possibilities

- Would there be any possibility ...?
- Is it possible ...?

Saying that something is possible

- I think there is a little possibility ...
- Maybe/Perhaps/Probably ...
- I assume/believe ...

Saying that something is not possible

- I don't think ...
- It's impossible/not possible ...
- Maybe/Perhaps/Probably not.



Cultural Tips

- Americans prefer directness in communication. When Americans say "yes" or "no," they mean precisely that. "Maybe" really does mean "it might happen"; it does not mean "no."
- However, do not expect a Japanese person to say "no." "Maybe" generally means "no."

Taken from <http://www.ediplomat.com>



Task 9

In pairs, study the dialogue below. Then, write down the expressions you find in the dialogue in the space provided.

Virga and Arnys are discussing why people abuse drugs.

Virga : I'm curious why people abuse drugs. I think it has no advantage.

Arnys : Well, I once heard that there are some pleasing effects of using drugs.

Virga : Is it so?

Arnys : I'm not so sure about it. All I know is that drugs are bad for our health.

Virga : Is it possible for the drug users to be jailed?

Arnys : I believe so. If they are caught red-handed using drugs, they will get a severe penalty.

Virga : But I think it will be hard to catch the drug users, because I'm sure they abuse drugs secretly.

Arnys : Well, there is always a possibility for them to be caught.

Virga : Yeah, I agree with you.

Asking possibilities

1.

2.

Saying what you think is possible

1.

2.

Saying what you think is not possible

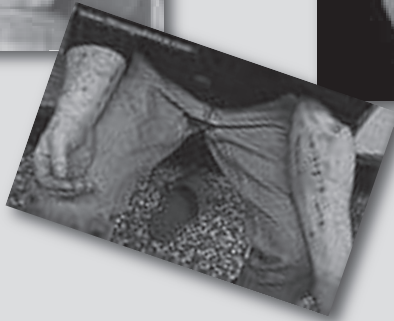
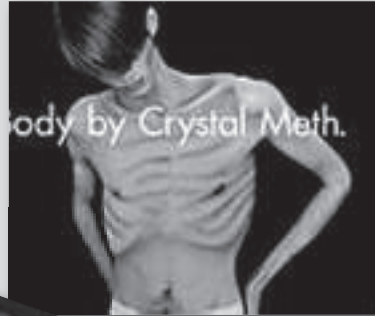
1.

2.



By the Way...

Do you want to look like these in the future? Use the drugs, then.



Picture1: <http://www.pbs.org>

Picture2: <http://www.orangeusd.k12.ca.us>

Picture3: <http://democrats.assembly.ca.gov>



Task 10

Complete the following short dialogues. Number 1 is done as an example.

1. Retno : Is it possible for a drug addict to live normally?
You : I don't think it is. They are kind of trapped in their messed-up world.
2. Retno : Do you think a drug addict can perform well at school/work?
You : _____
3. Retno : If you are offered to taste a drug once, would there be any possibility that you can be addicted to drugs?
You : _____
4. Retno : Suppose you have been addicted to drugs. Is there any possibility for you to stop using drugs?
You : _____
5. Retno : Is it possibly true that drugs can help us improve our confidence?
You : _____



Task 11

In small groups, discuss the possibilities over the following issues. Look at the example.

1. That a drug addict can live normally
2. That a drug addict can perform well at school/work
3. That a drug addict always has a chance to stop using drugs
4. That drugs can help improve stamina, confidence, and creativity

Example:

In my opinion, it is impossible for a drug addict to perform well at school/work. Well, perhaps many people think that using drugs can help improve stamina, confidence, and creativity. I guess it is nonsense. In fact, once you are addicted to drugs, it is likely to happen that you can have trouble concentrating and lost interest in school or work. Do you think someone can concentrate when he or she has a runny nose all of the time and gets sleepy easily? Well, I don't think so. In conclusion, I think a drug addict can never perform well at school/work.



Task 12

Let's sing a song.

Raheem DeV Vaughn - Is It Possible

Can a smile lead to a hello
 And a hello lead to a first date and
 a first date to a can't wait to do it again
 Ain't no pressure(no)
 Can just let love develop
 Get to know one another
 From a sister
 To a brother

I'm just wondering
 I'm just wondering
 If we start as friends
 I'm just wondering
 If you have a man
 I'm just wondering
 If I could be around, permanent
 How can I get down?
 I'm just wondering
 What do you see
 When you look at me
 In your beliefs, Do dreams come true?

Cuz I dream of you, of holding you
 I'm wondering...

Chorus:

Is it possible
 For you to see
 That maybe you and I could be
 Is it possible
 For you to see
 That maybe you said I could be
 Say it's possible
 For you to see that maybe you and I could be
 Is it possible
 To be logical
 For you to see that we could be

2nd verse:

Patience, I was born with plenty
 So if and when you're ready
 Have some faith girl

And we can step out on faith
 Cuz baby I'm not your everyday, average man
 Spittin everyday, average lust
 Or rehearse girl. I speak the truth at all times
 So if you're wonderin, (if) This is too far feteched
 If you're wonderin, this is no conquest
 To love you, then leave you there, so I'm wondering, wondering.

Taken from: <http://www.metrolyrics.com>



Picture: <http://www.raheem-devaughn.com>



2. Read and Write



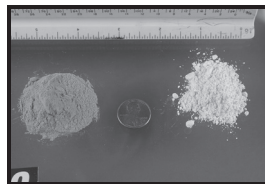
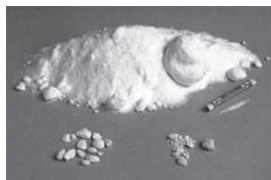
Task 13

Here is an article entitled “What You Need to Know about Drugs.” Read the article and find the meaning of the words below based on the context. Use your dictionary if necessary. Then, read the text again and answer the questions.

accustomed [ə'kʌstəmd] (ks)	: ...
adjusted [ə'dʒʌstɪd] (ks)	: ...
chemical ['kemɪkl] (kb)	: ...
cranky ['kræŋki] (ks)	: ...
dependent [dɪ'pendənt] (ks)	: ...
dumb [dʌm] (ks)	: ...
fit [fɪt] (kkt)	: ...
prescribe [prɪ'skraɪb] (kkt)	: ...
puffy [pʌfi] (ks)	: ...
runny nose ['rʌni nəʊz] (kb)	: ...
symptom ['sɪmptəm] (kb)	: ...
tremor ['tremə] (kb)	: ...
vomit ['vɒmɪt] (kki)	: ...
wear off [weə ɒf] (kki)	: ...

What You Need to Know about Drugs

Drugs are **chemicals** that change the way a person's body works. You have probably heard that drugs are bad for you, but what does that mean and why are they bad? If you have ever been sick and had to take medicine, you already know about one kind of drugs. Medicines are legal drugs, meaning doctors are allowed to **prescribe** them for patients, stores can sell them, and people are allowed to buy them. But it is not legal, or safe, for people to use these medicines any way they want or to buy them from people who are selling them illegally.



Picture 1: <http://www.crosscountysheriff.org>
Picture 2: <http://www.talktofrank.com>

Picture 3: <http://www.usdoj.gov>
Picture 4: <http://www.stickergiant.com>

When people talk about the “drug problem,” they usually mean abusing legal drugs or using illegal drugs, such as marijuana, ecstasy, cocaine, LSD, crystal meth and heroin. Illegal drugs can damage the brain, heart, and other important organs. Cocaine, for instance, can cause a heart attack. While using drugs, a person is also less able to do well in school, sports, and other activities. It is often harder to think clearly and make good decisions. People can do dumb or dangerous things that could hurt themselves - or other people - when they use drugs.

Sometimes people try drugs to **fit** in with a group of friends. Or they might be curious or just bored. A person may use illegal drugs for many reasons, but often because they help the person escape from reality for a while. If a person is sad or upset, a drug can - temporarily - make the person feel better or forget about problems. But this escape lasts only until the drug **wears off**. Drugs do not solve problems, of course. And using drugs often causes other problems on top of the problems the person had in the first place. A person who uses drugs can become **dependent** on them, or addicted. This means that the person’s body becomes so **accustomed** to having this drug that he or she cannot function well without it. Once a person is addicted, it is very hard to stop taking drugs. Stopping can cause withdrawal **symptoms**, such as **vomiting** (throwing up), sweating, and **tremors** (shaking). These sick feelings continue until the person’s body gets **adjusted** to being drug free again.

If someone is using drugs, you might notice changes in how the person looks or acts. Here are some of those signs. A person using drugs may:

- lose interest in school
- change friends (to hang out with those who use drugs)
- become moody, negative, cranky, or worried all the time
- ask to be left alone a lot
- have trouble concentrating
- sleep a lot (maybe even in class)
- get in fights
- have red or **puffy** eyes
- lose or gain weight
- cough a lot
- have a **runny nose** all of the time

This information was provided by KidsHealth, one of the largest resources online for medically reviewed health information written for parents, kids, and teens. For more articles like this one, visit KidsHealth.org. © 1995-2008. The Nemours Foundation. All rights reserved.

Questions

1. What are drugs?
2. What are the examples of illegal drugs?
3. What are the effects of abusing drugs?
4. Why do people try drugs?
5. Can drugs solve problems?
6. What is meant by being addicted?
7. What will happen if a person stops taking drugs?
8. Mention some signs of someone using drugs.
9. What do the following words refer to?
 - a. "you" in paragraph 1 line 1 refers to _____.
 - b. "they" in paragraph 1 line 2 refers to _____.
 - c. "them" in paragraph 1 line 5 refers to _____.
 - d. "they" in paragraph 1 line 5 refers to _____.
 - e. "themselves" in paragraph 2 line 6 refers to _____.



By the Way...

be used/accustomed/adjusted to is followed by a gerund (Verb -ing)

Example:

..becomes **so accustomed to having ...**

..gets **adjusted to being** drug free again.



Task 14

In pairs, study the explanation below.

The text entitled "What You Need to Know about Drugs" is an explanation text. Explanation texts function to tell how or why things occur in scientific and technical fields. To make a good explanation text, these are the steps you should follow:

First, state the phenomenon that you are going to explain.

Second, tell the sequence of explanations.

Third, conclude what you have explained.

Common grammatical features in an explanation text include:

simple present tense;

passive voice;

conjunctions of time and cause;

noun groups;

complex sentences.





Task 15

Read the next article entitled “Drugs and Their Effects” on our body and find the meanings of the words below based on the context. Use your dictionary if necessary. Then, read the text again and state whether the statements are TRUE or FALSE.

adverse [ˈædvə:s] (ks)	: ...
blood vessel [blʌd ˈvesl] (kb)	: ...
dilated pupil [daiˈleɪtɪd ˈpju:pəl] (kb)	: ...
dilute [daiˈlju:t] (kkt)	: ...
euphoric [ju:ˈfɔ:rɪk] (ks)	: ...
hemp [hemp] (kb)	: ...
hoarseness [hɔ:snəs] (kb)	: ...
impaired [ɪmˈpeəd] (ks)	: ...
inject [ɪnˈdʒekt] (kkt)	: ...
irritant [ˈɪrɪtənt] (kb)	: ...
respiratory tract [rəˈspɪrətəri trækt] (kb)	: ...
shred [ʃred] (kb)	: ...
sniff [snɪf] (kkt)	: ...
snort [snɔ:t] (kki)	: ...

Drugs and Their Effects

Marijuana

Marijuana is a dry, **shredded** green/brown mix of flowers, stems, seeds, and leaves of the **hemp** plant, *cannabis sativa*. It usually is smoked as a cigarette or in a pipe. Marijuana smoke has a strong and distinctive, usually sweet-and-sour odour. There are countless street terms for marijuana including pot, herb, weed, grass, widow, ganja, and hash. Long-term marijuana use leads to an addiction. The short-term effects of marijuana addiction can include problems with memory and learning, difficulty in thinking and problem solving, loss of coordination and increased heart rate. Smoking marijuana increases the possibility of developing cancer of the head or neck. Marijuana use also has the potential to promote cancer of the lungs and other parts of the **respiratory tract** because it contains **irritants** and carcinogens. In fact, marijuana smoke contains 50 to 70 percent more carcinogenic hydrocarbons than does tobacco smoke. Depression, anxiety, and personality disturbances have been associated with marijuana addiction. Students who smoke marijuana get lower grades and are less likely to graduate from high school, compared with their non-smoking friends.



Cocain

Cocaine is a powerfully addictive drug that is **snorted, sniffed, injected** or smoked and directly affects the brain. It is also called by the street names coke, snow, flake, blow and others. Cocaine usually makes the user feel **euphoric** and energetic. Cocaine is generally sold on the street as a fine, white, crystalline powder. Street dealers generally **dilute** it with such substances as cornstarch, talcum powder, sugar, or with such active drugs as procaine (a chemically related local anesthetic) or with such other stimulants as amphetamines. Adults 18 to 25 years old have the highest rate of current cocaine use, compared to other age groups presumably because it is very expensive.



Common health effects include heart attacks, respiratory failure, and strokes. In some cases, sudden death can occur on the first use of cocaine or unexpectedly thereafter. Physical effects of cocaine use include constricted **blood vessels, dilated pupils**, and increased temperature, heart rate, and blood pressure. Different means of taking cocaine can produce different **adverse** effects. Regularly snorting cocaine, for example, can lead to loss of sense of smell, nosebleeds, problems with swallowing, **hoarseness**, and a chronically runny nose. People who inject cocaine can experience severe allergic reactions and, as with any injecting drug user, are at increased risk for contracting HIV and other blood borne diseases.

Picture 1: <http://www.drugfreebc.org>

Picture 2: <http://www.essentialhealth.us>

Adapted from: <http://www.addict-help.com>

State whether the statements below are TRUE (T) or FALSE (F).

No	Statements	T	F
1.	Marijuana is a liquid made of mix of flowers, stems, seeds, and leaves of the <i>cannabis sativa</i> .		
2.	Smoking marijuana increases the possibility of developing cancer of the head or neck.		
3.	Students who smoke marijuana get lower grades compared with their non-smoking friends.		
4.	Teenagers have the highest rate of current cocaine use, compared to other age groups.		
5.	Different means of taking cocaine produces the same adverse effects.		



Task 16

Find the words in the text which have similar meanings to the following words. The first letter is already given. Number one is done as an example.

1. typical, unique, distinct = distinctive
2. numerous, myriad = c_____
3. opportunity, likelihood = p_____
4. disorder, trouble = d_____
5. score, mark, ranking = g_____
6. overjoyed, excited = e_____
7. costly, high-priced, pricey = e_____
8. breakdown, malfunction = f_____
9. way, method, process = m_____
10. bad, poor, harmful = a_____



By the Way...

Ganja (Marijuana) is considered the “wisdom weed” by Rastafarians, as its use helps one to gain wisdom. Rastafarians use it as a part of a religious rite and as a means of getting closer to their inner spiritual self, Jah (God) and Creation. Rastafarian consumes it through smoking and eating (not recommended). The smoking of Ganja is a part of a religious ritual.



Taken from: [http:// www.swagga.com](http://www.swagga.com)
Picture: <http://growabrain.typepad.com>





Task 17

Study the rule below.

Passive Sentences

- Marijuana usually **is smoked** as a cigarette or in a pipe.
- Critical skills related to attention, memory, and learning **are** significantly **impaired** even after they have not used the drug for at least 24 hours.
- Depression, anxiety, and personality disturbances **have been associated** with marijuana addiction.

Form of all passive verbs:

BE + PAST PARTICIPLE

Be can be in any of its forms: *am, is, are, was, were, has been, have been, will be*, etc.

THE PAST PARTICIPLE follows **BE**. For regular verbs, the past participle ends in *-ed* (e.g. smoked, impaired). Some past participles are irregular (e.g. *taught*).



Task 18

Change the verbs into the passive forms. Do not change the tense.

		BE +	PAST PARTICIPLE	
1. Ahong <i>sells</i> illegal drugs.	Illegal drugs	<u>are</u>	<u>sold</u>	by Ahong.
2. Marley <i>smokes</i> marijuana.	Marijuana	_____	_____	by Marley.
3. The police <i>have caught</i> Paul.	Paul	_____	_____	by the police.
4. Susan <i>is injecting</i> some cocaine.	Some cocaine	_____	_____	by Susan.
5. The police <i>is going to hold</i> a drug	A drug education	_____	_____	by the police.
6. The teacher <i>will call</i> the police.	The police	_____	_____	by the teacher.



Task 19

Express the ideas below in passive voice forms.

1. Drug dealers usually sell the drugs in the disco.
2. Suzan snorted white powder in the bathroom.
3. Bobby smokes a cigarette which smells like marijuana.
4. Drugs have destroyed the future of many people.
5. My school is going to visit a drug rehab in our city.
6. Drug treatment centres provide help for drug addicts.
7. Drug addicts will feel withdrawal symptoms such as vomiting, sweating, and shaking once they try to stop using drugs.
8. Sometimes people try drugs to fit in with a group of friends.
9. Drugs change the way a person's body works.
10. You have probably heard that drugs are bad for you.



Task 20

The followings are some information about heroin. From the information, create a text to explain what a heroin is and how it affects our health. Publish your final draft in the school bulletin.

1. Heroin is an extremely dangerous and powerful opiate.
2. It is derived from the poppy plant.
3. It is usually sold in the form of powdered, white, crystalline substance.
4. Heroin is used by injecting, snorting or smoking it.
5. Street names for heroin include "smack," "H" or "junk."
6. Effects on health conditions: fatal overdose, spontaneous abortion, collapsed veins, and, particularly in users who inject the drug, infectious diseases, including HIV/AIDS and hepatitis.
7. Chronic users may develop collapsed veins, infection of the heart lining and valves, abscesses, cellulites, and liver disease.
8. Street heroin may have additives that do not readily dissolve and result in clogging the blood vessels that lead to the lungs, liver, kidneys, or brain. This can cause infection or even death of small patches of cells in vital organs.



<http://www.bp0.blogger.com>

C. Let's Do More



Task 21

There are other kinds of illegal drugs such as ecstasy, crystal meth (*shabu-shabu*), and LSD (Lysergic Acid Diethylamida). Find information about two of them including the effects on your health when using it. Write a text explaining what each drug is and how it affects your health.



D. Let's Check Your Competence



Task 22

Using the information below, in pairs create a dialogue to express your curiosity about crack cocaine and discuss the possible adverse effects of using it.

Crack is a form of cocaine. Crack cocaine got its name from the crackling noise it makes while being smoked. It is highly addictive. It has been processed into rocks for smoking. Crack is the street name given to cocaine which has been processed from powdered cocaine into a smokable form. Formally known as freebase, crack cocaine is cocaine that has been processed with ammonia or sodium bicarbonate (baking soda) and water, and heated to remove the hydrochloride. Because crack is smoked, the user experiences a high instantly. In general, the faster the absorption of any drug, the more intense the high is. This rather immediate and euphoric effect is one of the reasons crack has become enormously popular in recent times. Another reason is that crack is less expensive both to produce and to buy.

Some users of crack cocaine report feelings of restlessness, irritability, and anxiety. A tolerance to the “high” may develop—many addicts report that they seek but fail to achieve as much pleasure as they did from their first exposure. Some users will increase their doses to intensify and prolong the euphoric effects. Crack cocaine use can result in a period of full-blown paranoid psychosis, in which the user loses touch with reality and experiences auditory hallucinations. Other complications associated with crack cocaine use include disturbances in hearth rhythm and heart attacks, chest pain and respiratory failure, strokes, seizures and headaches, and gastrointestinal complications such as abdominal pain and nausea. Because crack cocaine has a tendency to decrease appetite, many chronic users can become malnourished.

Adapted from: [http:// www.addict-help.com](http://www.addict-help.com)

E. Let’s Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don’t like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Express Curiosity

- I wonder what the drug is for.
- Can someone tell me who abuses drugs?
- I wish I knew more about ...
- How on earth ...?
- I'd be very interested to know ...

2. How to Discuss Possibilities

Asking possibilities

- Do you think it is possible ...?
- Is there any possibility ...?
- Would there be any possibility ...?
- Is it possible ...?

Saying something is possible

- I think there is a little possibility ...
- It's (quite) possible/probable ...
- Maybe/Perhaps/Probably ...
- I assume/believe ...

Saying something is not possible

- I don't think ...
- It's impossible/not possible ...
- Maybe/Perhaps/Probably not.
- (Sorry, but) it's not likely ...

3. **Passive Sentences**

Form of all passive verbs: **BE + PAST PARTICIPLE**

4. **The explanation text which functions to tell how or why things occur. The text has these points:**

- state the phenomenon that you are going to explain.
- tell the sequence of explanations.
- conclude what you have explained.

UNIT III

THE IMPACT OF GLOBAL WARMING COULD BE DEVASTATING.



<http://www.rcdnet.org/drought.php>



Have you ever thought of great ideas for yourself or for people around you? There are people you may consult to put your ideas into practice. You may also propose your ideas to others in various situations. Therefore, you have to know how to use proper expressions to propose your ideas. In putting the ideas into practice, you may also need some people to help you. You probably have to give instructions to them for that. Learn how to use the suitable expressions to propose ideas and give instructions in this unit.

Do you like reading newspapers, magazines, or articles posted in the internet? They may provide you with much information about things around you. This unit provides you with some explanation texts about global warming. Global warming is perhaps the most important environmental problem in the world today. Find out more information about what global warming is and what we can do to slow down global warming. Besides reading articles, you will have a chance to write your composition to explain about something which interests you most through challenging guided as well as free tasks.

A. Let's Get Ready



Task 1

Study the physical signs of climate change below. Then, in groups of four answer the questions. The words and expressions may help you answer the questions.



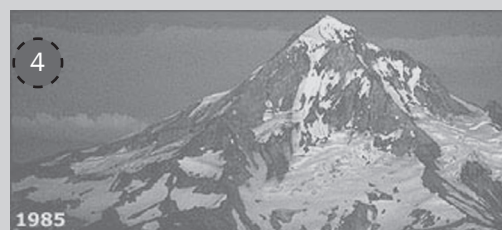
Rising tides



Vanishing islands



Disappearance of glacier at a rate of 200 metres per year



No more snow

Pictures: <http://www.effectofglobalwarming.com>

Questions

1. Which environmental change attracts your attention most?
2. What difference do you see before and after the environmental change occurs?
3. What do you think causes such an environmental change?
4. Do you see any environmental change around you?
 - a. If so, what is it? Tell the class the difference of the condition before and after the environmental change occurs.
 - b. If no, choose one of the physical signs of environmental change above and try to explain the condition before and after the environmental change occurs.

climate ['klaɪmət] (kb)	: iklim
drought [draʊt] (kb)	: kekeringan
environment [ɪn'vaɪərənmənt] (kb)	: lingkungan
flood [flʌd] (kb)	: banjir
glacier ['glæsiə] (kb)	: gunung es
hurricane (kb)	: angin topan
island ['aɪlənd] (kb)	: pulau
melt [melt] (kki)	: meleleh, mencair
mountain ['maʊntən] (kb)	: gunung
rainfall ['reɪnfɔ:l] (kb)	: curah hujan
rise [raɪz] (kki, kb)	: naik, kenaikan
sea level ['si: 'levl] (kb)	: permukaan air laut
season ['si:zən] (kb)	: musim
snow [snəʊ] (kb)	: salju
temperature ['temprətʃə] (kb)	: suhu
thunderstorm ['θʌndəstɔ:m] (kb)	: petir, guntur
tide [taɪd] (kb)	: pasang (air laut)
tsunami ['tsu:'nɑ:mi] (kb)	: tsunami
vanish ['væniʃ] (kki)	: lenyap, menghilang

I think
In my opinion ...
It's probably ...
Maybe/Perhaps/Probably ...

B. Let's Act



1. Listen and Speak



Task 2

Study the words in the box before you listen to a radio news programme about global warming. While you are listening, complete the passage by using the words in the box. The listening script is in the Appendix.

atmosphere
rays
rise

layers of gases
heat
scientists

thermal
animals
greenhouse

temperature
thicker



Picture: <http://youmaybegreen.com>

Global warming is the ... in ... of the Earth's atmosphere. The earth is naturally warmed by ... from the sun which pass through the ... and are reflected back out to space again. The atmosphere's made up of ... some of which are called ... gases. They're mostly natural and make up a kind of ... blanket over the Earth. This lets some of the rays back out of the atmosphere, keeping the earth at the right temperature for ..., plants and humans to survive (60 °F/16 °C). So some think global warming is good. But most ... think if extra greenhouse gases are made, the thermal blanket gets ... and too much ... is kept in the earth's atmosphere - that's when global warming's bad.

Taken from: <http://www.news.bbc.co.uk>



Task 3

Study the following words and questions before you listen to the conversation. Listen carefully and then check your comprehension by choosing the correct answers. The listening script is in the Appendix.

fuel [ˈfjuːl] (kb)	: bahan bakar
greenhouse gases [ˈɡriːnhaʊs ˈɡæsiːz] (kb)	: gas rumah kaca
heat [hi:t] (kb)	: panas
reduce [rɪˈdjuːs] (kkt)	: mengurangi
scientist [ˈsaɪəntɪst] (kb)	: ahli ilmu pengetahuan
release [rɪˈliːs] (kkt)	: melepaskan, mengeluarkan
excessive [ɪkˈsesɪv] (ks)	: berlebihan, terlalu banyak
gasoline [ˈɡæsəliːn] (kb)	: bensin, minyak gas
garbage [ˈɡɑːbɪdʒ] (kb)	: sampah, limbah

Questions

1. What happens to the Earth's atmosphere?
 - a. There is a rise in temperature of the Earth's atmosphere.
 - b. There is a decline in temperature of the Earth's atmosphere.
 - c. There is uncertainty in temperature of the Earth's atmosphere.
 - d. There is a steady temperature decline of the Earth's atmosphere.
2. What produces greenhouse gases in the atmosphere?
 - a. The excessive amount of trees all over the globe
 - b. The excessive amount of water in the oceans
 - c. The excessive amount of carbon dioxide and methane produced by human activities
 - d. The excessive amount of human population all over the world
3. Which of the followings is not the effect of global warming?
 - a. Changes in rainfall patterns
 - b. Decreases in sea level
 - c. Changes of behaviour on plants, wildlife, and humans
 - d. Changes in climate
4. The followings are things we can do to reduce global warming, *except*
 - a. Taking a walk and riding a bike
 - b. Taking public transport and riding a motorbike
 - c. Producing more garbage and using recycled papers
 - d. Unplugging the electronic devices when not in use and reducing the garbage

5. What is Andi's idea to encourage other people to join the action of reducing the global warming?
 - a. Putting the issue on the school bulletin.
 - b. Putting the issue on the school board magazine.
 - c. Putting the issue on the school radio.
 - d. Putting the issue on the local TV station.



Task 4

Find the antonyms of the words below by matching each word in column A with its antonym in column B. Look at the example.

A	B
1. encourage	a. unplug
2. excessive	b. trivial
3. interesting	c. trap
4. late	d. moderate
5. mistaken	e. increase
6. plug	f. early
7. reduce	g. discourage
8. release	h. decrease
9. rise	i. correct
10. serious	j. boring



Task 5

Complete the following sentences using the words in Task 4. Compare your answer with your classmate's.

1. Motor vehicles contribute to ... air pollution.
2. By using our own shopping bag we can ... unnecessary plastic garbage.
3. Make sure you leave your cell phone charger It can save more than 100 kg of carbon dioxide a year.
4. Let's ... double-sided printing.
5. Making our own hand-made bags out of used packages is really....
6. Better ... than never. Let's save the world now.
7. Do you have an ... amount of scrap paper? Why don't we learn to recycle them?
8. The ... of sea level is perhaps due to the melting of the polar ice.



Task 6

In pairs, study the expressions below.

Proposing

In the dialogue between Andi and Retno, you find these expressions:

- The climate scientists propose to reduce the gasoline consumption by 10 per cent.
- They also propose that we unplug the electronic devices when not in use.

The expressions are used to PROPOSE something.

Here are other expressions that we can use:

- I propose that we take a walk to school.
- Let's ride the bike, shall we?
- Why not taking the bus?
- Why don't we plant trees?
- How about recycling the garbage?



Task 7

Let's say it right.

In the conversation between Andi and Retno, you find the words: news, rise, release, gases, keeps, causes, changes, patterns, impacts, things, brakes, scientists, solutions, propose, devices. How do you pronounce them? There are different ways of pronouncing the letter 's'.

Pronounced [s]	Pronounced [z]	Pronounced [iz]
keeps impacts brakes scientists	rise release propose news patterns things solutions	gases causes changes devices

Now, practise pronouncing the words below.

1. choose [tʃu:z]
2. lose [lu:z]
3. accuse [ə'kju:z]
4. amuse [ə'mju:z]
5. cars [kɑ:z]
6. countries ['kʌntri:z]
7. pencils ['pensəlz]
8. buses [bʊʃiz]
9. classes [klɑ:siz]
10. faces [feɪsɪz]



Task 8

Study the following conversation with your classmates and then answer the questions. After that, perform the dialogue in pairs.

It's the morning break. Andi and Retno are in the students' association room. They discuss the proposal to put the global warming issue in their school board magazine.

Andi : Hi guys, we've just got a proposal to put the global warming issue as the theme in the coming edition.

Retno : I've read newspapers and watched the news, and I've got plenty of information about it.

Denias : That's a good idea. It's becoming a hot issue. Everybody should know it.

Retno : Yes. We have to encourage everyone to join the actions of reducing the global warming.

Denias : All right. Let's make a list of what to do.

First of all, we have to search for more information in the internet, newspapers, magazines, TV, and radio news programmes.

Andi : After that?

Retno : After that, select the relevant information.

Denias : Right. I will write the editorial; Retno will write "Today's Topic". Andi, would you interview teachers and students to find out their opinions about global warming?

Andi : Consider it done.

Denias : The other members will be responsible for the "Did You Know?", "Story for Today", "Today's Joke". Submit your material no later than Thursday.

Retno : And then?

Denias : Then, we will start creating our school board magazine on Friday. I propose that we work hard so that we can publish it on Monday.

Andi : Okay. Look, the bell is ringing. Let's go back to our class.

Retno : All right. See you guys.

Questions

1. What will be the theme of the school board magazine for the coming edition?
2. Where can they search for information about the global warming?
3. What will they do after getting the information?
4. Who is assigned to interview teachers and students?
5. When should the materials be submitted?
6. How many days will they create the school board magazine?
7. When will it be published?



By the Way...

If forest fires are taken into account, Indonesia would occupy the fourth rank in the list of biggest contributors to the global warming. However, if seen from the concentration of its green house and transportation gas emissions, Indonesia is still in the 13th position.

Taken from: <http://www.indonesianewyork.org>



Task 9

Study the expressions below.

Giving Instructions

In the conversation between Andi, Retno, and Denias, you find these expressions:

- First of all, we have to search for more information in the internet, newspapers, magazines, TV, and radio news programmes.
- After that, select the relevant information.
- Then, we will start creating our school board magazine on Friday.

The expressions are used to GIVE INSTRUCTIONS.

When you give instructions, use the following connectives:

First,	To begin with ...
After that, ...	Then, ...
Next,...	After that, ...
Then, ...	Next, ...
To end with, ...	Finally, ...

Example:

First of all, search for relevant information.

After that, select the information you need.

Then, start creating the board magazine.

Finally, publish it on Monday.



Cultural Tips

- When you are in charge of something, it is likely to happen that you often give instructions. However, don't be too bossy and don't overplay qualifications, rank or titles, especially when you are in Australia, because Australians dislike one-upmanship.
- "Please" and "thank you" are very important in the United States. You should say "please" when you ask someone to do something for you. And don't forget to say "thank you" for even the smallest kindness.

Taken from: <http://www.ediplomat.com>





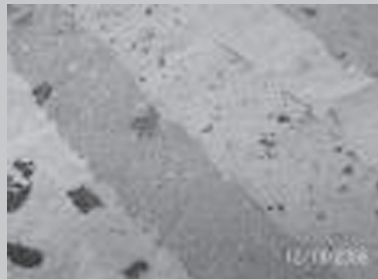
Task 10

Search information about how to make the followings. Then, give instructions on how to do it to your group. See the example.

1. How to make a hand-made bag out of used packages
2. How to make recycled paper
3. How to make compost

How to make piggy banks from used cans

1. **First**, clean up the empty can.
2. **After that**, make a slot (long thin hole) on the upper side using a screw or a nail and a hammer. If your can has a thin layer, you may use a sharp knife.
3. **Then**, to make it pretty, wrap it with coloured paper. Or else, you can paint it.
4. **Finally**, put it on your table and it is ready to be used as your savings box.



Pictures:

1. piggy bank <http://i209.photobucket.com>
2. hand-made bag <http://i.treehugger.com>
3. recycled paper <http://www.bp2.blogger.com>
4. compose <http://www.cambridgema.gov>

You can visit www.eHow.com, www.en.wikibooks.org or search through www.google.com or www.yahoo.com



2. Read and Write



Task 11

Here is an article about global warming. Read the text and find the meanings of the words below based on the context. Use your dictionary if necessary. Then, read the text again and answer the questions.

depletion [di'pli:ʃən] (kb)	: ...
detrimental [detrɪ'mentl] (ks)	: ...
devastating [ˈdevəsteɪtɪŋ] (ks)	: ...
extinguish [ɪk'stɪŋgwɪʃ] (kkt)	: ...
forecast [ˈfɔ:kɑ:st] (kkt)	: ...
indigenous [ɪn'dɪdʒənəs] (ks)	: ...
inland [ˈɪnlænd] (kb)	: ...
landslide [ˈlændslaɪd] (kb)	: ...
marine life [mə'ri:n laɪf] (kb)	: ...
pollination [pɒlɪ'neɪʃən]	: ...
recede [rɪ'si:d] (kki)	: ...
severity [sə'verɪti] (kb)	: ...

What is Global Warming?

Global warming is a term used to describe a gradual increase in the earth's average ground and atmospheric temperatures across the whole planet. Measurements indicate that the global temperature has increased by about 1 degree Fahrenheit in the past century. This warming trend appeared during a period when human activities were beginning to increase the carbon dioxide (CO₂) and other greenhouse gases in the atmosphere.

Although most scientists believe that a rise in carbon dioxide emissions will lead to further global warming, uncertainties remain about the timing and severity of resulting climatic change. Nevertheless, many are convinced that human activities are partly responsible for the long-term warming of the past century and that climatic changes caused by greenhouse gas increases will be a continuing part of our future.

The impact of global warming could be devastating. Global warming causes ozone depletion, melting polar ice, and rising ocean levels. The ozone layer, which protects all life from ultraviolet (UV) radiation, is being destroyed by the release of chlorofluorocarbons (CFCs) into the atmosphere. The widening holes in the ozone layer allow in more UV rays, which can cause skin cancers, cataracts, and immune system damage. UV rays are detrimental to pollination, seed production, and marine life food supplies as well.



Ice sheets in the Arctic Ocean have receded to record lows, and Antarctic glaciers are melting at a fast rate, causing sea levels to rise and indigenous wildlife to lose its habitat. Rising ocean levels could eventually cause worldwide flooding of coastal areas, forcing people and wildlife to migrate inland. Many experts predict global warming will cause a dramatic increase in excessive rainfall in some areas and severe drought in others, resulting in floods, crop failures, and a rising number of forest fires and land slides.

Many of the world's most knowledgeable climate-change scientists forecast that the earth's temperature will rise from 1.44 to 6.3° F by the year 2100 if we don't take steps to reduce greenhouse gases. An increase of 1 to 3.6° F will occur even if we do act, because many gases have already been released.

Adapted from <http://www.yosemite.epa.gov/oar/GlobalWarming.nsf> and
<http://www.charityguide.org/volunteer/fewhours/global-warming.htm>
 Picture: <http://www.effectsofglobalwarming.com>

Questions

1. What is global warming?
2. When did the warming trend begin to appear?
3. Who is partly responsible for the long-term warming of the past century?
4. What are the effects of global warming?
5. What will happen when the ozone layers deplete?
6. What will happen when the polar ice melts?
7. What will happen when the ocean levels rise?
8. What do the climate-change scientists forecast if we don't take steps to reduce greenhouse gases?



Task 12

In pairs, study the rules below.

Relative Clauses

The ozone layer, which protects all life from ultraviolet (UV) radiation is being
 relative clause

destroyed by the release of chlorofluorocarbons (CFCs) into the atmosphere.

A *clause* is a part of a sentence. A *relative clause* tells us which person or thing (or what kind of person or thing) the speaker means.

We use **which** in a relative clause when we are talking about *things*.

We use **that** in a relative clause when we are talking about *things* or *people*.

We use **who** in a relative clause when we are talking about *people*.

- The widening holes in the ozone layer allow in more UV rays **that** can cause skin cancers, cataracts, and immune system damage.
- Many climate-change scientists **who** have done research on climate change forecast that the earth's temperature will rise from if we don't take steps to reduce greenhouse gases.



Task 13

Combine the two sentences to make a meaningful sentence. Use a relative clause in the sentence.

Example: The island was very beautiful. It has vanished due to the rise of sea level.

The island which was very beautiful has vanished due to the rise of sea level.

1. Farmers used to plant crops according to the seasonal rainfall. They cannot rely on the seasons anymore because of the unstable rainfall pattern.

2. Rainfall pattern used to be stable. It has been unstable because of the global warming.

3. Some scientists believe that global warming is not a threat. They argue that global warming is a purely a natural phenomenon.

4. The coral reef was really fascinating. It is now dying as a result of global warming.

5. A massive amount of carbon dioxide is released excessively. They produce greenhouse gases in the atmosphere.



Task 14

Let's sing a song.

CAKE - Short Skirt Long Jacket

I want a girl with a mind like a diamond,
I want a girl who knows what's best,
I want a girl with shoes that cut,
and eyes that burn like cigarettes.
I want a girl with the right allocations,
Who is fast, and thorough, and sharp as a tack.
She's playing with her jewelry,
She's putting up her hair,

She's touring the facility
and picking up slack.

I want a girl with a short skirt and a long jacket.
I want a girl who gets up early, (gets up early!)
I want a girl who stays up late, (stays up late!)
I want a girl with uninterrupted prosperity,(uninterrupted!)
Who uses a machete, to cut through red tape.



With fingernails that shine like justice,
and a voice that is dark like tinted glass,
She is fast, and thorough, and sharp as a tack.
She's touring the facility
and picking up slack.
I want a girl with a short skirt and a long, long jacket.
(na na na na.....)

I want a girl with the smooth liquidation, (smooth liquidation!)
I want a girl with good dividends, (good dividends!)
At Citibank we will meet accidentally, (meet accidentally!)
We start to talk when she borrows my pen.

She wants a car with a cup holder-arm rest,
She wants a car that will get her there.
She's changing her name from Kitty to Carrie,
She's trading her MG for a white, Chrysler LaBaron
I want a girl with a short skirt and a long jacket

Taken from: <http://www.lyricsfreak.com>
Picture: <http://images.greatseats.com>



Task 15

Read the text and learn the meanings of the words below according to the context. Then, read the article again and answer the questions.

cynic ['sɪnɪk] (kb)	: ...
destructive [dɪ'strʌktɪv] (ks)	:
disrupt [dɪs'rʌpt] (kkt)	:
enact [ɪ'nækt] (kkt)	:
sustain [sə'steɪn] (kkt)	:
sustainable [sʌs'teɪnəbl] (ks)	:
commute [kə'mju:t] (kki)	:
fluorescent bulb [flʊə'resənt bʌlb] (kb)	:
lessen ['lesən] (kkt)	:
scrap paper [skræp 'peɪpə] (kb)	- :
thoroughly ['θʌrəli] (kk)	:

ACTIONS TO REDUCE GLOBAL WARMING

Global Warming already disrupts millions of lives daily in the forms of destructive weather patterns and loss of habitat. What is already happening is only the tip of the melting iceberg, for it is our children and grandchildren who will suffer the greatest from the impacts of global warming. This article outlines some ways that you can act to prevent the Earth's atmosphere from warming. While humankind has the ability to destroy the planet, we also have the capacity to protect and sustain it.

Reducing your carbon and greenhouse gas emissions will not only make your personal living space more sustainable but it will save you money in both the short and long term. Global warming is occurring more rapidly than it was originally expected to – only forty years ago, the big worry was global cooling. Even if you remain a cynic, however, and believe that the majority of scientists are wrong, you will benefit from reduced pollution, a healthier lifestyle and increased savings from enacting these simple activities that will not reduce the quality of your lifestyle.

1. Get educated. Educate yourself about global warming. The more facts you have, the more you can persuade others to make simple but effective changes in daily behavior. Energy-saving techniques are either initially expensive (for example, solar power), or take extra time (for example, recycling), so many people need convincing that their efforts matter.
2. Recycle more. Recycle more using recycling bins, composting, etc.
3. Use compact fluorescent bulbs. Replace three frequently used light bulbs with compact fluorescent bulbs/lamps and save 135 kgs of carbon dioxide and Rp 600,000 per year.
4. Use recycled paper. Make sure your printer paper is 100% post consumer recycled paper. Save 2.25 kgs. of carbon dioxide per ream of paper. Decide if something is really worth printing out. Make the most of scrap paper for shopping lists, notes, scrapbooks, school and college note-taking etc. Only recycle your paper when it has been thoroughly used up! (And don't forget the potential for making origami and other paper crafts.)
5. Unplug unused electronics. Even when electronic devices are turned off, they use energy. Save over 450 kgs of carbon dioxide per year by unplugging them.
6. Grow fast growing plants. Plants like bamboo grow faster and require less chemicals and care. Make sure that the plants are appropriate for your area; prefer native over introduced species and do not plant problem species.



7. Take public transportation. Taking the bus, the train, the subway or other forms of public transportation lessens the load on the roads and reduces one's individual greenhouse gas emissions. As an added bonus, some new buses are even hybrid already, depending on where you live in the world. Taking public transport removes the stress of long road commutes and gives you a great opportunity to read, think and relax. On some train services, you can even use a computer. You also save on parking money and time wasted looking for parks.
8. Ride a bicycle. Taking the bike instead of the car is a very simple solution.

Adapted from: <http://www.wikihow.com/Take-Actions-to-Reduce-Global-Warming>

Picture 1: <http://www.charityguide.org>

Picture 2: <http://akuinginijau.files.wordpress.com>

Picture 3: <http://akuinginijau.files.wordpress.com>

Picture 4: <http://www.greenpeace.org.uk>

Picture 5: <http://www.greenhouse.gov.au>

Questions

1. Who will suffer the greatest impacts of global warming?
2. Why should you educate yourself about global warming?
3. How much can you save by replacing three frequently used light bulbs with compact fluorescent bulbs?
4. How can you make the most of your scrap papers?
5. How much can you save by unplugging unused electronics?
6. What benefits can you get by taking public transportation?
7. What does the word "our" in paragraph 1 line 4 refer to?
8. What does the word "you" in paragraph 1 line 6 refer to?
9. What does the word "it" in paragraph 2 line 3 refer to?
10. What does the word "it" in paragraph 2 line 4 refer to?



Task 16

Find the words in the text which are closest in meaning to the words below. The first letter is already given.

- | | |
|-----------------------------------|-----------|
| 1. disturb | = disrupt |
| 2. detrimental, harmful, damaging | = d_____ |
| 3. effect | = i_____ |
| 4. stop, put off, avoid | = p_____ |
| 5. maintain, prolong | = s_____ |
| 6. fast, quick | = r_____ |
| 7. happen, take place | = o_____ |
| 8. pessimist, skeptic | = c_____ |
| 9. profit | = b_____ |
| 10. performing, acting out | = e_____ |



Task 17

Study the rule below.

need + Gerund (Verb-ing)

Many people **need convincing** that their efforts matter.

The word **need** is followed by either **noun** or **gerund (Verb -ing)**.

Many people need convincing that their efforts matter = Many people need to be convinced that their efforts matter.



Task 18

Look around your class. Find at least ten (10) objects which need changing.

Example: The wall needs painting.



Task 19

Now, look around your environment. Find at least five (5) conditions that need better changes.

Example: The bushes need cutting.



Task 20

Here are some actions to reduce global warming. Using the information you have, write an explanation text on how to reduce global warming. See the example.

bulb [bʌlb] (kb)	: bola lampu
caulk [kɔ:k] (kkt)	: mendempul
dishwasher ['dɪʃwɔʃə] (kb)	: mesin pencuci piring
insulate ['ɪnsjuleɪt] (kkt)	: menyekat
mower ['məʊə] (kb)	: mesin pemotong rumput
thermostat [θə:mə'stæt] (kb)	: alat pengatur panas



Action Steps

From the easy to the ambitious, there are numerous actions you can take to reduce your energy consumption and fight global warming. By taking any of the following actions, you are helping to clean up our atmosphere.

Action	CO2 reduction (lbs/yr)
Use a push mower instead of a power mower	80
Clean or replace air-conditioning filters as advised	175
Run your dishwasher only when it's full using the energy-saving setting	200
Buy products packaged in reusable or recyclable containers	230
Install low-flow shower heads in order to use less hot water	300
Replace your current washing machine with low-energy, low-water-use machine	440
Keep your water-heater thermostat no higher than 120 degrees F	500
Don't overheat or overcool rooms. Turn thermostat up when it's hot and down when it's cold	500
Replace standard light bulbs with energy-efficient fluorescent bulbs	500
Wash laundry in warm or cold water, not hot	500
Install a solar thermal system to provide hot water	720
Recycle all of your home's waste newsprint, cardboard, glass and metal	850
For a water heater more than five years old, wrap it an insulating jacket	1000
Caulk and weathstrip around doors and windows to plug up leaks	1000
Reduce your garbage by 25%	1000
Leave your car at home two days a week (walk, bike, take public transit)	1590
Insulate walls and ceilings	2000
Get rid of old, energy inefficient appliances and replace with newer energy-efficient models	3000
Plant trees around your home; paint the roof a light color in a hot climate, and a dark color in a cold climate	5000
Replace your most frequently used car with a fuel-efficient car (rated at 32 mpg or more)	5600
When replacing windows, install energy-saving models	10000

*Sources of information: World Wildlife Fund, Environmental Defense Fund, City of Portland Energy Office. Adapted from <http://yosemite.epa.gov/oar/globalwarming.nsf/content/ActionsIndividualActionSteps.html>

Taken from: www.sustainable.org/information/ThinkSmart_GlobalWarming_B

Actions to Reduce Global Warming

There are numerous actions we can take to reduce our energy consumption. By taking any of the following actions, we can help to clean up our atmosphere.

First of all, we can replace standard light bulbs with energy-efficient fluorescent bulbs. By doing this, we can reduce approximately 500 lb or around 225 kg carbon dioxide per year.

C. Let's Do More



Task 21

Global warming has contributed to the following natural phenomena. Find the explanation on how two of the followings happen in the internet or library. Then, summarize the explanation in two ore more paragraphs in your own words.



landslide



drought



flood



hurricane

Pictures:

1. <http://www.setwapres.go.id>
2. <http://staffwww.fullcoll.edu>

3. <http://faperta91unsrat.files.wordpress.com>.
4. <http://www.medtogo.com>

D. Let's Check Your Competence



Task 22

Work in pairs. Create dialogues based on the following situations.

1. You visit your classmate in his/her house and see the following situations:
 - The TV is in stand-by mode.
 - The radio is turned on without anybody listening to it.
 - The computer monitor is left on.
 - The cell phone chargers are left plugged.
 - The lights are all switched on.

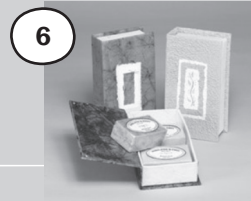
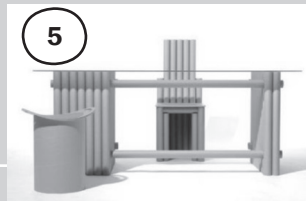
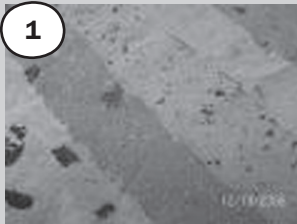
Explain to your classmates that the practice wastes much energy and may contribute to global warming. Propose your suggestions to your classmates.

- You and your classmates are in the computer laboratory. Your classmate is about to leave and let the computer on. She/he does not know how to turn it off. Give instructions to your classmate on how to turn off the computer and explain to her/him that we have to save energy so we can slow the global warming down.



Task 23

Look at things around you: used papers, disposable cups, used packages, etc. Think of what you can do with those things. Perhaps you can make a beautiful pen box out of the disposable cups, recycled paper from the used paper, or a pretty hand-made shopping bag from used packages, etc. When you are done, write an explanation on how to make one of those things on a piece of paper and submit it to your teacher.



Pictures:

- <http://www.bp2.blogger.com>
- <http://blog.sub-studio.com>
- <http://www.tenthousandvillages.com>
- <http://www.beckdale.co.uk>
- <http://www.instablogsimages.com>
- <http://www.trailstobridges.com>
- <http://www.rboks.com>
- <http://www.beckdale.co.uk>
- <http://www.sinarharapan.co.id>
- <http://www.avietteindustries.com>

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

What do you learn in this unit?

1. How to Propose Something

- The climate scientists propose to reduce the gasoline consumption by 10 per cent.
- I propose that we take a walk to school.
- Let's ride the bike, shall we?
- Why not taking the bus?
- Why don't we plant trees?
- How about recycling the garbage?

2. How to Give Instructions

First,	To begin with ...
After that, ...	Then, ...
Next,...	After that, ...
Then, ...	Next, ...
To end with, ...	Finally, ...

3. Relative Clauses

We use **which** in a relative clause when we are talking about things.

We use **that** in a relative clause when we are talking about things or people.

We use **who** in a relative clause when we are talking about people.

UNIT IV

SHOULD STUDENTS BE ALLOWED TO TAKE PART TIME JOBS?





Are you sometimes involved in conversations talking about mostly discussed issues? If you are, you must deal with arguments for or against the issues. Express your stance with confidence. How to do so? Find it out in this unit. Then, you may start to think of doing some actions dealing with the issues you have discussed. However, the actions may be extraordinary. To get your parents' permission to do the extraordinary actions, you need to learn how to request politely. In convincing your parents you often need to promise that you take the actions carefully.

Nowadays, many students think that taking part time jobs is a great challenge. On the other hand, some think that school should always come first. This unit will provide you with numerous pros and cons on students taking part time jobs. Some articles and internet discussion forums will help you make your decision. Therefore, if you are interested in writing a text discussing the pros and cons of any issues in students' life, this unit gives you a good chance to practise through challenging tasks.

A. Let's Get Ready



Task 1

Study the pictures of activities done by some high school students after school and discuss the questions with your partner. The words and phrases in the box may help you.



Questions

1. What do the students do?
2. Do you know why they decide to take part time jobs?
3. Do you agree with their decisions to work while studying?
 - If you do, state your reasons.
 - If you don't, state what the students should do to make sure that they do not fail.

afford [ə'fɔ:d] (<i>kkt</i>)	: mampu
leisure [ˈleɪʒə] (<i>kb</i>)	: waktu luang
wage [weɪdʒ] (<i>kb</i>)	: upah
salary [ˈsæləri] (<i>kb</i>)	: gaji
tuition fee [tʃuˈɪʃn fi:] (<i>kb</i>)	: biaya sekolah
lack [læk] (<i>kkt</i>)	: kurang
school work [ˈsku:l wə:k] (<i>kb</i>)	: pekerjaan sekolah
necessity [nə'sesɪti] (<i>kb</i>)	: kebutuhan



Task 2

Here are some activities students possibly do at their leisure time. Decide and rank which activity should come first with your partner. Add more activities on how students should spend their leisure time.



- Studying
- Taking part time jobs
- Hanging out with friends
- Doing their hobby/ies
- Joining extracurricular activities at school
- Taking courses based on their interest/s
- ...
- ...

B. Let's Act



1. Listen and Speak



Task 3

Here's a classified advertisement Anita found in a newspaper and she is interested in taking a part time job. Listen to Anita and Denias discussing Anita's decision to take a part time job and answer the questions that follow. The words in the box may help you. The listening script is in the Appendix.

vacancy ['veɪkənsi] (kb)	: lowongan pekerjaan
consequence ['kɒnsɪkwəns] (kb)	: konsekuensi
interpersonal [ɪntə'pɜːsənl] (ks)	: antar perseorangan
insufficient [ɪnsə'fɪʃnt] (ks)	: tidak cukup
grade [ɡreɪd] (kb)	: nilai



Questions

1. What do Anita and Denias talk about?
2. Where did Anita find the vacancy?
3. Does Denias agree with Anita's decision?
4. In what position does Denias stand?
5. How does Anita convince Denias?



Cultural Tips

Gestures

Do you think that taking part time jobs while studying is a crazy thing? How would you gesture to say "crazy"? Indonesians draw a diagonal line across their foreheads to say 'crazy'. Europeans point to the temple to say this, and Americans make circles around the temple.





Task 4

Listen to the conversation once again between Anita and Denias and complete the chart with their stances toward the issue by following the points provided.

Points	Anita thinks that:	Denias thinks that:
The consequences of taking a part time job	by taking a part time job, she learns about: <ul style="list-style-type: none"> • responsibility • _____ • _____ 	before making the decision to work part time, consider about: <ul style="list-style-type: none"> • lack of sleep • _____ • _____
The evidence of some students taking part time jobs	Many students _____ _____ _____	However, some other students _____ _____



Task 5

Study the expressions below.

Expressing Stance

In the conversation between Anita and Denias, you find:

“I **strongly believe** that taking a part time job helps me learn about responsibility...”

The expression above is commonly used in expressing stances. Arguments are given to strengthen one’s stance.

Here are some other expressions:

Argument(s) for:	Argument(s) against:
<ul style="list-style-type: none"> • I strongly believe that ... • I absolutely agree with ... • I’m standing in a position to support 	<ul style="list-style-type: none"> • I disagree with ... • That might be true, but I ... • I’m in opposition to ...



Task 6

Let's say it right.

Study how the words are pronounced and practise pronouncing them after your teacher.

In expressing her stance, Anita said “**I strongly** believe that taking part time helps me...”. The word in bold strengthens her stance.

Here's how the word pronounced:

strongly ['strɒŋli]

The stress of the word is in the first syllable.

Some other words which can be used to strengthen one's stances are:

definitely ['defɪnɪtli]

absolutely ['æbsəlu:tli]

certainly ['sɜ:tənli]

positively ['pɒsɪtɪvli]

surely ['ʃʊəli]

confidently ['kɒnfɪdəntli]



Task 7

Here are some arguments posted by some students in <http://www.epinions.com> on students taking part time jobs. Express your stances toward the arguments. Mind your pronunciation when you strengthen your stances.

JERI wrote

Never allow a job to get in the way of your health and school years in general. While work may keep you motivated and get you needed money, it's not worth losing your education.

You say:

I'm positively standing in a position to ...

KLHAMMAR wrote:

It can be a good experience to work during high school, and if you think that you can handle having a part-time job I encourage it. Students are always short on money. Remember to carefully consider if you can plan your schedule around school and work.

You say:

BRYAN CAREY wrote:

A benefit of part-time work is the opportunity to expand your resume. Ideally, you should try to find a job that is related in some way to your selected field of study.

You say:



By the Way...

American Proverb

Those who have one foot in the canoe, and one foot in the boat are going to fall into the river.

→ It means it is hard to commit yourself to two matters at the same time.



Task 8

Listen to the school councillor delivering a speech on students taking part time jobs. Then, decide which statements are TRUE based on his advice. The listening script is in the Appendix.

Statements

- Taking a part time job while studying is surely a great problem.
 Taking a part time job while studying is surely a great challenge.
- Doing homework and studying for tests should always be your top priority.
 Working and studying for tests should always be your top priority.
- Let your employers know what your time limits are.
 Don't let your employers know what your time limits are.
- If you are rushing through schoolwork because of work, quit and find a less time-consuming job.
 If you are rushing through schoolwork because of work, go on trying to find a less time-consuming job.
- You need to make sure that a job will prevent you from getting enough rest.
 You need to make sure that a job won't prevent you from getting enough rest.



Task 9

Anita decided to discuss her decision with her father. Listen to their conversation and say whether the statements are TRUE or FALSE. Correct the false statements. The listening script is in the Appendix.

Statements	T/F	Corrections
1. Father was surprised to hear that Anita is interested in taking a part time job.		
2. Anita requested her father to allow her taking the job.		
3. At first, father agreed with Anita's decision.		
4. Anita needs money so she needs to work.		
5. Anita has everything paid for by her parents.		



Task 10

Listen to the conversation once again and complete the last line stating Father's decision whether he allows Anita to take the job or not. Then, perform the dialogue with your partner.

- Anita : Dad, look at this job vacancy! It's a part time job for students of senior high.
 Hmm, I think it's worth doing.
- Father : What are you talking about, sweetheart. Don't say that you're interested in taking part time job!
- Anita : Oh, come on Dad, would you allow me to take a part time job, please.
- Father : No, dear. I wouldn't let you get a job before you finish your study. Your job is to be a student.
- Anita : But, Dad, I'd be very grateful if you'd just let me take the part time job.
- Father : Oh, dear, don't you realize that you have everything paid for by your parents. You don't have to earn money.
- Anita : Yeah, I know Dad. But it's not about making money! By taking a part time job, I could gain some work experience. Moreover, this job is related to my study. I'm sure it will help me in the future.
- Father : Yeah, I understand and I know it's a good job. But how can you manage your time?
- Anita : I promise to manage my time well. Schoolwork, including homework and studying for tests, should always be my top priority!
- Father : Are you sure you can do that?
- Anita : I am sure I can. That's a promise, Dad. So, would you allow me to take this opportunity?
- Father : _____



Task 11

Study the expressions below.

Requesting

In the conversation between Anita and her father, you find:

“...would you allow me to take a part time job, please?”

The expression above is commonly used in requesting.

Here are some other expressions:

- Would you mind..., please?
- I'd be very grateful if you'd ...
- Would you be so kind as to ...?
- Could I ask you to ...?

Promising

In the conversation, you also find:

“I promise to manage my time well.”

The expression above is commonly used in promising.

Here are some other expressions:

- That's a promise
- I promise to ...
- He promised he would allow me ...

NOTE:

to keep a promise = to do what you said

to go back on a promise or to break a promise = not to do what you said you would do



Task 12

Complete the following dialogues by expressing your request and/or promise based on the situations.

Compare your answers with your classmates'.

1. You see an interesting vacancy in a classified ad in your friend's newspaper. Express your request telling him/her that you wish to cut it.
Your friend : Hey, what are you going to do with that?
You : _____
2. You belong to a famous school band, but your mother worries if it will disturb your study. Express your promise to convince her that you'll manage your time well.
Mother : I wonder how you manage your time to study.
You : _____
3. Your best friend has a problem in maintaining his/her good grades as he takes a part time job. Express your request asking him/her to quit the job.
You friend : Oh, I was too tired to study so that I got this bad mark!
Your : _____



Task 13

Work in pairs. Choose one of the situations in Task 12 and have a dialogue based on the situation.



Task 14

Here's a script of a TV programme for teenagers telling some tips of working while going to school. Listen to the tips and fill in the missing words using the words in the box. Then, present the tips to the class in the way a VJ hosts the programme. The listening script in the Appendix.

relaxation	commute	sacrifices
work	willing	commit
immediately	cut down	efficiently
try	counselor	benefit

VJ Script

Although working and going to school is challenging, it can be a rewarding experience if you use some foresight. If you decide to take on a part-time job, check out the tips below on how to handle the situation and make the most of your time:

- To avoid time conflicts, ___ to plan your class and work schedules as far ahead of time as possible.
- Use your time _____. You can use 10 minutes waiting in a line to go over a few pages of assigned reading.
- Be flexible and _____ to make _____. You may have to ___ ___ on some things you'd like to do because of your school and work commitments.
- Start slowly. Don't ___ working a lot of hours _____.
- If you _____ to your job on public transportation, bring your schoolwork with you so you can _____ along the way.
- Get in touch with your school _____ if you feel you would _____ from discussing your situation with someone who can help.
- Schedule _____ time. Everyone needs some downtime to be happy.

Adapted from: <http://www.collegeboard.com>



Task 15

Let's sing a song.

Do you believe in a miracle?

Study the lyrics of a song by Mariah Carey and Whitney Houston entitled "When You Believe".

Find some parts of the lyrics which express stances. Sing the song together.

When You Believe

(Mariah Carey and Whitney Houston)

Many nights we prayed
With no proof anyone could hear
In our hearts a hope for a song
We barely understood
Now we are not afraid
Although we know there's much to fear
We were moving mountains
Long before we knew we could,

Chorus:

There can be miracles
When you believe
Though hope is frail
It's hard to kill
Who knows what miracles
You can achieve
When you believe somehow you will
You will when you believe

In this time of fear
When prayer so often proves in vain
Hope seems like the summer bird
Too swiftly flown away
Yet now I'm standing here
My hearts so full, I can't explain
Seeking faith and speakin' words
I never thought I'd say

Back to chorus

They don't always happen when you ask
And it's easy to give in to your fears
But when you're blinded by your pain
Can't see the way, get through the rain
A small but still, resilient voice
Says hope is very near, oh [oh]
(somehow, somehow, somehow)
Somehow you will (I know, I know, know)

Back to chorus

You will when you believe





2. Read and Write



Task 16

Here's a mini quiz on students taking part time jobs. Make up your mind by answering the quiz. Then, read an article discussing whether students should take part time jobs or not and find the meanings of words in the box based on the context. Read the article again, and answer the questions that follow.

Mini Quiz

Are you excited that you're old enough to secure a part-time job and earn your own money? As you begin exploring the possibility of entering the work world, think about whether getting a job is the right decision for you.

To start, ask yourself the following questions:

- Am I an organized person?
- What kind of study habit do I have?
- Do I make good use of my available time?
- Will I be able to manage my schedule effectively if I take a part-time job?

The words in the box may help you.



Picture: <http://badideaindeed.files.wordpress.com>

foresight [ˈfɔːsaɪt] (kb)	:
interfere [ɪntəˈfɪə] (kki)	:
expenses [ɪkˈspensɪz] (kb)	:
derive [dɪˈraɪv] (kkt)	:
acquire [əˈkwaɪə] (kkt)	:
dose [dəʊs] (kb)	:
expand [ɪkˈspænd] (kkt)	:
counsellor [ˈkaʊnsələ] (kb)	:

Should Students Take Part Time Jobs?

Working and going to school is challenging, it can be a rewarding experience if you use some foresight. However, you'd better think a hundred times before you decide to take a part time job. There are a lot of things that should be factored in on the decision to take a part time job.

On the negative side, working and still maintaining a good grade at school is not an easy task. Having less time for schoolwork becomes the main negative effect. Consequently, many students who work part time fail to perform at their best both on schoolwork and on examinations.

Moreover, a **part-time job can really interfere with the students' free time. It also cuts into their studies and/or social life.**

On the positive side of things, a part-time job helps students to support day-to-day living expenses. Working can be a valuable part of a student's life, if taken on responsibly. Students can derive a great deal from working, considerably more than just money. In most cases, they can acquire a nice dose of discipline and a whole new set of skills and experiences. **Another benefit of part-time work is the opportunity to expand the resume. Ideally, a student should try to find a job that is related in some way to his/her selected field of study. But even not, a student can still gain some work experience and develop skills.**

Working takes a lot of time and energy, so students need to make sure to be able to handle both employment and their current commitments. Finally, if you are considering working part-time, talk to your school counsellor to discuss this move. Simply explain your goals to someone else can help you make decisions and figure out your priorities.

Taken from: <http://www.collegeboard.com>; <http://www.epinions.com>

Questions

1. What should a student consider before taking a part-time job?
2. Mention/list some consequences of working while studying.
3. Mention/list some benefits of taking a part-time job.
4. How can a school counsellor help students to make decisions?
5. Reflect on your answers of the mini quiz. Express your stance whether a student can take a part-time job or not.



Task 17

Study the rules below.

When reading a newspaper, sometimes we find articles discussing pros and cons on certain issues. The pros and cons are also found in discussion forums in the internet. The text entitled "Should Students Take Part-Time Jobs?" is a discussion text. The text functions to present a way to look at more than one side of an issue.

Here are the parts of a discussion text in the way they present the issue:

- First, the text presents some statements outlining the issue. This part is also supported by some background information about the issue (statement).
- In the second part, the text provides evidences for different arguments for and against the issue (argument for and argument against).
- Finally, the text leaves a conclusion or recommendation, which might sum up both sides or might recommend in favour of one particular side (conclusion).

Common grammatical features of a discussion text includes:

- use of relating verbs to provide information about the issue;
- use the thinking verbs to express the writer's personal view, e.g. feel, believe, hope;
- use of varying degrees of modality, e.g. perhaps, must, should, might.



Task 18

Work in pairs. Develop the incomplete article on one's experience having a part time job below.

Make the Most of Your Time

Spending time in high school is not only about the academics. Being in high school is about preparing yourself for the real world, and to make sure that you are ready to make the decisions that will be necessary later on in life. Lots of students do not have the benefit of either having everything paid for by their parents, or by the Government. So, some students have no choice but to take on either a part-time or full-time job.

While the jobs take up some of the time, you can still do well academically and work at the same time. It is a myth to believe that you cannot succeed at both of them at the same time.

The main negative effect on your life is that you will have less time for schoolwork - and social life of course. This also means you get less free time to just hang out or do other stuff than work and study. _____

The bottom line, try it out if you have the time. _____

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



Task 19

Study the pictures below and discuss the questions with your partner. Then, read the text and answer the questions that follow. The words in the box may help you.



Pictures: <http://www.bp1.blogger.com>

Questions

1. Have you ever noticed students in the situations above?
2. In your opinion, what made them decide to work while studying?
3. Can you suggest a better alternative to help them instead of taking the jobs you see in the pictures?

attempt [ə'tempt] (<i>kkt</i>)	:
fund [fʌnd] (<i>kb</i>)	:
loan [ləʊn] (<i>kb</i>)	:
grant [grɑ:nt] (<i>kb</i>)	:
effort ['efət] (<i>kb</i>)	:
strive [straɪv] (<i>kki</i>)	:
average ['ævərɪdʒ] (<i>kb</i>)	:
budget ['bʌdʒɪt] (<i>kkt</i>)	:
overcome [əʊvə'kʌm] (<i>kkt</i>)	:

Blue Collar Students: To Work or Not To Work

For some students, getting a job while they are still in high school is not an option. Working seems to be a necessity for them, as they might not get any help from their parents to pay for tuition or for living expenses. Therefore, they may not have any other choices but to accept a part-time job. However, working is not the only option if there are some better alternatives to help them.

There are several ways that students can attempt to get the necessary funds that they need, to pay for tuition, and living expenses. Student loans, grants, and scholarships are the best alternatives that students should turn to. Instead of working part time while going to school, attempting to win scholarships will not take much effort.

They had better take the challenge to compete for scholarships than working. Moreover, it motivates students to keep striving to perform their best at schoolwork.

On the other hand, not many students have the opportunity to compete winning the scholarships. Taking the same efforts, students with average grade might have less opportunity to win. Therefore, working through school is a valid option. Finding a way to budget your time between school and work can take some effort, but it's much easier than most students think. All the students need is discipline. With minimal effort, students should have no trouble striking a balance between work and school.

The bottom line is that working part-time while going to school can easily be done, if students are disciplined and budget their time accordingly. However, there are actually some better ways to overcome students' financial problems.

Adapted from: <http://epinions.com>

Question

1. Why do some students consider that working while going to school is not an option?
2. What can be done by a student who cannot afford to pay for tuition fee?
3. Mention some better alternatives students can take instead of working.
4. What should a student do if he/she is supposed to work while studying?
5. Reflect on your personal experience/life, what has your school done to help students with such problems.



Task 20

Study the pattern of the sentences you find in the reading passage in Task 19.

Ways of Strengthening and Weakening Statements

In the text entitled 'Blue Collar Students' you find:

- ... as they *might* not get any help from their parents...
- ... they *may* not have any other choices but to accept a part-time job.
- ... scholarships are the best alternatives that students *should* turn to.
- They *had better* take the challenge to compete for scholarships...

The words in *bold* are used to strengthen or weaken the statements. Some other words are *can*, *could*, *may*, *might*, *should*, *shall*, *had better*, *must*, *will*, and *would*. *Can* and *could* are used to express ability. While *could* can also be used to express possibility. *May* and *might* are used to express possibility. To express permission, you use *may* and *can*. *Should*, *ought to*, *had better* are used to express advice. Expressing necessity can be done by using *have to*, *have got to*, and *must*.



Task 21

Here's an example of a column in a magazine showing readers sending their problems and answered by the columnist. Complete the sentences using *can*, *must*, *should*, *may*.

Ask Joel and Let's Talk

I'm a 17-year-old girl at a state high school. Lately I've been offered to take a part time job becoming an operator in an internet café. This offer sounds interesting for I ___ work in night shift only, which starts at 6 p.m. up to 12 a. m. Moreover, the job offers really good money. However, I'm concerned about my study. How ___ I manage my time? I'm really confused. What ___ I do? I'd be very grateful if you'd help me.

Confused

If you have got a problem, write to Joel to julie_muanis@yahoo.com or send your letter to U Magz at Jl. Rahayu no 1 Yogyakarta



Dear confused,
Working while going to school is always an interesting subject to discuss. Your concern about your study is absolutely true as school ___ come first. It ___ be right that working ___ be educational and rewarding. But, remember, it ___ also be tough. Part time work has effects both ways. It ___ affect schoolwork, and grades because of lack of sleep, and even your work. So, don't be confused, make up your mind.

Good luck, Joel



By the Way...

Blue-collar means people doing practical work or work requiring physical strength.



Task 22

- a. Have you ever posted/written your problem in the internet, magazine or any other media? Write your problem related to your school life to a magazine columnist on a piece of paper. Express your request to the columnist to help you. Refer to the request in Task 21 to help you.
- b. Exchange your problem with your classmate and try to help him/her solve the problem. Refer to the answer in Task 21 to help you.



Task 23

Here's an internet discussion forum on answers.yahoo.com. Study the arguments and write down your stances (pros and cons) in the space provided.



Smartmag

Resolved Question

What are the pros and cons of high school students working part-time?
What are the good and bad things about high school working during the school year?



Lizzy M

Pros:

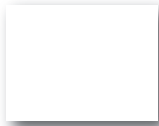
- Helps students learn the value of money and hard work before they are expected to be supporting themselves independently.
- Provides students with spending money for clothes, music, hanging out with friends etc.
- Empowers students by showing them the value of their labor and their ability to earn money.
- Potentially exposes students to different fields of employment or walks of life than they might come across in interacting with their family and at school.

Cons:

- Part time work can interfere with school work or valuable after school activities.
- Overly committed kids may become unnecessarily stressed, and their health or grades could suffer.



Blue eyes



Your name

Pros -

- you make money to pay for vehicle that gets you to school, work and out with friends.
- you help out your parents by buying your own clothes.
- you don't need to ask mom and dad for money every time you want to buy something

Cons -

- having a job may negatively affect your grades, socialization with friends, exercise or extra curricular activities

Are you ready to participate? Post your argument:

C. Let's Do More



Task 24

Here's an incomplete discussion text on students taking part time jobs. Complete the text by giving your stance in the space provided.

Taking a Part Time Job

Nowadays, many people think that college students should take a part-time job for several advantages. For one thing, it gives the students a chance to know the society to learn to be independent. For another, they can also get financial reward and working experiences as well, such as teaching or selling practice, which is helpful to their growth. What's more, they can put what they have learned into practice, and know their strong and weak points so that they can improve their studies and personalities, which are beneficial in their later lives.

However, still many people think taking part-time job may have some negative effects on students. In their opinions, it will take them much time and energy, and will affect their studies as a result. What's worse, some students may be so keen on making money that they may neglect their studies in the end.

Adapted from: <http://www.sparke.cn>



Task 25

Search two discussion texts an students use them asyour references to create a text discussing “Should Students Have Jobs in High School?”

D. Let’s Check Your Competence



Task 26

Interview

Choose one of the following issues. Go around the class and ask your friends’ stances toward the issue. Categorize their stances into two arguments, for and against in the table below.

Issues

- Having a job while studying can add another source of stress to your life.
- With a little bit of creative scheduling, you'll be able to take care of school and work.

Arguments against	Arguments for



Task 27

Students must not be allowed to take part time jobs. Write a text to discuss the statement.

E. Let’s Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Express Stance

Arguments are given to strengthen one's stance.

Here are examples of expressing stance through stating arguments:

Argument(s) for:	Argument(s) against:
<ul style="list-style-type: none">• I strongly believe that ...• I absolutely agree with ...• I'm standing in a position to support	<ul style="list-style-type: none">• I disagree with ...• That might be true, but I ...• I'm in opposition to ...

2. How to Make a Request

Here are some expressions commonly used in requesting

- Would you mind..., please?
- I'd be very grateful if you'd ...
- Would you be so kind as to ...?
- Could I ask you to ...?

3. How to Give a Promise

Here are some expressions commonly used in promising

- That's a promise.
- I promise to ...
- He promised he would allow me ...

4. Ways of Strengthening and Weakening Statements

The words **can**, **could**, **may**, **might**, **should**, **shall**, **had better**, **must**, **will**, and **would** are used to strengthen or weaken the statements. **Can** and **could** are used to express ability. While **could** can also be used to express possibility. **May** and **might** are used to express possibility. To express permission, you use **may** and **can**. **Should**, **ought to**, **had better** are used to express advice. Expressing necessity can be done by using **have to**, **have got to**, and **must**.

5. Discussion texts function to look at more than one side of an issue. Discussion texts have the following parts:

- some statements outlining the issue,
- evidence for different arguments for and against the issue, and
- a conclusion or recommendation.

UNIT V

THE PENALTY SHOULD BE INCREASED.





<http://www.abc.net.au>

Have you ever been accused of doing something you did not do? Somehow, have you ever accused someone of doing something wrong? It's unpleasant to accuse someone else of doing something wrong. In this unit, you will learn to express your accusation considerately. However, there's a time when you do something wrong. When you have to admit your mistake, learn more how to express your admission in this unit. Then, start over things with good intentions to make up your mistake. Express your intentions by studying the expressions in this unit.

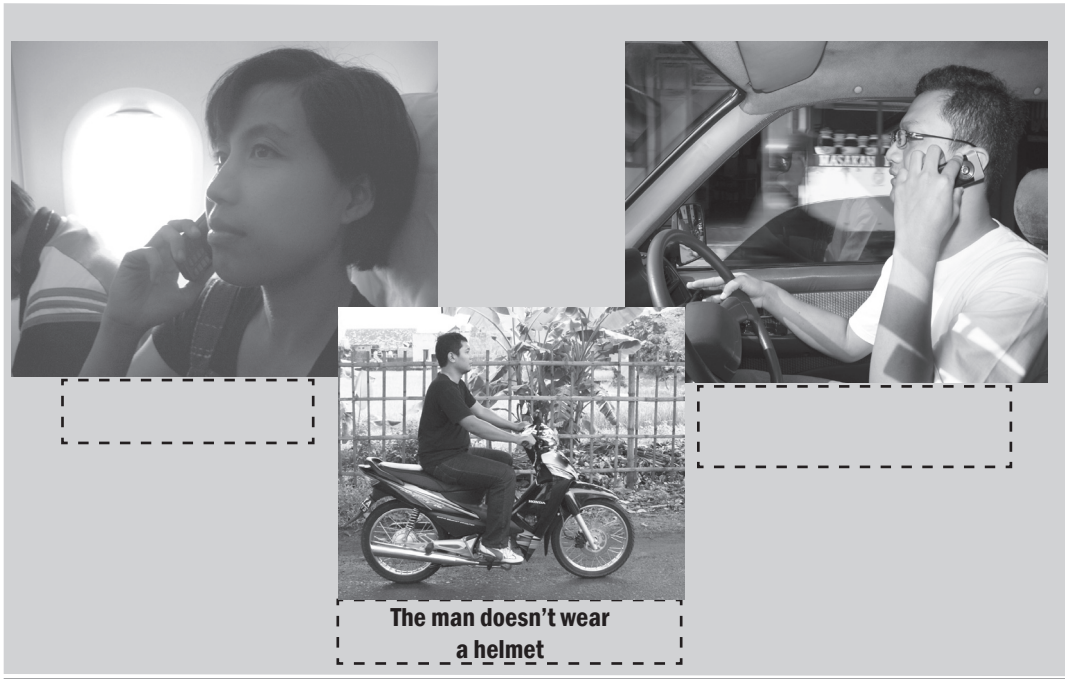
Do you catch up the latest news on numerous accidents happening in Indonesia? In this unit, you can find out some facts on the plane crashes mostly caused by the low-cost airlines. Check out more information on the safety regulations that have been ignored by some people that may cause accidents. More on safety regulations, you will also enjoy a debate on the standard helmets the motorcyclists have to wear. Then, you will probably find it fun to write your own article based on your best knowledge. After going through some guided writing tasks, you will be able to write a discussion text on the safety of travelling, particularly in Indonesia.

A. Let's Get Ready



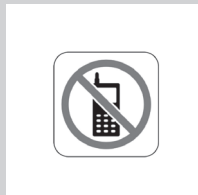
Task 1

In pairs, study the pictures below and discuss what the people have done wrong in each picture.



Task 2

Study the safety symbols found in an aeroplane and match them with their directions/instructions. Then, discuss the questions with your partner.



Turn off all communication devices

No smoking

Fasten seat belt

Picture:

1. <http://www.designofsignage.com> 2. <http://www.sxc.hu> 3. <http://www.designofsignage.com>

Questions

1. Have you ever travelled by plane?
 - If so, mention things passengers can and cannot do on a flight based on your knowledge.
 - If no, discuss with your partner and decide what passengers cannot do while on a flight by putting a tick to the following activities:
 - Using mobile phones
 - Using laptops
(after taking off and before landing)
 - Listening to music by using a music player
(after taking off and before landing)
 - Eating and drinking
 - Talking
2. There have been some plane crashes in the late few years. Can you mention them? Based on your knowledge, do you know what caused the crashes?
3. Passengers' activities on flights might be one of the causes of plane crashes. What do you think about it? Do you agree with that? Based on your knowledge, what activities can cause plane crashes?

The words and phrases in the box may help you.

interference [ɪntə'fɪərəns] (kb)	: campur tangan
apparatus [æpə'reɪtəs] (kb)	: aparatur
stand-by mode ['stænd 'baɪ məʊd] (kb)	: mode stand-by
board [bɔ:d] (kkt)	: naik
flight attendant [flaɪt ə'tendənt] (kb)	: pramugari
turbulence ['tɜ:bjuləns] (kb)	: gangguan
carrier ['kæriə] (kb)	: perusahaan angkutan
leak [li:k] (kki)	: bocor
aviation [eɪvɪ'eɪʃn] (kb)	: penerbangan
traffic controller ['træfɪk kən'trəʊlə] (kb)	: pengawas lalu lintas (udara)

B. Let's Act



1. Listen and Speak



Task 3

Listen to Adib and Retno talking about a plane crash and put a tick to the correct statements. The words and phrases in the box may help you. The listening script is in the Appendix.

overrun [əʊvə'rʌn] (<i>kkt</i>)	: melampaui batas
crash [kræʃ] (<i>kb</i>)	: tabrakan
flight [flaɪt] (<i>kb</i>)	: penerbangan
runway ['rʌnweɪ] (<i>kb</i>)	: landasan pesawat
occur [ə'kɔː] (<i>kki</i>)	: terjadi



Statements:

- There have been three plane crashes occurring in the past three years.
 There have been more than three crashes occurring in the last few years.
- "Flying Air" plane overran the runway and caught fire.
 "Flying Air" plane overran the runway and crashed.
- One of the passengers was accused of using a cell phone on the flight.
 One of the police officers was accused of using a cell phone on the flight.
- One passenger admitted using the cell phone on the flight.
 None of the passengers admitted using the cell phone on the flight.
- One of the passengers was hurt in the plane crash.
 None of the passengers were killed in the plane crash.



Task 4

In pairs, study the expressions below.

Accusing and Admitting

In the conversation between Adib and Retno, you find:

"The police **accused** one of the passengers **of using** a cell phone on the flight."

The expression above is commonly used in accusing.

to accuse = to say that someone has done something wrong.

the accused = person or persons charged with a crime.

NOTE: You **accuse** someone **of** a crime or **of doing** something

Here are some other expressions.

- Are you accusing me of stealing?
- He is accused of using a cell phone on the flight.
- The police brought the accused into the court.

In the conversation you also find:

"...that careless passenger admitted using the cell phone on the flight."

The expression above is commonly used in admitting.

Here are some other expressions.

- He admitted stealing the car.
- She admitted she had not switched her mobile phone off.



Task 5

Adib was reading an article in the school board magazine and surprised at the title. Study a dialogue between Adib and Retno discussing the issue and then fill in the blanks with appropriate expressions of accusation and admission. Then, act out the dialogue with your partner.

Adib : Retno, look at this headline! More low-cost airlines in Asia means more of everything, including crashes!

Retno : Yeah, it is no wonder. Do you know the crash of Thai low-cost airline at Phuket International Airport in September?

Adib : No, I don't. Tell me more about it, please.

Retno : Soon before the plane came down, another aircraft landing on the Thai island had warned traffic controllers of dangerously wet and windy conditions.

Adib : Then, what caused the crash?

Retno : The pilots could have cancelled their landing. But, they didn't.

(expressing accusation)

Adib : However, in my opinion, the pilots are not the only accused.

Retno : Yeah, but they had been warned before.

Adib : Then, how many passengers were hurt?

Retno : More than 80 passengers were killed when the plane skidded beyond the runway and burst into flames.

Adib : Oh God! What did the aviation experts say about that poor safety flight?

Retno : (expressing admission)

Adib : Well, travellers should be good at finding information about Asia's airlines.

More low-cost airlines in Asia means more of everything, including crashes

By Joshua Kurlantzick Published: December 27, 2007

(Page 2 of 2)

Smart travelers are learning how to find solid information about Asia's new airlines. The Aviation Safety Network (www.aviation-safety.net) contains statistics on air accidents broken down by carrier and region, as well as weekly updates of air safety incidents. Other Web sites like www.airsafe.com have similar data on incidents; www.airlinequality.com offers passengers' takes on many budget carriers.

Government regulators outside Asia can also help. The International Aviation Safety Assessment program of the FAA (www.faa.gov/safety/programs_initiatives/oversight/iasa) contains ratings of each nation's air safety, while the European Union maintains a blacklist of airlines (www.ec.europa.eu/transport/air-ban/pdf/list_en.pdf) that are banned from flying into Europe.

Currently, the European Union bans every Indonesian carrier.

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Adapted from: <http://www.iht.com>



Task 6

Here's a safety demonstration in a plane delivered after passing above clouds or turbulence. Listen to the flight attendant delivering the demonstration and arrange the jumbled instructions in a good order of instructions.

Situation:

After passing above clouds or turbulence, the Captain will turn off the Fasten Seat Belt sign, but usually, the aircraft is still climbing to its cruising altitude. The flight attendants will then invite the passengers to release their seat belts if needed.

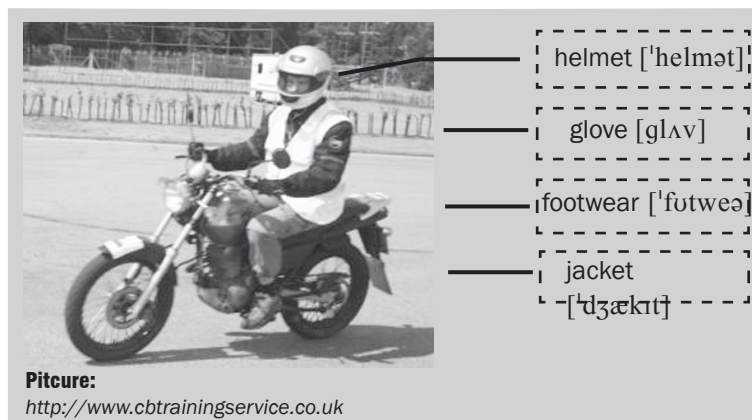
- Now, sit back, relax, and enjoy the flight. Thank you.
- However, we always recommend to keep your seat belt fastened while you're seated.
- In a few moments, the flight attendants will be passing around the cabin to offer you hot or cold drinks, as well as breakfast/dinner/supper/a light meal/a snack.
- Ladies and gentlemen, the Captain has turned off the Fasten Seat Belt sign, and you may now move around the cabin.
- You may now turn on your electronic devices such as calculators, CD players and laptop computers.

Adapted from: <http://www.airodyssey.com>



Task 7

Look at the picture and label the **PROTECTIVE CLOTHING AND EQUIPMENT** in riding a motorcycle.



Task 8

Yesterday, Retno was fined for not wearing a standard helmet. Listen to Adib and Retno talking about the policy. Then, answer the questions that follow. The listening script is in the Appendix.

The words and phrases in the box may help you.

pull over ['pʊl 'əʊvə] (kkt)	: menepi
commit [kə'mɪt] (kkt)	: berbuat, melakukan
traffic offence ['træfɪk ə'fens] (kb)	: pelanggaran lalu lintas
fine [faɪn] (kb)	: denda
charge [tʃɑ:dʒ] (kb)	: tuntutan, tuduhan
penalty ['penəlti] (kb)	: hukuman

Questions

1. What happened to Retno yesterday?
2. What was the penalty for not wearing a standard helmet?
3. Retno said, "Well, now I fully intend to buy a standard helmet." What does the statement imply?
4. In your opinion, was the penalty appropriate for Retno?
 - If so, state your reasons.
 - If not, state the appropriate penalty for Retno.
5. In your opinion, should the penalty be toughened? Why? State your reasons.



By the Way...

It serves you right.
It means you deserve what has happened to you.



Task 9

Study the expressions below.

Expressing Intention

In the conversation between Adib and Retno, you find:

"Well, now I fully intend to buy a standard helmet."

The expression above is commonly used in expressing intention.

Here are some other expressions.

- My intention is to
- It is my intention to...
- I have every intention of (**V-ing**)

NOTE:

In expressing intention, you can use **intend**, **plan**, **hope** that express present plans for future activities.

→ I intend **to** + go

→ She plans **to** + visit

intend, **plan**, and **hope** are used to express present ideas about future activities.



Task 10

Let's say it right.

Study how to indicate one's feelings, emotions, or attitudes through sentences.

Pay attention to how Retno expresses her intention:

"Well, now I fully **intend** to buy a standard helmet."

The stress in the sentence is on the word “intend”. Read the following examples carefully.

Significant stress underlined	Possible meaning
1. I <u>didn't</u> wear a standard helmet!	But <u>he/she</u> did.
2. I <u>didn't</u> wear a standard helmet!	<u>Yes</u> , you did!
3. I didn't <u>wear</u> a standard helmet!	But I <u>brought</u> the helmet.
4. I didn't wear a <u>standard</u> helmet!	I wore a <u>non standard</u> helmet.

Significant stress in a sentence is on the word that is the most important for the speaker's meaning.



Task 11

Listen to your teacher saying the same sentence repeated four times. However, each sentence has different meaning. Underline the word in each sentence which carries the significant stress. Compare your work with a classmate's.

1. I didn't commit traffic offenses.
2. I didn't commit traffic offenses.
3. I didn't commit traffic offenses.
4. I didn't commit traffic offenses.



By the Way...

Traffic lights were used before the advent of the motorcar.

Taken from: <http://www.didyounow.co.id/fastfacts>



Picture:

<http://www.wpclipart.com>



Task 12

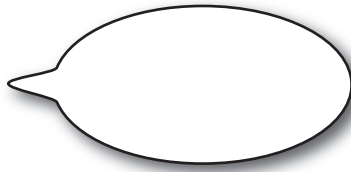
Say/state your intentions in the following situations.

Look at the example.

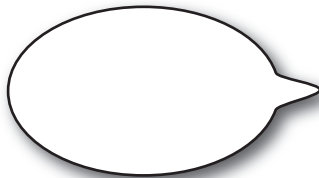
Your friend told you that your helmet doesn't fulfil the requirements of the standard one.

I fully intend to buy a new standard helmet.

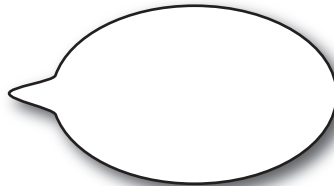
1. You have just read an article stating that without a helmet motorcyclists are up to five times more likely to suffer from a serious head injury in an accident, than a helmeted rider.



2. Your helmet's broken for it has fallen down several times.



3. You heard from your classmate that the police officers have started pulling over motorcyclists who wear non-standard helmets and charging them some amount of money as fine.



Task 13

In Task 8, you figure out that Retno intends to buy a standard helmet. Listen to the shop assistant telling how to choose a helmet and fill in the missing words using the words in the box. Then, act as a shop assistant and practise the steps to try on a helmet with your partner.

try	feel	head	fingertips
forehead	chin	strap	thumbs
forward	pull	take	move
slip	fit	hands	spread

Choosing a Helmet

Here's the best way to try on your helmet:

- Hold it by the ... straps.
- Put your ... on the inside of the straps, balancing the helmet with your
- ... the sides of the helmet apart slightly and ... it down over your head.

- The helmet should ... snugly and may even ... a bit too tight until it's in place correctly.
- Once the helmet is on your ..., make a few other checks of its fit, before fastening the chin
- With the helmet still on and securely fastened, ... it from side to side and up and down with your
- Now, with the chin strap still securely fastened and your head straight, ... rolling the helmet ... off your head. You shouldn't be able to ... it off. If you can, the helmet is too big.
- ... off the helmet. Does your head feel sore anywhere? Are there any red spots on your ...? If so, choose the next larger size or try a different brand of helmet.

Adapted from: www.cskk.ezoshosting.com
Motorcyclist Magazine, February 1991



Task 14

In pairs, complete the following dialogues according to the situations using either the expressions of accusation, admission, or showing intention. Then, act out the dialogues with your partner.

- a. Your father's helmet is not a standard one, while the policy of wearing standard helmet has been issued.

You : Dad, do you know that the policy of wearing a standard helmet has been issued?

Father : Yeah, but I think I'm going to be just fine wearing this helmet.

You : _____

Father : _____

- b. Your friend was caught talking on the phone while he/she was riding a motorcycle yesterday.

You : Hey, what you did while you were driving yesterday was dangerous! Don't you know that?

Friend : _____

You : _____

- c. A police officer pulled you over for committing the traffic offence.

Police : Good afternoon, your licence please.

You : Oh, sure, sir. Here you are. Did I make a mistake?

Police : _____

You : _____



Cultural Tips

Waving seems to be a child's art as adults just show the palm with the fingers up. In the United States you should hold your hand high in the air or to the side when you expect the taxi to stop, or wave to him overhand. If you wave underhanded (like in Indonesia), he won't stop because he'll just think you're crazy. Unlike in Indonesia, clapping your hands will not get result, but some curious looks.

Taken from: <http://www.ediplomat.com>





Task 15

Let's make a role play. In pairs, choose one of these situations and create a dialogue. Perform the role play to the class.

1. In the last four days, there had been 5 standard helmets stolen at school. Student A accused student B of stealing those helmets. The idea was strengthened by student C that he/she saw B wandering around the parking lot lately. However, B denied that. Eventually, it was proven that B was not guilty. Then, A and C must admit that they were wrong for accusing B.
2. Student A intends to go to his/her hometown by taking low-cost carrier. Student B (A's best friend) tries to prevent A from taking risky trip by low-cost airline. However, student C convinces A that taking low-cost airline is the best alternative to travel. A, B, and C argue over safety on flying with low-cost airlines. (Decide the ending of this role play.)



2. Read and Write



Task 16

Study the picture and answer the questions in the box with your partner. Then, read a text on a ban of using a cell phone while driving and find the meaning of the words in the box based on the context. Read the text again and answer the suggestions that follow.

1. What is the man doing?
2. Is he doing a dangerous activity?
3. Is talking on the phone while driving dangerous?
4. If so, tell your partner why.
5. If no, convince your partner that he's not doing something dangerous.



ban [bæn] (kb)	:
motorist ['məʊtərɪst] (kb)	:
concern [kən'sɜ:n] (kb)	:
distraction [dɪ'strækʃn] (kb)	:
enforce [ɪn'fɔ:s] (kkt)	:
caught [kɔ:t] (kkt)	:
terms [tə:mz] (kb)	:
toughen ['tʌfn] (kkt)	:
device [dɪ'vaɪs] (kb)	:
(in) motion [ɪn 'məʊʃn] (kki)	:
auto reactive [ɔ:'təʊ rɪ'æktɪv] (ks)	:
feature ['fi:tʃə] (kb)	:

A Ban on Cell Phone Use at the Wheel: Motorists to Face Jail Terms for Using Cell Phones

There have been changes in the policy of charging careless drivers (in London). Motorists caught talking on a hand-held mobile phone or sending a text while driving could be jailed under the charge of careless driving. In the most serious cases they could be charged with dangerous driving, which carries a two-year minimum sentence and unlimited fine. Such a type of charging is applied in response to growing public concern over drivers using hand-held phones.

Against the ban, some people believe that driving while calling is generally a safe practice. Then, it is a bit difficult to charge one caught talking on a hand-held mobile phone or sending a text while driving to face jail terms. They argue that cell phones are no different from any other distracted driving – like eating, drinking, putting make-up, shaving, smoking, and talking to back seat passengers.



In spite of this, the ban needs to be enforced. It is according to the fact, stated by Department for Transport, that drivers are four times more likely to crash if they are holding a mobile or sending a text while at the wheel. The ban does not cover hands-free phones, but drivers who use them can still be charged if police think they're not in control of their vehicle. Statistics already show that the real distraction is the conversation, even if it is hands free. As it has been statistically proven that hands free conversation is a distraction, so the current laws is toughened.

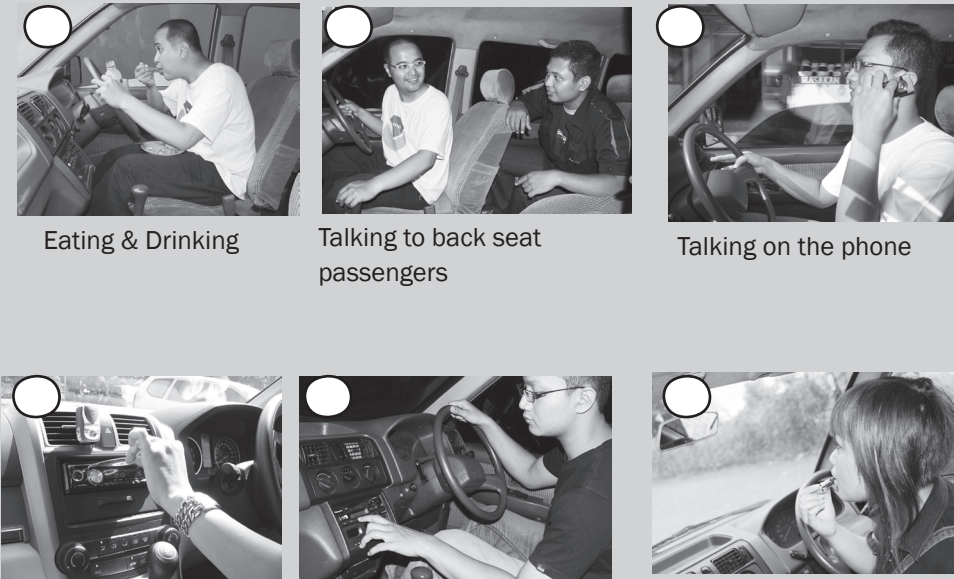
Along with the debate on banning cell phone use at the wheel, there has been made a system called 'Cell Phone Block While Driving'. This system is a device that prevents people from using a cell phone by the driver while car is moving. If the car is stopped for any reason, (red light, parking, etc.) a cell phone will work. If in motion, a cell phone doesn't work. It is believed that the best use of the resources is in making cars safer and implementing auto reactive features that can take over for the driver, not in limiting the driver's options.

Adapted from: <http://www.halfbakery.com>; <http://blog.seattlepi.nwsource.com>; The Jakarta Post

Picture: <http://www.telegraph.co.uk>

Questions

1. What could be charged for motorists caught using cell phones while driving?
2. Why is the ban enforced?
3. Should the ban cover motorists using hands-free phones? State your argument.
4. It is said that that drivers are four times more likely to crash if they are doing other activities that break the concentration at the wheel.
 - a. Rank the most to the least risky activities done by motorists that can cause accidents by numbering the pictures.



Eating & Drinking

Talking to back seat passengers

Talking on the phone

Changing CD

Changing radio station

Applying make-up

- b. Get in groups of four or five and discuss the possible penalties for the risky activities done by motorists based on the rank.



Task 17

Read a text discussing a policy of charging fine for motorcyclists who wear non-standard helmets below. Recall your memory about reading discussion articles/texts and mark/underline some sentences that present arguments for and against the issue.

Motorcyclists Wearing Non-Standard Helmets Should Be Fined

A motorcycle helmet is probably the first piece of personal protective equipment most motorcyclists reach for when they ride. Since head injuries account for the majority of motorcycle fatalities, head protection is of vital importance. While even the best helmet can't guarantee

complete immunity from injury, without a standard helmet, motorcyclists are up to five times more likely to suffer from a serious head injury in an accident, than a standard helmeted rider. Therefore, there has been a new policy stating that wearing standard helmet should be required for all motorcyclists. The policy is executed by charging fine to those who don't wear the standard helmets recommended by the police. The point has now come up to whether charging fine is effective to raise motorcyclists' awareness of wearing standard helmet or not.

Considering the serious head injury which might be caused by crash of even helmeted motorcyclists, the policy should be toughened. The police have warned motorcyclists the possible danger of not wearing standard helmet. As a matter of fact, thousands of motorcyclists flout the law each day, therefore the warning seemed not to be very effective. It is believed that by increasing the penalties, motorcyclists will start to take the law seriously. Standing in a position to support the policy, charging fine is considered to be effective as most motorcyclists have ignored any forms of law enforcement, including warning. Therefore, it is obvious that the penalty should be increased by charging fine to motorcyclists wearing non standard helmets.

Against the policy of charging fine, many motorists stand in the opposite side. They doubt whether charging fine is effective to raise their awareness of wearing standard helmets while riding. In fact, the police officers have started pulling over motorcyclists who wear non-standard helmet and charged them some amount of money as fine. However, they noticed that the police have failed to charge enough people. It's against the argument saying that by increasing penalties, the motorcyclists are to obey the rule. Moreover, charging fine is considered economically ineffective. The price of a standard helmet remains expensive, while a motorcyclist, whose money has been taken away for fine, could not possibly afford to buy the standard helmet. Psychologically, the policy has failed to raise most motorcyclists' awareness, instead.

Along the arguments for and against the policy of charging fine, it is true that without a standard helmet, motorcyclists are up to five times more likely to suffer from a serious head injury in an accident. Some efforts have been made to raise their awareness of wearing standard helmet. However, increasing the penalty by charging fine seems to be ineffective to enforce the law.

Adapted from: Motorcyclist Magazine, February 1991; The Jakarta Post



Task 18

Match the definitions below with the words found in the text above and then identify their parts of speech. Look at the example.

vary	(v) to make something higher
gear	(v) to explain
account for	(n) being aware
guarantee	(v) to drive a car towards the side of the road
suffer from	(v) to pay no regard to something
pull over	(v) to give a legal assurance that something will work
flout	(v) to be different
ignore	(n) clothing
raise	(v) not to notice someone or something on purpose
awareness	(v) to have a disease or a fault



Task 19

Discuss the questions below with your partner. After that, read a text entitled *Low-Cost Airlines* and find the meanings of the words in the box based on the context. Then, read the text again and answer the questions that follow.

Questions

1. There has been a boom in the number of low-cost airlines in Asia. Based on your knowledge, do you know why?
2. www.news.co.au wrote that "...the growth of low-cost airlines is mostly driven by massive demand from huge emerging Asian middle classes." In your opinion, is it a good or bad phenomenon? State your reasons.
3. Based on your knowledge, do you know what makes plane tickets cheap/affordable?

frill [frɪl] (kb)	:
carrier ['kæriə] (kb)	:
fare [feə] (kb)	:
vanish ['væniʃ] (kki)	:
trace [treɪs] (kb)	:
crack-cracked [krækt] (kb)	:
catch-caught [kɔ:t] (kkt)	:
flier ['flaɪə] (kb)	:

Low-Cost Airlines

Before 1999 flying in Indonesia was too expensive for many people. Buses, ships, and trains were probably the alternatives to travel. People would probably take long journeys on buses or ships or both. In 1999 the first Indonesia's low-cost airline was established. The low-cost (or no frills or budget) airlines had begun in the early 1990's in the USA. The term low-cost doesn't always refer to the price of the ticket. Low-cost refers to the operating costs of the airline. These airlines can operate more cheaply than other airlines because they usually only use one or two types of aircrafts, so the cost of training staff is cheaper. Employees sometimes have to work in two jobs-the flight attendants sometimes clean inside the aircraft after each flight. Since 1999 several mode budget airlines have begun flying in Indonesia.

As a matter of fact, the emergence of discount carriers has enormous benefits for travellers. Middle class-people, who could not afford full fare, would pay for cheaper seats. They now can afford to fly by getting affordable ticket price. It's not a surprising fact that many people prefer taking these no-frills airlines than spending more money to travel on planes. Moreover, early ticket booking allows people to get cheaper price of tickets. Usually there's no free in-flight food or drinks. Even though passengers do not get free food or drinks, most people do not matter that.

However, bad safety records have been showed by airlines in Indonesia. The idea is so much supported by a number of plane crashes that mostly happened to low-cost airlines. In the past three

years, an Indonesian low-cost airline vanished without a trace; another plane cracked open upon landing; a flight overran the runway in Yogyakarta and caught fire, and another discount aircraft went off a runway in Java. Indeed, Indonesia may be the scariest nation in Asia for fliers.

Travelling by plane is the best alternative to reach the destination with no time and energy consuming. However, safety is something to take into account, instead of spending less money.

Adapted from: KangGURU Radio English September 2006; <http://www.iht.com>

Questions

1. What does the term “low-cost” refer to?
 2. How can low-cost airlines operate more cheaply than other airlines?
 3. Who benefits the low-cost airlines more?
 4. In the text, it is stated that “Employees sometimes have to work in two jobs-the flight attendants and sometimes clean inside the aircraft after each flight.” What do you think about that kind of work?
 5. In the text, it is stated that “Indonesia may be the scariest nation in Asia for fliers.” Do you agree with that? Why or why not?
-



Task 20

Study the rule below.

Connecting Ideas

In the text entitled *Low-Cost Airlines*, you find:

“**Even though** passengers do not get free food or drinks, most people do not matter that”.

The two ideas in the sentence above are connected with “even though”.

even though and **although** have the same meaning and they express an unexpected or opposite result.



Task 21

Complete the sentences by giving contrasting ideas connected with *even though* and *although*.

1. Even though the weather is bad, _____

2. The pilot decided to land the plane although _____

3. Although low cost airlines have shown bad safety records, _____

4. Even though the number of low cost carrier crashes is increasing, _____

5. Deregulation allows new airlines to operate even though _____



Task 22

Here's a poll on *Should Standard Helmets Be Required for Motorcyclists?* found in the internet discussion forum www.topix.com. Vote your option and after reading the forum, write and post your argument in a space provided.

Should Standard Helmets Be Required for Motorcyclists?	
Click on an option to vote	
<input checked="" type="radio"/> Yes, for all riders <input type="radio"/> Yes, but only for minors <input type="radio"/> No, standard helmets should be optional	
Arguments	
Showing posts 1 - 3 of 20	
Heavensdevil <i>Brampton, Canada</i>	Reply » #1 Oct 9, 2007 Helmets save lives, especially for those of us who are not as skilled as those who don't wear them. It has nothing to do with 'freedom of choice'. It's not a 'right'; it's a 'privilege' to ride a motorcycle.
newt <div style="border: 1px solid black; padding: 2px; width: fit-content;">I VOTED</div> Joined: Dec 18, 2005	Reply » #2 Oct 11, 2007 Because a driver's license is a privilege, not a right. Because if someone is in an accident with you, they shouldn't needlessly have your death on their conscious (and criminal record). Because it is not fair to the rest of us who have to deal with the traffic backups that come with fatal accident investigations.
Fred <i>Sterling, VA</i>	Reply » #3 Oct 12, 2007 A full face helmet saved my life just over four weeks ago. I think that people who ride without wearing helmets are suicidal, deluded, or just dumb.
Type in your arguments to post to the forum	
Name: Arguments: Name : (appears on your post)	



Task 23

Choose one of two issues below and then create a poll on it. Give the poll to your classmates and find at least three classmates giving arguments for and three other giving arguments against. Work in groups of four.

- Motorcyclists caught using cell phones while riding should be fined.
- There should be no deregulation on airlines in Indonesia.

C. Let's Do More



Task 24

Here's an internet discussion forum completed with some arguments posted by some people. Rewrite it into a good discussion text.

Cell Phone Block While Driving: Prevents People from Using a Cell Phone by the Driver While Car is Moving

This system is a device that prevents the driver of a car from using a cell phone while the car is moving. If the car is stopped for any reason (red light, parking, etc.) a cell phone will work. If in motion, a cell phone doesn't work. This works by installing a sensor to detect wheel motion and a cell phone jammer that is activated by the sensor. If a passenger wants to use a cell phone, there will be a button next to them they can hold down to disable the jammer. As soon as they let the button go though, the jammer reactivates. This prevents the driver from setting it to off to defeat it because one hand would have to be on the wheel and the other on the button. You can't hold a phone. The system also communicates to the phone via bluetooth or another phone-compatible interface. If the driver adds a headset to the phone, or one of those "phone to radio speakers" things, the system turns off to allow its use. It allows calls automatically in case of accident.

Arguments:

their competitor wrote:

This is hardly a new idea, nor is it really a good idea. Statistics already show that the real distraction is the conversation, even if it is hands free.

DocBrown wrote:

Nice idea, but how will you ensure that the jammer affects only phones in the car?

Jnbish wrote:

This poses another challenge to this idea: what if the driver is using a phone with a hands-free kit? While it is possible that a person on a cell phone can cause an accident and cause someone else harm, it's equally possible that someone reaching for a CD or a Twinkie, or someone dropping a cigarette in their crotch, or turning to yell at the kids, or sneezing would do same.

their competitor wrote:

Obviously the technology for all of these things is in the realm of the implementable. I just believe that the best use of our resources is in making cars safer, and implementing autoreactive features that can take over for the driver – not in limiting the driver’s options.

Adapted from <http://www.halfbakery.com>

D. Let’s Check Your Competence



Task 25

Fact about low-cost airlines

www.iht.com wrote that “...though many budget carriers have young fleets, some Asian carriers buy old planes that have been sitting, unused, in deserts in the United States.”

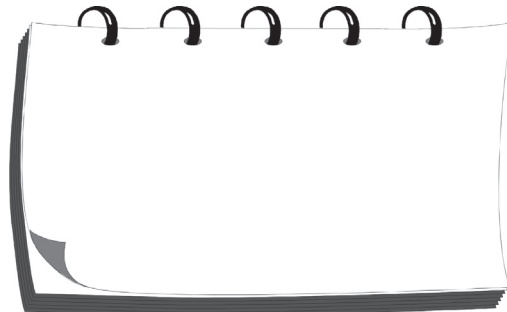
State your stance on the fact above. Then, interview your classmates whether they state argument for or against your stance.

Your stance:	
Argument for:	Argument against:



Task 26

Search at least two discussion texts on low-cost airlines in Indonesia. Use them as your references to make a short discussion text on the same issue.



E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Accuse Someone

Expressions commonly used in accusation are:

- You **accuse** someone **of** a crime or **of doing** something
- The police brought the accused to the court.

NOTE:

to accuse = to say that someone has done something wrong.

the accused = person or persons charged with a crime.

2. How to Admit Something

Expressions commonly used in admission are:

- He admitted stealing the car.
- She admitted she had not switched her mobile phone off.

3. How to Express Intentions

Expressions commonly used in expressing intention are:

- My intention is to
- It is my intention to...
- I have every intention of **(V-ing)**

NOTE:

intend, **plan**, and **hope** are used to express present ideas about future activities.

UNIT REVIEW SEMESTER 1

I. Listen to short conversations between two people. Choose the best answer to each question. The listening script is in the Appendix.

1.
 - a. He will bring the woman a ball.
 - b. He will give the woman another bowl.
 - c. He will wait for a moment.
 - d. He will not do anything about the soup.
 - e. He will pick up the thing in the soup.

2.
 - a. He doesn't want to be blamed.
 - b. He accepts the blame.
 - c. He did not step on the glasses.
 - d. He does not know who put the glasses on the floor.
 - e. He did not know that the glasses were lying on the floor.

3.
 - a. She knows a lot about global warming.
 - b. She does not wish to know more about global warming.
 - c. She has no idea about global warming.
 - d. She knows everything about global warming.
 - e. She does not know much about global warming.

4.
 - a. It is impossible to stop the drug dealing.
 - b. There is no way to stop the drug dealing.
 - c. There may be a possibility to stop the drug dealing.
 - d. It is improbable to stop the drug dealing.
 - e. Probably the drug dealing cannot be stopped.

5.
 - a. She does not want to rent movies.
 - b. She asks why the man does not want to rent movies.
 - c. She is confused whether or not she will rent movies.
 - d. She is proposing to watch movies.
 - e. She cannot decide whether or not to rent movies.

6.
 - a. He is giving an instruction of how to make compost.
 - b. He is making compost.
 - c. He is collecting the organic garbage.
 - d. He is going to take a big pail.
 - e. He is going to put the garbage in a big pail.

7.
 - a. She likes living in a city.
 - b. She likes living in a village.
 - c. She does not like living in a village.
 - d. She likes being caught in a traffic jam.
 - e. She is really sick of living in a village.

8. a. He will never buy his daughter a car.
 b. He will buy his daughter a car now.
 c. He will buy his daughter a car before she is 20.
 d. He will buy his daughter a car when she is 20.
 e. He will not buy his daughter a car when she is 20.
9. a. She promises to study well.
 b. She does not promise to study well.
 c. She does not want to have a motorcycle.
 d. She promises to buy a motorcycle.
 e. She does not promise to give the words.

II. Complete the short dialogues below with the appropriate expressions.

10. Shop assistant : Good afternoon. May I help you?
 Andy : Yes. _____. I bought this pair of shoes yesterday. I believe I have asked for size 43, but you gave me 42.
- a. I want to blame you.
 b. I propose to exchange the shoes.
 c. I have a complaint to make.
 d. I am really curious.
 e. I am not satisfied with your service.
11. Retno : _____ He used to raise protest against the drug abuse.
 Denias : People change.
- a. No wonder that now he becomes a drug dealer.
 b. It is unquestionable that he is now becoming a drug dealer.
 c. It is no doubt that he becomes a drug dealer.
 d. You don't have to be surprised that he is now becoming a drug dealer.
 e. How on earth can he become a drug dealer?
12. Adib : Don't be sad. _____ he's not the Mr. Right who you're waiting for. I'm sure you'll find another guy who is really right for you, in the right time and in the right place.
 Anita : Yeah, maybe you're right. Every cloud has a silver lining.
- a. Believe me
 b. Perhaps
 c. Trust me
 d. I'm not lying
 e. I tell you the truth
13. Ayu : If you were to choose, would you take your future children to public school or would you homeschool them?
 Adib : Even though homeschooling to some extent develop high quality academic skills, _____
 _____.

- a. I would prefer my children to go to public school.
- b. I would rather homeschool my future children.
- c. I think I would rather teach them myself.
- d. I'll do my best to educate them at home.
- e. I believe that mother should be a primary source to learn.

14. Anita : Dad, _____ I really need some fun after the exam.

Father : Well, okay. But promise me to go home before 11 sharp.

- a. I propose to hang around.
- b. I promise to hang around.
- c. Give me some time to hang around.
- d. May I join my friends to hang around?
- e. I am sorry.

III. Read the texts and choose the best answer to each question based on the alternatives given.

Questions 15-18 are based on the following text.

The Mouse, the Frog, and the Hawk

A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.



Adapted from www.allaboutfrogs.org/stories/hawkmouse.html

Picture 1: <http://www.cdc.gov>

Picture 2: <http://brilliantleap.com>

Picture 3: <http://www.feebleminds-gifs.com>

15. Where did the Mouse and the Frog live?
- a. They lived on the land.
 - b. They lived in the water.
 - c. They lived above the tree.
 - d. The Mouse lived in the water and the Frog lived on the land.
 - e. The Mouse lived on the land and the Frog lived in the water.

16. How did the Mouse die?
 - a. He was tied on the Frog's leg.
 - b. He drowned in the water.
 - c. He floated about on the surface of the water.
 - d. He was eaten by the Hawk.
 - e. He was imprisoned by the Hawk.
17. How was the end of the Frog's life?
 - a. He was fastened on the Mouse's foot.
 - b. He drowned in the water.
 - c. He was eaten by the Hawk.
 - d. He was eaten by the Mouse.
 - e. He became the prisoner of the Hawk.
18. What do you learn from this story?
 - a. We can make friends with everybody.
 - b. We should choose our friends carefully.
 - c. Do not play in the river if you do not want to get drowned.
 - d. Practise swimming if you do not want to get drowned.
 - e. Do not play with animals.

Questions 19-22 are based on the following text.

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

Adapted from Microsoft Encarta Premium 2006

19. The following things can be recycled, EXCEPT...
 - a. precious metals
 - b. broken glass
 - c. old newspapers
 - d. plastic spoons
 - e. fresh vegetables and fruits

20. Which of the following is NOT the benefit of recycling?
- It costs much money for the process of recycling
 - It costs less to make new products.
 - It requires less energy.
 - It can reduce pollution.
 - It reduces the demand for high-pollution alternatives.
21. What is the third step of recycling paper products?
- Collect and search for contaminants such as plastic bags and aluminium foil.
 - Mix the paper with hot water in a blender which turns it into pulp.
 - Screen and filter the pulp to remove smaller contaminants.
 - Put the pulp to a large vat to separate the ink from the paper fibres.
 - Mix the pulp with new wood fibres to be made into paper again.
22. We can make use of the ink after being separated from the paper fibres by doing the followings, EXCEPT....
- Skim it off.
 - Dry it.
 - Reuse as ink.
 - Burn as boiler fuel.
 - Mix it with the pulp.



Picture: Microsoft Encarta Premium 2006

Questions 23-26 are based on the following text.

Should students take part-time jobs?

One of the biggest things a student must figure out upon entering school is what to do with all that time. Free to schedule as they please and free from the obligations of life at home, students find themselves with a wealth of time they may or may not have.

There are things which you might consider working. First of all, if you want to be cool and go out with your classmates and buy some cool stuff, well you need money! By getting a job, you get money. Of course, you have to work for it, but still, it can - and probably will - be useful. There is not only money to consider though. Experience is an important asset for after finishing your school. When you work during your school year and add it to your resume, it will show your future employers that you are able to manage to pursue two activities at the same time, or more if you are involved elsewhere. Another interesting thing to consider is the contacts you might make by working. By contacts, I mean people that can be useful to you later in life. If you have different jobs, you make new references you can later add to your CV along with the experience. Also, if you are lucky enough to get a job in your area of studies, it may later become a permanent job.

The main disadvantage on your life is that you will have less time for schoolwork - and social life of course. This also means you get less free time to just hang out or party or do other stuff than work and study. This is an important part of your life if you do not want to

go all crazy! It is also important if you want to be cool. Having a job can also add another source of stress to your life. Depending on the type of job you are looking for, you may get a boss that always wants more hours and presses you to be more available. One of the things you can do is to set yourself a maximum number of hours you want to work per week and make this clear with your employer at the beginning of the year.

My biggest recommendation is not to rush into anything. It's perfectly acceptable to spend the first few weeks of school adjusting and having fun, and then slide a job into the mix when you've grown comfortable with everything else. Finally, never allow an outside job to get in the way of your health and school years in general. While work may keep you motivated and get you needed money, it's not worth losing your education or well being over. Obtain what you need, but if you feel yourself slipping take some time off, or find a better place to work. You'll have plenty of time to work post school.

Adapted from www.epinions.com

23. Which of the followings is NOT the advantage of taking part-time jobs?
- You will get money which you can use to buy some cool stuff.
 - You will have less time for schoolwork.
 - You will gain working experience.
 - You will expand your contacts and networking.
 - You will get references which you can add to your CV later on.
24. The followings are the disadvantages of taking part-time jobs, EXCEPT....
- You will have less time for your social life.
 - You will have less free time to hang out with your friends.
 - You will get another source of stress to your life.
 - You can prove that you can manage to pursue two activities at the same time.
 - You may get a boss that always presses you.
25. What does the word 'they' in paragraph 1 line 2 refer to?
- students
 - schools
 - the readers
 - the reader and the writer
 - cool stuff
26. What is the word 'disadvantage' closest in meaning to?
- benefit
 - profit
 - drawback
 - advantage
 - reward

Questions 27-30 are based on the following text.

Ecstasy is a popular term for an illegal, mood-altering drug whose chemical name is 3,4-methylenedioxyamphetamine (MDMA). Ecstasy is typically available in pill form. A user begins to feel the effects of ecstasy about 20 minutes after swallowing a pill. The drug affects the brain, primarily by causing the release of a neurotransmitter (chemical that carries signals between nerve cells) called serotonin. The rise in serotonin levels causes

many users to experience changes in mood or mental outlook. Some users report that the drug generates a feeling of euphoria or excitement, along with increased empathy and openness toward others.

Some people who use ecstasy also experience negative side effects, including anxiety or nervousness, vomiting, blurred vision, sweating, and irregular heartbeat. Most dangerously, the drug can cause a rise in body temperature, known as hyperthermia. Most deaths associated with ecstasy are complications of hyperthermia. One such complication commonly occurs when overheated users drink too much water, causing a fluid imbalance known as hyponatremia, which can be fatal.

Scientists debate whether ecstasy causes permanent damage to nerve cells in the brain. Studies in rats and other animals document damage to the nerve structures that produce and process serotonin. In humans, some brain scans of frequent ecstasy users show permanent damage to serotonin pathways. Furthermore, tests in humans indicate that the drug may negatively affect memory, learning, and other mental processes.

Some scientists, however, are critical of most ecstasy research. They point out that animal studies may not be directly applicable to humans. They also note that the pills illegally sold on the street as ecstasy have been manufactured in unregulated laboratories, and these pills often contain other illegal, dangerous compounds—including cocaine, methamphetamine, or paramethoxyamphetamine (PMA, which also drastically raises body temperature). Without evaluating the ingredients of each pill taken, critics say it is difficult to measure the long-term effects of ecstasy alone.

Others hope that additional investigation of MDMA will reveal that the drug has some medicinal benefits. They hope the drug might someday be approved for legitimate use in psychotherapy. Therapists have proposed, for example, that MDMA—given in low, infrequent doses under controlled conditions—could be useful in easing treatment of patients who suffer persistent depression or anxiety following a traumatic event, such as a violent crime.

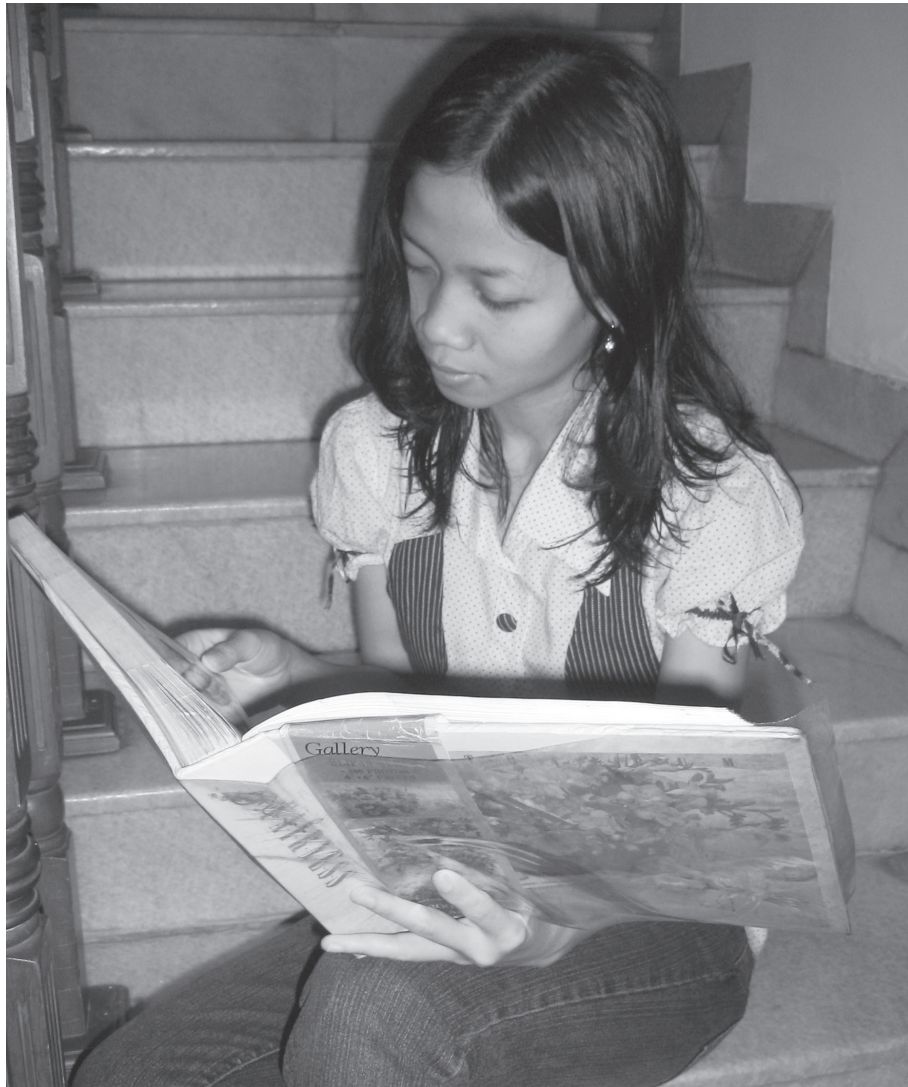
Adapted from Microsoft Encarta 2006

27. What is ecstasy?
- Ecstasy is a popular term for a legal drug whose chemical name is 3,4-methylenedioxy-methamphetamine (MDMA).
 - Ecstasy is a mood-altering drug and is typically available in pill form.
 - Ecstasy is a mood-altering drug and is always available in pill form.
 - Ecstasy's popular term is methylenedioxy-methamphetamine (MDMA).
 - Ecstasy is a mood-altering drug that only affects the brain.
28. Some users report that the drug generates a feeling of euphoria or excitement. What is the antonym of the word excitement?
- pleasure
 - thrill
 - enthusiasm
 - calm
 - passion
29. The followings are some negative side effects of using ecstasy are, EXCEPT
- a rise in body temperature
 - vomiting
 - unclear vision
 - dry skin
 - irregular heartbeat

30. Which is the correct statement about the test in humans?
- a. Some scientists are sure that animal studies are not directly applicable to humans.
 - b. Some scientists point out that animal studies can never be directly applicable to humans.
 - c. Some scientists point out that animal studies are always directly applicable to humans.
 - d. Some scientists point out that animal studies may be directly applicable to humans.
 - e. Some scientists identify that animal studies may not be directly applicable to humans.

UNIT VI

LET ME TELL YOU A STORY ABOUT FAIRIES.





Golden Press, Australia 1987

How do you usually spend your weekend? Sometimes it's fun to spend the weekend with your classmates. Then, you must make a plan. Therefore, you need to be sure if your classmates are free on the weekend. Learn more some expressions to ask plans in this unit. Then, make sure you know how to persuade your classmates by checking out some useful expressions in this unit. However, things may happen unexpectedly. If your plan doesn't turn out right, you don't need to feel bad about it. Learn more some expressions to show how you regret for that. When regretting is not enough, make sure to prevent the same thing from happening next time.

There's also a better alternative to spend the weekend. Reading fairytales is surely enjoyable. You will find pleasure and entertainment by reading them. Moreover, you can get the chance to create your imagination and write your own imaginative stories. The writing tasks in this unit will surely guide you to do so.

A. Let's Get Ready






Task 1

Here are some plays performing this week.

In pairs, study the pictures and match them with the titles that suit them best.

PLAYS

Sunday 19.00-21.00	Friday 19.00-21.00	Saturday 20.00-22.00
		
<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>
<input style="width: 100%; border: 1px solid black;" type="text" value="The Dancing Fairies"/>	<input style="width: 100%; border: 1px solid black;" type="text" value="Peterpan"/>	
<input style="width: 50%; border: 1px solid black;" type="text" value="The Fairies' Cake"/>		

Pictures: Golden Press, Australia 1987



Task 2

Study the fact below and look at the picture. Answer the questions with your partner.

Fairy is a little supernatural creature who can work magic. It is generally in human form, dwelling in an imaginary region called fairyland. The term *fairy* is also loosely applied to such beings as brownies, gnomes, elves, nixies, goblins, trolls, dwarfs, pixies, kobolds, banshees, sylphs, sprites, and undines.

Taken from: Microsoft Encarta © 2008



Questions

1. Do you know what picture it is?
2. Have you ever heard stories about fairies?
 - a. If so, in turns tell your partner a story about fairies or elves that you like best by following the points below:
 - where and when the story happened
 - who or what was involved in the story
 - what problem existed in the story
 - how the story went
 - how the story ended
 - b. If you haven't, tell any fiction story you like best by following the points like those in a.

The words and phrases in the box may help you.

spirit ['spɪrɪt] (kb)	: kekuatan, makhluk halus
witch [wɪtʃ] (kb)	: tukang sihir wanita
turn into ['tə:n 'ɪntu] (kkt)	: disihir menjadi
fairylan [ˈfeəri lænd] (kb)	: tempat menyenangkan
bewitch [bi' wɪtʃ] (kkt)	: menyihir
spell [spel] (kb)	: mantra

B. Let's Act



1. Listen and Speak



Task 3

Listen to Virga and Denias talking about their plans to spend the weekend and write down their plans on the provided agenda sheet below. The listening script is in the Appendix.

Denias's agenda	Virga's agenda
Friday	Friday
Saturday	Saturday
Sunday	Sunday
NOTE <i>Ask Virga to watch the play together.</i>	NOTE <i>Return the movies to the movie rental on time.</i>



Task 4

Study the expressions below.

Asking / Stating Plans

In the conversation between Virga and Denias, you find these expressions:

“**Are you doing** anything tonight?”

“I am **planning** to rent some movies and spend the night watching them.”

The words in bold signify a pattern of sentences to express future time. You can use the pattern to say your activities in future time. The pattern is used when the sentence concerns a definite plan, a definite intention, and a definite future activity.

Here are other examples.

- I **am going** to a play tonight.
- She **is planning** to be a fairy in the play.
- **Are you planning** to prepare for the play?



Task 5

Fill in the following agenda for a week with your plans. Then, exchange information with your partner on things you plan to do.

The image shows a blank agenda form with two columns and four rows. Each row has a shaded header box on the left and right sides. The form is intended for students to write their plans for a week. A black pen is shown at the bottom right of the form.



Cultural Tips

Time

In Britain, people place value on punctuality. They make great effort to arrive on time. If you agree to meet friends at three o'clock, you can bet that they'll be there just after three. It is often considered impolite to arrive even a few minutes late. If you are unable to keep an appointment, it is expected that you call the person you are meeting.

Taken from: <http://www.woodlands-junior.kent.sch.uk>



Task 6

Study the expressions below.

Persuading

In the conversation between Virga and Denias, you find:

Denias : " Come on Virga"..."You're not going to let me down, are you?"

The expression above is commonly used in persuading someone.

Here are other expressions.

- Can I/Could I/Couldn't I persuade you...?
- How can I persuade you to...?
- Couldn't you be persuaded...?
- Won't you..., please?
- I think it would be a pity if we didn't...



Task 7

Listen to Virga persuading Denias to tell her the story before watching the play and complete the missing dialogues. Then practise the dialogue with your partner. The listening script is in the Appendix.

Virga : Denias, you told me that the play is adapted from a fairytale. Have you heard or read the story? The title sounds so interesting.

Denias : Yeah, I have ever heard the story told by my English teacher.

Virga : _____

Denias : Hey, it's not going to be interesting if you know the story!

Virga : _____



<http://darkwyz.freepgs.com>

Denias : Trust me! It's not going to be surprising if I let you know the story!

Virga : But, in fact, you knew the story before.

Denias : Virga, I just happened to know the story, and I think you'll enjoy watching the play without knowing the story more.

Virga : All right, maybe you're right.



Task 8

Do you believe in fairies? Listen to a radio programme telling someone's inspirational story entitled *Shoulder Fairies*. Then, say whether the statements are true or false. Correct the false statement. The listening script is in the Appendix.

Statements	T/F	Correction
1. Three years ago, I was living with my husband and three children in the Middle East.		
2. My family was very religious.		
3. One of my sons' friends was run over and killed by a reversing truck.		
4. My sons and I had ever spoken about angels.		
5. One of my sons told me that he had seen two shoulder fairies on his friend's shoulders, and watched them float upwards.		



Task 9

Let's say it right.

In the conversation, Denias said "Virga, are you doing anything **tonight**?"

The word in bold is pronounced [tə'naɪt]. The letters g and h are not pronounced. This is called 'silent-gh'.

Study how the following words are pronounced and practise pronouncing them after your teacher.

- bought, brought, caught
- fight, flight, knight, light, might, night, ought, plight, right, sight, tight
- fought, slaughter, sought, taught, wrought
- high, higher, sigh, thigh



Task 10

After watching the play, Denias and Virga are interested in discussing it. Listen to their conversation and answer the questions that follow. The listening script is in the Appendix.

Questions

1. Did Virga and Denias enjoy the play?
 2. Which part of the play did Denias like the most?
 3. Which part of the play did Denias think the best?
 4. Referring to their conversation, mention the main character(s) of the play.
 5. What did Virga say in the last line to express that she agreed with Denias about the play?
-



Task 11

In pairs, study the expressions below.

Regretting

In the conversation after the play, you find:

...Lucy finally regretted for not making the cake for the fairies.

The expression above is commonly used in showing regrets.

Here are examples of other expressions.

- Much to my regret I (V1)
- She shows much regrets for (V-ing)....
- I regret to say that...

NOTE:

much to someone's regret = making someone very sorry

Preventing

In the conversation you also find these expressions:

"...Lucy tried to prevent the fairies from turning her into a tree."

"She did anything to prevent the spell from happening."

The expression above is commonly used in preventing.

Here are some other expressions.

- I must try to prevent more killing.
- We can't do much to prevent the river from flooding.

NOTE:

to prevent someone from doing something = to stop someone doing something



Task 12

What would you say in the following situations? Compare your expressions with your classmate's.

- You have promised your friend to see his/her play performance, but suddenly your sister needs your help to finish her homework. Show your regret for not coming to the performance.
Your friend : You have promised you would come!
You : _____ ,
- You borrowed a book about fairytale from the school library and you accidentally broke its cover. Express your regret to the librarian.
Librarian : Look what you have done to the book!
You : _____ ,
- Your class is preparing a drama performance about fairies. One of your friends is in charge of the costume. However, you notice that he/she doesn't take a good care of it. What would you say?
Your friend : Ouch! I should've been more careful taking care of this costume!
You : _____ ,
- There seems to be a delay on the play your class prepares to perform next week. Then, discuss the problem with your teacher. Try to prevent the delay.
You : _____ ,
Teacher : I can do nothing about this delay.



Task 13

Work in pairs. Develop the dialogue between A and B about a terrible mistake A has ever made. Use the expressions of regrets and show how A feels sorry about it. Meanwhile, B must prevent A from doing the same mistakes. Then, act out the dialogue to the class.

Student A : Oh my God. Help me please! I don't know what to do!

Student B : What's the matter with you? You look so miserable.

Student A : I have made a terrible mistake! I was out of my mind.

Student B : Calm yourself down. Now tell me what you did.

Student A : _____

Student B : _____

Student A : (expression of regret) _____

Student B : (expression for preventing) _____



Task 14

Have you ever heard or been told a fairytale entitled *Little Red Riding Hood*? Listen to your teacher telling the fairytale, then identify the expressions of regretting and preventing you heard in the fairy tale. The listening script is in the Appendix.

- **The hunter said:**
(expression of preventing) _____
- **Little Red riding Hood said:**
(expression of regret) _____



Task 15

Library Work

Search a short fairytale in your school library. Then, get in groups of five and read the tale to your group without telling the ending of the tale. Let the rest of the group discuss and guess the ending.



2. Read and Write



Task 16

Reflect on your personal belief and answer the questions with your partner before you read a text entitled *The Fairies' Cake*. Then, find the Indonesian equivalents of the words in the box based on the context. Read the text again and answer the questions that follow.

Personal Belief Reflection:

1. Have you ever heard or been told any stories about fairies or elves?
2. Do you believe in fairies and elves?
 - If so, tell your partner why and also tell if you have got any experiences convincing you that they exist.
 - If not, tell your partner why not.
3. Imagine that if you could see either fairies or elves, what would you do?



<http://en.wikipedia.org>

gooey [ˈguːi] (ks)	: ...
crumbly [ˈkrʌmbli] (ks)	: ...
icing [ˈaɪsɪŋ] (kb)	: ...
flour [ˈflaʊə] (kb)	: ...
fetch [fetʃ] (kkt)	: ...
flitted [flɪtɪd] (kkt)	: ...
croft [krɒft] (kb)	: ...
fluttered [ˈflʌtəd] (kkt)	: ...
drooped [druːpd] (kki)	: ...
grudgingly [ˈgrʌdʒɪŋli] (kk)	: ...
crib [krɪb] (kb)	: ...
gracious [ˈɡreɪʃəs] (ks)	: ...
giggle [ˈɡɪɡl] (kb)	: ...
flapped [flæpd] (kkt)	: ...
staggered [ˈstægəd] (kkt)	: ...
shrieked [ˈʃriːkd] (kki)	: ...
yowl [jəʊl] (kki)	: ...

The Fairies' Cake

There was once a young lady called Lucy who baked the best cakes in the whole world. One day she was stolen away by the fairies, who locked her up in the kitchen in Fairyland. "Make us a cake!" they all demanded. "A big, gooey, crumbly, creamy cake with icing!"

"And what will become of me when I've done the baking?" asked Lucy.

"Oh, we'll turn you into a tree."

"I don't want to turn into a tree," thought Lucy. So she said to the fairies, "How can I make a cake without flour? You'd better fly to my kitchen and fetch me a bag of flour."

So the fairies flitted over to the croft where Lucy lived, and flitted back with a bag of flour.

Lucy shook her head. "How can I make a cake without eggs? You'd better fly to my hen-house and fetch me half a dozen eggs."

So the fairies flew over to the hen-house, and flew back with half a dozen eggs. "But how can I make a cake without sugar?" said Lucy to the fairies.

"You'd better hurry to my cupboard and fetch a bag of sugar." So the fairies fluttered over the croft and found in the cupboard a bag of sugar, and between them carried it back to Fairyland. "Ouch, but you forgot the baking powder!" cried Lucy. "Do you want a cake as flat as a dinner plate?" And she sent the fairies back for the baking powder. She sent them for the icing sugar, the cherries, the cream and a bowl. And with every trip the fairies grew more and more tired, until their wings drooped. "There! I'm ready!" said Lucy, putting all the ingredients into the bowl. "But oh dear, I'm too worried about my poor wee baby to think about cake-making. You must go and fetch him for me to watch over while I cook."

"Oh, all right," said the fairies grudgingly. They did not want to go – they were worn out. But how else could they get their cake?

They were no sooner back, carrying the baby in his crib, than Lucy looked at her watch. "Oh goodness gracious! It's time for my husband's tea. I must go home and cook him something."

“Oh no you don’t!” said the fairies. “Let him make his own tea!” But Lucy fell into such fits of giggles that she could neither whisk nor stir. “Make his own tea? Why, he couldn’t butter a slice of bread! Oh, no, you must fetch him so I can explain why his tea’s late.”

So the fairies flapped over to the croft – and flapped back with Lucy’s husband. Then they sat back to back on the floor to catch their breath.

“Did you lock up the cat and dog before you left?” Lucy asked her husband sharply – though she winked an eye as she spoke.

“Er...er, no, I-I didn’t have time.”

“What? The dog and cat not locked up? Why, they’ll scratch the house to pieces! You fairies will have to fetch them here – no two ways about it!”

The fairies could hardly bring themselves to get up off the floor. But they were so hungry that they wanted a cake more than ever. So they folded their wings across their backs and walked all the way over to Lucy’s croft, and carried back the cat and the dog.

“Now. At last I’m ready to bake the cake,” said Lucy. “But where’s the oven?”

“Oven?” The fairies began to grizzle. “Do you need an oven?”

Lucy laughed and her husband laughed, too. “Of course I need an oven!”

So the fairies crawled over to the croft and staggered back under the gigantic weight of the cast-iron kitchen range.

While they were gone, Lucy said to her husband, “Sing!” And she said to the cat, “Yowl!” And she said to the dog, “Bark!” And she said to the baby, “Cry!”

The door flew open, and in came the oven. The fairies set it down, then sprawled on their little fairy beds, exhausted.

But the man was singing.

And the cat was yowling.

And the dog was barking.

And the baby was crying.

“Sssh! Oh shush! Stop!” shrieked the fairies, covering their ears. “Go away, *please!*” they cried, pulling their pillows over their heads.

“Very well,” said Lucy. “but only if you promise to fetch my oven home tomorrow morning at the latest.”

Then her husband picked up the baby in his crib, and Lucy picked up the cat, and the dog followed on behind. They walked home to a meal of cold pork pie and toasted crumpets.

But Lucy, though she had narrowly escaped being turned into a tree, felt sorry for the fairies with no-one to bake them cakes. So when they brought back her oven, the first thing she did was to bake a big, gooey, crumbly, creamy cake with icing on top, and she left it outside the door. And do you know what? The next morning it was gone.

Taken from: Golden Press, Australia 1987

Questions

1. Mention who and what were involved in the story with their characteristics.
2. Why was Lucy stolen away?
3. What would happen to Lucy if she finished baking the cake?
4. List things Lucy needs to bake a cake.
5. How did Lucy escape from the fairies?
6. Finally, how did the story end?



Task 17

Study the explanation below.

It is fun to read fairy tales. By reading fairy tales, you will get entertainment and be amused. Usually, a fairytale deals with actual/imaginative experiences in different ways.

Here are some parts in the way fairytales amuse the readers:

- In the first part, it sets the scene. This part tells where and when the story happened, introduces the characters of the story: who and what is involved in the story (orientation).
- The second part of fairytales tells the beginning of the problem of the main characters (complication).
- Later, the problem is resolved (resolution).
- Finally, the last part of the fairytale is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer (coda).



Common grammatical features of narrative texts include:

- use of adjectives to build noun groups to describe people, animals or things in the story
- use time connectives and conjunctions to sequence through time
- use of past tense action verbs to indicate the actions in a narrative text



Task 18

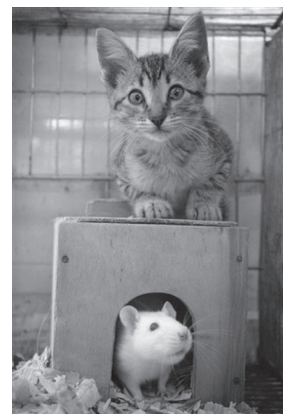
Do you know why cats kill rats? Read the text below and write down what you can learn in the space provided.

Why the Cat Kills Rats

Long time ago, there lived Ansa. He was the king of Calabar for fifty years. He had a very faithful cat as a housekeeper, and a rat was his house-boy. The king was an obstinate, headstrong man, but was very fond of the cat, who had been in his store for many years.

The rat, who was very poor, fell in love with one of the king's servant girls, but was unable to give her any presents, as he had no money.

At last he thought of the king's store, so in the night-time, being quite small, he had little difficulty, having made a hole in the roof, in getting into the store. He then stole corn and native pears, and presented them to his sweetheart.



At the end of the month, when the cat had to render her account of the things in the store to the king, it was found that a lot of corn and native pears were missing. The king was very angry at this, and asked the cat for an explanation. But the cat could not account for the loss, until one of her friends told her that the rat had been stealing the corn and giving it to the girl.

When the cat told the king, he called the girl before him and had her flogged. The rat he handed over to the cat to deal with, and dismissed them both from his service. The cat was so angry at this that she killed and ate the rat, and ever since that time whenever a cat sees a rat she kills and eats it.

Taken from: <http://folkloreandmyth.netfirms.com>

Picture: <http://bp3.blogspot.com>

After reading the story, I learn ...

Intermezzo



When the cat is away the mice will play.

It means when law enforcers are not present, certain public members will take the opportunity to break the law.



Task 19

Read a tale entitled *Peter and the Mountainy Men* and find the Indonesian equivalents of the words based on the context. Read the tale again and answer the questions that follow.

miller [ˈmɪlə] (kb)	:
plead [pli:d] (kkt)	:
mill [mɪl] (kb)	:
tuck [tʌk] (kkt)	:
dwarf [dwɔ:f] (kb)	:
heap [hi:p] (kb)	:
munch [mʌŋʃ] (kb)	:
hurdle over [ˈhʌ:dl 'əʊvə] (kkt)	:
bench [bentʃ] (kb)	:
pole vault [pəʊl vɔ:lt] (kki)	:
leprechauns [ˈleprəkɔ:nz] (kb)	:
darts [dɑ:ts] (kb)	:
skittle [ˈskɪtəl] (kb)	:
fir [fə:] (kb)	:
cone [kəʊn] (kb)	:
twig [twɪg] (kb)	:
somersault [ˈsʌməsɔ:lt] (kb)	:
rod [rɒd] (kb)	:
scarcely [ˈskeəslɪ] (kk)	:
sneak out [sni:k aʊt] (kkt)	:
peep [pi:p] (kki)	:

Peter and the Mountainy Men

Long, long ago, in the mountains of Switzerland, there lived a rich miller who was very mean. Even when people were starving and pleading for food, he would not help them.

One cold winter's day there was a knock on the mill door. "What do you want?" barked the miller.

"Please, Sir, could you give me just one small bag of flour?" pleaded a tiny man dressed in a red cap and little green suit. "We need it so badly."

"Buzz off!" shouted the miller. "I've no time for beggars!"

As the dwarf began his long walk back to the mountains, he met a young boy carrying a bag of flour in his arms. It was Peter, the miller's son.

"Take this," he whispered, "but don't let my father know I've given it to you."

The dwarf took the bag and tucked it inside his coat. "Thank you, young sir," he said. "I'll not forget your kindness." Then he continued on his way.

One spring morning, several months later, Peter was fishing in a lake up in the mountains when he felt a strong pull on his line. He tugged and tugged, until suddenly, a little figure appeared out of the water. It was the dwarf!

"Why, if it isn't the miller's son!" he said, drying himself on a huge leaf. "I've been having my annual bath in honour of the Great Day."

"Great Day?" asked Peter.

"Didn't you know? Today's our Great Day of Feasts and Sports. Why don't you come and join us? It's great fun and there's heaps to eat!"

The dwarf dived into the long grass, and pulled out his red cap and green clothes. Then he led the way through a hollow tree trunk to a huge cave in the hillside. This was where all the mountainy people – the elves, the dwarfs and the fairies – make their home.

In the huge cave hundreds of little folk dressed in gaily coloured clothes sat at long, low tables munching cake, jellies and ice-cream. And there were great bowls of fruit and tall jugs of juice.

The dwarf banged on the table for silence. Immediately the chattering and music stopped.

"Dwarfs, goblins, and fairies, this is Peter, the boy who gave us the bag of flour last Winter. He's here as my special guest for the Great Day!"

The mountainy people clapped and cheered, as Peter sat down at the head table and began to eat, and eat ... and eat. But, long before he had finished, the games began.

There was hurdling over the benches and pole-vaulting over the tables. The leprechauns played and a big crowd gathered to watch the darts match played with goose feathers. Skittles were played with a marble and big fir cones, and for javelin-throwing they used long twigs.

Peter was invited to join in the fun, but refused politely. "I don't really think it would be fair. After all, I'm so much bigger than you ... and stronger."

"I wouldn't count on that," said a goblin – and he lifted up the bench, Peter and all!

The miller's son at entranced as the elves rode bareback on racing mice, and the fairies used little wooden boats to race down a stream running through the cave. And all the time there were dwarfs doing handstands and somersaults, sometimes for prizes but mostly for fun. Then, after a tug-of-war between the goblins and the gremlins, everyone ran out to the top of the mountain and back – and fell down exhausted.

Peter picked his way through the tired little bodies, taking care not to step on the fairies' wings. He crept out of the cave and climbed up the tree trunk back to the lake.

Just as he picked up his fishing rod he heard a voice calling to him. "Wait, Peter, wait for me!" It was the mountainy man. "You're leaving without your presents."

"Presents? But it isn't my birthday."

“I know it isn’t. I mean your thank-you presents. You gave us flour when we were starving, so please take this whistle in return for your kindness. Just blow it loudly three times and we’ll bring you whatever you want.”

Amazed at all he had seen, Peter could scarcely find words to thank the little man. “And this,” said the dwarf taking a bag from inside his coat, “is a flour bag for your father.”

As the sun was sinking, Peter reached the mill, gave his father the bag and told him that the dwarf had given it to him.

“You mean you sneaked out and gave one of my bags of flour to that little beggar?” shouted the miller. But then he peeped inside the bag ... and found a hundred shining pearls, with a note:

*We hope this makes you happy not sad,
Mountainy folk return good for bad.*

The miller felt so ashamed he promised Peter that never again would he turn away anyone in need of help.

So, ever after that, when the first winter snow fell high on the mountains, all the little people visited their friends, the miller and Peter.

And they always found the miller’s table laden with delicious food.

Taken from: Golden Press, Australia 1987

Questions

1. Write down the setting in brief.
 - Who are involved in the story?
 - Where did the story take place?
 - When did the story happen?
2. Write down the chain of events in brief.
 - What did the miller do when a dwarf begged for flour?
 - What did Peter do to the dwarf?
 - How did Peter meet the dwarf several months later?
 - Where did the dwarf ask Peter to go with?
 - In what event was Peter invited to join?
 - What did Peter get as he left?
3. How did the story end?
4. What do you learn from the tale?



Task 20

Study the rules below.

Using Clauses/Phrases to Express Time

In the text you find:

Even when people were starving and pleading for food, he would not help them.

The clause in bold above is used to show time.

Here are some words or phrases used to show time:

after, as, before, once, since, till, until, when(ever), while, whilst, now, as long as, as soon as, immediately, directly, etc.



Task 21

Complete the sentences by putting adverbial clauses of time. Number 1 is already done for you.

1. The Fairies began dancing **as soon as the rain stopped**.
2. _____, the birds start singing.
3. Lucy was turned into a tree _____
4. The fairies came _____
5. _____, cats kill and eat them.
6. _____, the fairies lost their magic spirit.



Task 22

Use your imagination to develop the unfinished story below. Discuss the ending with your classmate.

The Dancing Fairies

Once upon a time, in Swedish island, there lived a servant called Little Anders. He worked as a groom in the stables of Mr Strale. Little Anders was a dreamer. He dreamed all day and all night about elves and fairies, and he often fell asleep when he was supposed to be working. And, one hot Midsummer's day, he slept right through the afternoon.



"Wake up, Little Anders," said his master. "It's late! Hurry down to the meadow and fetch my horse. We must lock him up safely dark or the fairies will whisk him away."

The full Midsummer moon was shining brightly by the time Little Anders reached the meadow. Suddenly he heard the strangest music from far above his head. Then, as he listened, a cloud of winged fairies sailed down a moonbeam and landed in the middle of a circle of dark grass, where they danced to the music of fairy orchestra. Leading them was their Queen, who was taller than the others and very beautiful. She wore a silver crown and her dress sparkled with precious stones.

Little Anders crept closer and closer to watch. Then the Queen called out: "Stop! There's a stranger present!" The music ceased, and the dancers stood like statues. "You'd better go home," said the Queen, turning to Little Anders. "Or you may find yourself bewitched." _____

Taken from: Golden Press, Australia 1987

Picture: <http://witchcraft-supplies.com>



Task 23

Let's sing a song.

Listen and study the lyrics below. With your friend, find the meaning of difficult words you find and discuss the moral value of the song. Then, sing the song.

Let The Sun Shine In (Frente)

Mommy told me something
A little kid should know
It's all about the devil
And I learned to hate him so
She said he causes trouble when you let him in your room
He'll never ever leave you if your heart is filled with gloom

Chorus:

So let the sun shine in
Face it with a grin
Smilers never lose
And Frowners never win
So let the sun shine in
Face it with a grin
Open up your heart and let the sun shine in

When you are unhappy
The devil wears a grin
But oh he starts to run in
When the light comes prowling in
I know he'll be unhappy
Cause I'll never wear a frown
Maybe if we keep on smiling
He'll get tired of hanging 'round
If I forget to say my prayers
The devil jumps with glee
But he feels so awful awful
When he sees me on my knees
So if you feel of trouble
And you never seem to move
Just open up your heart and let the sun shine in
(Chorus)



Taken from: <http://www.seeklyrics.com>

Picture: <http://bp2.blogspot.com>

C. Let's Do More



Task 24

Read the fairytale below and answer the questions.

The Elves and the Shoemaker

"Can't you work any faster, my dear?" said the shoemaker's wife anxiously.

The shoemaker smiled: "Oh, I could work faster," he said. "I could cut out the leather for my shoes less neatly, and I could sew with bigger stitches. But I like to give the customers my very best workmanship. And that takes time."

"I know, dear, but there's no money left over to buy more leather. You work so carefully that it takes you two days to make one pair of shoes."

"I'm doing my best," said the shoemaker sadly. "My eyesight isn't as good as it was and my fingers aren't so quick."

The shoemaker continued to do his slow, careful best. But there was soon no money left to buy leather, and all his hides and suedes were used up. Only one scrap of leather was left on his workbench.

"What shall we do tomorrow when there's no leather to sew and when there are no more shoes to sell?" asked his wife.

The shoemaker smiled. "Well, let's worry about that tomorrow."

He spent all day cutting out a pair of shoes from the last of the leather. "These are probably the last shoes I shall ever make," he thought, "so they must be my best."

When he went to bed, he left the cut-out shapes on his workbench.

"I'm sorry we are so poor, my dear," he said to his wife as he climbed into bed.

"You can only do your best," she said comfortingly. "You can't do any more."

In the morning, the shoemaker cleaned his glasses and threaded his needle around for the pieces of leather. But something amazing had happened. A finished pair of shoes stood in the centre of the bench, perfect to the last shiny buckle. Someone had made the shoes for him, overnight.

"Just look at the workmanship!" he exclaimed, showing them to his wife. "And look at the beautiful tiny stitches! Who could have made them?"

The shoes were so well made that they sold for twice the usual price. So the old shoemaker was able to buy a new strip of leather and cut out two pairs of shoes during the day. At night he left the cut-out shapes on his workbench and went to bed a much more cheerful man.

In the morning, the two pairs of shoes were completely finished, right down to the tags on their laces.

"What a craftsmanship!" said the shoemaker to his wife. The shoes brought such a good price that this time he was able to buy enough leather for four pair of shoes. And the next night, the mysterious visitors sewed all four pairs.

"Such perfect cobbling!" exclaimed the customers. And they came from miles around to buy the shoemaker's wares. There were long, glossy riding boots for the men and pretty velvet dancing shoes for the ladies.

“We have enough leather for a lifetime!” said the shoemaker’s happy wife. “And so many people come here to buy their shoes that we are almost rich!”

But the shoemaker was thinking. “Wouldn’t you like to know who is helping us every night? It’s time we found out.”

So one cold night, just before Christmas, the shoemaker left the cut-out leather on his workbench, then he and his wife hid nearby.

As midnight struck, out from behind the clock crept six naked little elves. They climbed on to the bench and went to work at once, sewing and hammering and lacing and polishing. Every now and then they stopped to blow into their cold hands or stamp their cold feet or hug themselves against the chilly night air. They were shivering blue from head to foot.

“Poor little mites,” said the shoemaker’s wife. “All that work for us and they haven’t got a shirt or even a pair of boots.”

“Well, after all they’ve done for us, we ought to give them a thank-you present,” said the shoemaker.

The next day his wife was soon busy cutting out little shirts and trousers from some bright warm cloth. The shoemaker took out his finest needle and softest leather and made a handsome pair of boots for each elf.

On Christmas night, they left their presents on the workbench and hid as they had done before. It was bitterly cold. When the six little elves appeared, they were shuddering and shivering, and their breath turned white in the frosty air.

They were confused at first, when they could find no boot leather to sew. But when they saw the clothes and realized that they were for them, they put them on and danced about, laughing and clapping their hands inside their new woolly mittens.

“No more cobbling for us! We’re smart fellows now!” And they all sang as they danced out the shop and down the street.

“So! No more help from the elves,” said the shoemaker’s wife, laughing. “How will you manage now that so many people come to you for their shoes and boots?”

The shoemaker smiled. “I’ll just have to do my best,” he said.

“I’m sure you will, my dear,” said his wife.

“You always do.”

Taken from Golden Press, Australia 1987

Questions

1. Who are the characters involved in the fairytale?
2. What happened to the shoemaker?
3. What did the shoemaker’s wife complain about?
4. What happened in the following day when the shoemaker cleaned his glasses?
5. Who finished the shoes every night?
6. What do you learn from the fairytale?



Task 25

Let's make a doll performance.

Get in groups of five or six. Search a narrative text from any sources: from the internet, story books, and/or magazines. Then, convert it into a script. Create a doll performance and perform the story to the class.

D. Let's Check Your Competence



Task 26

Be a story teller.

Retell any story you have ever heard and perform it to the class. You may use visual aids or any aids to help.



Task 27

Write a fairytale in a modern setting based on your most unforgettable experience either exciting or frightening by following the points below. Then, have your friends comment on the tale you created.

1. Who were involved?
2. When did it happen?
3. Where did it happen?
4. What happened?
5. How did it happen?
6. How did the story end?

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Ask/State Plans
Using the Present Progressive to Express Future Time
Pattern: S + be + V-ing + adverb of time
2. How to Persuade Someone
Expressions commonly used in persuading someone are:
 - Can I/Could I/Couldn't I persuade you...?
 - How can I persuade you to...?
3. How to Express Regret
Expressions commonly used in showing regrets are:
 - Much to my regret I (V1)
 - She shows much regrets for (V-ing)....NOTE: Much to someone's regret = making someone very sorry
4. How to Prevent Something
Expressions commonly used in preventing are:
 - I must try to prevent more killing.
 - We can't do much to prevent the river from flooding.NOTE: To prevent someone from doing something = to stop someone doing
5. Adverbial Clauses of Time
Some words or phrases used to show time are:
after, as, before, once, since, till, until, when(ever), while, whilst, now, as long as, as soon as, immediately, directly, etc.
6. Narrative Texts
Narrative texts function to entertain and amuse readers. Narrative texts have the following parts:
 - introduction of the main character(s) in a setting time and place.
 - a sequence of events
 - the resolution of the problem(s)
 - the moral lesson

UNIT VII

THERE IS DEFINITELY A LOT OF HELPFUL INFORMATION IN THE BOOK.



There is Definitely a lot of Helpful Information in the Book.

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What are your hopes, intentions, and objectives in the near future? You have them, don't you? Without having hopes, intentions, and objectives in your life is like living without purpose. Does it sound too much? Well, I guess not. However, to convince us that we can do it and that we can do the best, we need someone or people around us to encourage us. If we can give encouragement to other people, somehow we can give them confidence to what they want to do. Learn how to use the right expressions to express your hopes, intentions, and objectives as well as how to give encouragement in this unit.

Why do people read books? It is undeniably true that they would like to get information or knowledge. Some people, however, read books because they want to get pleasure. Reading fictions can be one form of entertainment. How do people find out that there is a good book to read? Some people like to go to the book stores and will know that there is a new-released book. Some others who like to read newspaper, magazines, or browse the internet may find some new-released book reviews. That way, they can see whether a book is worth reading or not. You can too find some book reviews in this unit, and also a chance to write your own review. Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Study the following book covers. They are some of the best-seller books. Then, in groups of four answer the questions with your classmates based on your knowledge.

1

A Child Called It
One Child's Courage to Survive
DAVE PELZER

2

Totto-chan
The Little Girl at the Window
Tetsuko Kuroyanagi
Translated by Dorothy Britton

3

Life Lists for Teens
Tips, steps, hints, and how-tos for growing up, getting along, learning, and having fun
Phonix, England

4

Written and Hosted by **John Gray Ph.D.**
#1 New York Times Bestseller
MEN Are from MARS. WOMEN Are from VENUS
More than 94 million copies sold!
The Classic Guide to Understanding the Opposite Sex

5

HARRY POTTER
and the Deathly Hallows
J.K. ROWLING
BLOOMSBURY

6

LORD OF THE RINGS
THE FELLOWSHIP OF THE RING

Pictures:

1. *A Child Called It*: <http://ec1.images-amazon.com>
2. *Totto-chan*: <http://pangerankucing.files.wordpress.com>
3. *Life lists*: <http://www.freespirit.com>
4. *Men are from Mars Women are from Venus*: <http://www.zaalbooks.nl>
5. *Harry Potter*: <http://www.smh.com.au>
6. *The Lord of The Rings*: <http://i2.photobucket.com>

1. Which book attracts your attention most? Why?
2. Which book do you feel like reading?
3. Have you read one of the books? If so, what do you think of the book?
4. Even though you have not read the books, can you guess what they are about?



By the Way...

The first novel, called *The Story of Genji*, was written in 1007 by Japanese noble woman, Murasaki Shikibu.

Taken from: <http://www.didyouknow.cd/fastfacts/people.html>

B. Let's Act

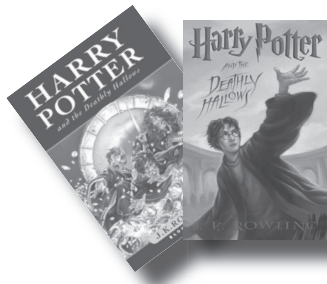


1. Listen and Speak



Task 2

Study the words in the box below before you listen to a conversation between Retno and Andi. Then, answer the questions. The listening script is in the Appendix.



<http://blogs.zdnet.com>

bookstore ['bʊkstɔː] (kb)	: toko buku
collection [kə'leɪʃən] (kb)	: koleksi
expect [ɪk'spekt] (kkt)	: mengharapkan
intend [ɪn'tend] (kkt)	: bermaksud
savings ['seɪvɪŋz] (kb)	: uang tabungan

Questions

1. What book do Retno and Andi really want to buy?
2. When does Andi expect to be able to buy the book?
3. Will Retno be able to buy the book this month?
4. What is Andi's idea to get the book?
5. Does Retno agree with Andi's idea?



By the Way...

- The idea for "Harry Potter" came to J.K. Rowling when she was on a train travelling to London.
- Hermione, the female hero of the Harry Potter books, is based on Rowling herself.
- She is richer than the Queen of England.
- In 2006, J.K. was ranked 2nd on *Forbes* magazine's 'Top 20 Richest Women in Entertainment' list.



Taken from: <http://www.tv.com>

Picture: <http://img.dailymail.co.uk>



Task 3

Study the expressions below.

Expressing Hopes

In the conversation between Retno and Andi, you find the following expressions:

- **I hope** I can buy it by the end of this month.
- I also **expect** the same.
- **I wish** I had enough money to buy the book.

The expressions are used to express HOPES.

Here are other expressions to express hopes, such as:

- **I do hope** that the book will be mine.
- **I'm hoping** I'll soon have the book.

Expressing Intentions

You also find this expression:

- **I intend** to complete my collection.

The expression is used to express your INTENTIONS.

You can also use these kind of expressions:

- **It is my intention to** have my private library.
- **I have every intention of** building a public library.



Task 4

Listen to a conversation between Retno, Andi, and Virga. While listening, complete the missing words. The listening script is in the Appendix.

Situation: Retno and Andi are in the book store. They meet Virga there. She also wants to buy *Harry Potter and the Deathly Hallows*. In fact, they are all Harry Potter's fans!

- Retno : Hey, look. It's Virga, isn't it?
Andi : Yeah, you're right. Let's greet her.
Retno : Hi, Virga. Want to buy a book too?
Virga : Hi, guys. Yes, I'd like to buy the last book of Harry Potter. Harry Potter and the Deathly Hallows.
Andi : We're here to buy that, too. I don't know that you like it.
Virga : Well, I must say that I'm number one fan. I really love it.

- Retno : Wow, it's great to meet another fan of Harry Potter. We'll have a lot to discuss.
- Virga : Sure. By the way, _____ a *Harry Potter Fans Club* in our school.
- Andi : Hey, that's a good idea. There must be a lot of them who are Harry Potter fans, too.
- Retno : So what's your idea to start the club?
- Virga : I will propose the idea to the Students' Association first.
- Andi : _____ the proposal.
- Retno : Me too.

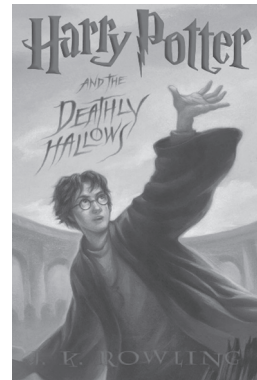


Task 5

Listen to a radio programme reviewing the latest sequel of Harry Potter novel. Then, jot down the important points of the review. The listening script is in the Appendix.

Review of Harry Potter and the Deathly Hallows

1. It is the last book of Harry Potter written by _____.
2. As Voldemort reappears, _____, _____, and _____ are in danger.
3. Harry, Hermione and Ron are facing challenges to find and destroy the remaining Horcruxes in order to _____.
4. This book highlights _____, _____ and _____ in the battle for life.
5. It is the truth about _____ which satisfies the readers' curiosity.
6. We can state that the book ends _____.



<http://blogs.zdnet.com>



Task 6

In pairs, study the dialogue below and answer the questions. Then, act it out with your partner.

Virga is in the Students' Association office. She brings a proposal to set up the Harry Potter Fans Club. She meets Adib, the chairman.

- Virga : Adib, can I have some words with you?
- Adib : Sure. What is it about?

- Virga : Well, I intend to set up a *Harry Potter Fans Club* in our school. Here is the proposal.
- Adib : What is the objective of setting up this club, anyway?
- Virga : First of all, the objective is to accommodate all the Harry Potter fans in this school to share information, opinion, and everything we know about Harry Potter.
- Adib : And?
- Virga : Well, it is also aimed at improving the members' literary appreciation ability.
- Adib : Is there any more goal?
- Virga : Well I think those are the main goals, but you know, we can add more goals later on.
- Adib : Well, the way I see it, having a *Harry Potter Fans Club* at school will not give much advantage to the students. Besides, there is already such a club in our town. You guys can join it.
- Virga : But it will be different when our school can have it too.
- Adib : If I may suggest you, your club should not only focus on Harry Potter. I think you'd better make a kind of "Bookworm Club", so many more people who love reading can join the club, and they can exchange information on the books they read.
- Virga : Hmm, such a cool idea. I'll consider that idea and make a revised new proposal. I'll give it to you as soon as I have finished it.
- Adib : Okay. You have my support.

Questions

1. Why does Virga go to meet Adib?
2. What are the objectives of setting up the Harry Potter Fans Club?
3. Does Adib accept the proposal? Why?
4. What does Adib suggest Virga then?
5. Does Virga accept the idea?



Task 7

Let's say it right.

In the dialogue between Virga and Adib above, you find the following words: **information** and **opinion**

How do you pronounce the words?

information [ɪnfə'meɪʃn] = in-for-ma-tion
4 3 2 1

opinion [ə'pɪnjən] = o-pi-nion
3 2 1

The **stress** for words ending in -sion and -tion is on the **second syllable from end**.

Now, place the correct stress to the following words and practise pronouncing them.

- | | |
|------------------------------------|-------------------------------------|
| 1. accommodation
[əkɒmədeɪʃən] | 11. exhibition [eksɪbɪʃn] |
| 2. ambition [æmbɪʃn] | 12. explanation [ekspləneɪʃn] |
| 3. attention [ətenʃən] | 13. expression [ɪkspreʃn] |
| 4. champion [tʃæmpiən] | 14. fashion [fæʃn] |
| 5. combination
[kɒmbɪneɪʃn] | 15. permission [pəmiʃn] |
| 6. condition [kəndɪʃn] | 16. presentation [prezənteɪʃn] |
| 7. confusion [kənʃju:ʒn] | 17. profession [prəfeʃn] |
| 8. consideration
[kənsɪdərəɪʃn] | 18. pronunciation
[prənʌnsiəɪʃn] |
| 9. decision [dɪsɪʃn] | 19. protection [prətektʃn] |
| 10. declaration [dekləreɪʃn] | 20. television [telɪvɪʒən] |



Task 8

In pairs, study the expressions below.

Stating Objectives

In the conversation between Virga and Adib above, you find the following expressions:

- *The objective is to accommodate all the Harry Potter fans in this school.*
- *It is also aimed at improving the members' literary appreciation ability.*

The expressions are used to STATE OBJECTIVES.

Here are some other expressions to state our objectives.

- *The aim is ...*
- *It aims to ...*

Encouraging

You also find this expression:

- You have my support.

The expression is used to ENCOURAGE someone.

The following expressions can also be used to ENCOURAGE someone.

- Don't worry. I'm sure you'll do better this time.
- You can do it!
- We feel you should go ahead.
- Well done!
- You're doing very well.



Task 9

Complete the dialogue below with appropriate expressions of stating objectives and encouraging. Compare your expressions with a classmate's.

Situation: Arnys is going to go to the headmaster's office. She is going to ask for his approval of the proposal of holding a book fair at their school. She meets Denias and she asks him to come along.

Arnys : Would you accompany me to the headmaster's office?

Denias : Sure. What are you going to do, anyway?

Arnys : _____

Denias : Has the Students' Association chairperson approved of it?

Arnys : Yup. Okay, here we come.

(knock, knock)

Headmaster : Come in, please.

Arnys & Denias : Good Afternoon, Sir.

Headmaster : _____ . How may I help you young people?

Arnys : I would like to ask for your approval of our proposal, Sir.

Headmaster : What is it about?

Denias : It's about _____

Headmaster : Well, what are the aims of holding such a programme?

Arnys : _____

Denias : Besides, _____

Headmaster : It sounds interesting. I am impressed by your idea.

Arnys : Thank you, Sir. So, do you accept the proposal?

Headmaster : Sure. Continue your work. _____



Task 10

Study the rules below.

Conditional Sentences

In expressing hopes/expectations, sometimes we use conditional sentences. A conditional sentence consists of two parts: "Main Clause" and "If Clause".

There are three main types of conditional sentences.

1. Type 1 (Future Possibilities)

It is also called "Probable Condition", meaning something is possible to occur now or in the future if the condition is fulfilled.

If + S + Simple Present (V1/V_{s/es}/is,am,are). S + will/can + infinitive

S + will/can + infinitive + if + S + Simple Present (V1/V_{s/es}/is,am,are)

Example: If I have enough money, I will buy the book. (There is a real possibility for you to buy the book.)

2. Type 2 (Present Impossibilities)

It is called "Improbable Condition", meaning you are just imagining something, and it is contrary to the fact in the present time.

If + S + Simple Past (V2). S + would/could/might + infinitive

S + would/could/might + infinitive + if + S + Simple Past (V2)

Example: If I had enough money, I would buy that expensive book. (You are imagining the situation; the fact is you do not have enough money).

Note: The past form of be "were" is used for both singular and plural subjects in conditional sentence type 2, instead of "was".

Example: If I **were** rich, I would buy a car.

3. Type 3 (Past Impossibilities)

It is an "Impossible Condition", meaning it is contrary to the fact in the past, and there is no hope for the situation to occur because you were imagining something in the past.

If + S + Past Perfect (had + V3). S + would/could/might + have + V3

S + would/could/might + have + V3 + if + S + Past Perfect (had + V3)

Example: If I had had enough money, I would have bought the first book. (The fact is you did not have enough money)



Task 11

Rewrite the sentences using the correct forms.

Example: If I knew the story, I (tell) you.

If I knew the story, I would tell you.

1. If Denias had read the novel, he (know) the story.

2. If I (have) the money, I'll buy the new released novel.

3. If you save your money, you (be able to) buy the new released novel.

4. If I (know) that you were sick, I would have gone to see you.

5. If I (be) a president, I would not do any corruption.

6. If I knew his number, I (call) him.



Task 12

Write a sentence using If-clause based on the given situations.

Examples: a. I am not an author, so I don't write a novel.

If I were an author, I would write a novel.

b. She didn't know the story because she didn't read the book.

If she had read the book, she would have known the story.

1. I didn't go to the library, so I didn't borrow any book.

2. Denias doesn't like reading, so he missed lots of information.

3. Today isn't a holiday, so I will not be able to finish reading my new novel.

4. I didn't go to London, so I didn't meet J.K. Rowling.

5. I don't buy the novel because I don't have enough money.

6. Adib didn't go to the library, so he didn't meet Arnys.



Task 13

If you had a chance to be an author, what kind of book would you like to write? Tell it to the class in at least five sentences.

Example:

If I were good at writing, I would like to write a novel. I would write about teenagers and love. I think teenager world is the most exciting phase of human life, because it is in this phase that people usually begin to get to know about love. Love is something people cannot live without, something that is always pursued, and is an issue that never ends. People never get bored talking about love. And therefore, people will read my novel.

Intermezzo



The true University of these days is a collection of books.



Thomas Arlyle (1795 - 1881)
Scottish historian and essayist.

<http://www.misfrases.com>



2. Read and Write



Task 14

Read a novel review of *Men are from Mars, Women are from Venus* below. Then, find the Indonesian equivalents of the words below based on the context or by looking up the meanings in your dictionary. Read the text again and answer the questions.

admire [əd'maɪə] (kki)	:	.....
buck up ['bʌk 'ʌp] (ks)	:	.....
chore [tʃɔ:] (kb)	:	.....
essence ['esəns] (kb)	:	.....
exaggerate [ɪg'zædʒəreɪt] (kki, kkt)	:	.....
fix [fiks] (kkt)	:	.....
harassment ['hærəsmənt] (kb)	:	.....
interference [ɪntə'fɪərəns] (kb)	:	.....
manly ['mænli] (ks)	:	.....
nurturing ['nɜ:tʃərɪŋ] (ks)	:	.....
rely [rɪ'laɪ] (kki)	:	.....
retreat [rɪ'tri:t] (kki)	:	.....
rock [rɒk] (kb)	:	.....
trusted [trʌs'tɪd] (ks)	:	.....

Men are from Mars, Women are from Venus

This book is great as a way of understanding how our culture trains boys and girls to be different. We teach girls that they can cry when they are sad, talk about their feelings, and share experiences with each other. We teach boys that they need to ‘**buck up**’ and be **manly**, to hide the tears, to face it like a man, to be the rock on which the females can **rely**. It is no surprise that these lessons affect adults, and affect how male and females relate (or fail to relate) to each other.

In **essence**, a few core themes run through the book, being supported by various examples, and different wording that help make the points clear.

First, men are goal-oriented and when they are stressed, “**retreat** to a cave” to consider what to do. They want to come to a solution on their own. To try to help them while they are in the “cave” is counter productive.

Men want to be trusted and admired. They want to feel that the woman believes in them. To question a man is to show your doubt. The book recommends if a man is lost while driving, or forgets something while travelling, to just be quiet and accept it. It will show your trust in him to get there eventually or to solve the problem. I’m personally not sure if this is always wise advice.

Women, on the other hand, are **nurturing**, expressive, feeling individuals who tend to use poetic license such as saying “you ALWAYS forget to do that **chore**” or “you NEVER listen to me”. The advice given to men is not to react to any of what women say literally. Most of what women want, according to the book, is just to be heard. Women don’t want solutions or answers. They want to feel that their feelings are being heard and understood ... they want to be held and be told “Yes, yes, I understand”. The book explains that men make the mistake of thinking women tell them things in order for the men to *fix* those things. Instead, the women tell them things in order to share their feelings, but aren’t seeking actual resolutions.

While I agree that women are trained to share feelings and to sometimes be overly emotional, to tell a man that women never want resolutions, and always **exaggerate**, is not treating a woman as a logical human being perfectly capable of wanting answers.

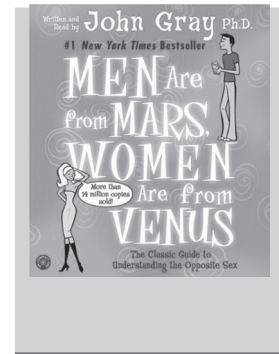
There is definitely a lot of helpful information in the book. It is good to understand that society trains men to “**retreat**” to consider problems, and that they consider **interference** during this time as “**harassment**” instead of “helpful”. It’s good to realize that women have emotional cycles and can sometimes be happy, and sometimes sad, and that nobody is always happy. This book definitely has interesting hints and tips, and interesting stories to share. It also has many generalizations that, for many individuals, simply do not apply.

Adapted from: <http://www.romanceclass.com/miscr/books/menmars.asp>

Picture: <http://www.zaalbooks.nl>

Questions

1. How does our culture train boys and girls?
2. How does our society teach girls?
3. What are boys supposed to be?



4. What does the book say about men?
5. How does the book describe women?
6. What do women want most according to the book?
7. What are the reviewer's views about the book?



Task 15

What do the following words refer to?

1. The word "our" in paragraph 1 sentence 1 refers to _____.
2. The word "they" in paragraph 1 sentence 2 refers to _____.
3. The word "we" in paragraph 1 sentence 3 refers to _____.
4. The word "they" in paragraph 3 sentence 1 refers to _____.
5. The word "your" in paragraph 4 sentence 3 refers to _____.
6. The word "him" in paragraph 4 sentence 5 refers to _____.
7. The word "I" in paragraph 4 sentence 6 refers to _____.
8. The word "they" in paragraph 5 sentence 5 refers to _____.
9. The word "I" in paragraph 6 sentence 1 refers to _____.
10. The word "it" in paragraph 7 sentence 5 refers to _____.



Cultural Tips



Q: To which side should a gentleman seat a female?

A: A gentlemen at a social dinner party holds the chair and seats the female on his right.

Q: Who gets on/off an elevator first, men or women?

A: The person who reaches the elevator first or is closest to the door, regardless of gender, enters or exits an elevator first.

Taken from: <http://www.mannersinternational.com>



Task 16

Study the explanation below.

The text in **Task 14** is an example of a review text. Review texts are used to summarize, analyze, and respond to literary works as movies, novels, plays, and ballet performances.

When you write a review, you should include:

1. Context – this gives background information, e.g. title, author, type of work, setting, and a brief synopsis.

- Text description – this describes the main characters and the pattern of their relationships. It also deals with some selected key incidents.
- Judgement – this is where the writer evaluates the work by giving an opinion or making a recommendation.

Common grammatical features in review texts include:

- words describing characters
- present tense – changes to past tense if texts have a historical setting
- persuasive language used in judgement

Besides giving a review to a book, we can also give a review on other types of art works such as movies, plays, and music (songs).



Task 17

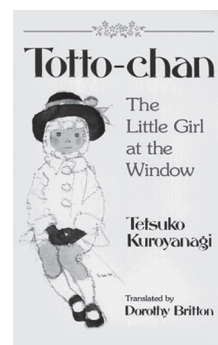
Arrange the paragraphs below to make a good book review.

Totto-chan The Little Girl at the Window

by Tetsuko Kuroyanagi, Translated by Dorothy Britton

Reviewed by Robert Reiser

- It is probably one of the most important books I've ever read. Not for its heavy philosophy, practical instructions, or memorable quotes; but for its simple message of how wonderful life can be when viewed through the eyes of an innocent child.
- Each story is only a page or two, each a delightful narrative of how Totto-chan views the world, and how Mr. Kuroyanagi inspires the children to explore, learn, feel and have joy. There are several charcoal drawings that capture the tenderness of the stories, making us feel a part of Totto-chan's world.
- One of our favorite vignettes is the story of her losing her hat in the septic tank at the school, and proceeds to dig out. The headmaster walks by, and after a few questions to satisfy his curiosity, and hearing her earnest explanations, he lets her continue with the simple instruction, "make sure you put it all back!"
- Totto-chan, The Little Girl at the Window is a celebration of childhood, learning and caring
- We've enjoyed reading one or two stories for bedtime off-and-on for a couple of years, and almost don't want to finish the book because it will mean there are no more stories. Totto-chan seems so real and loveable, and her headmaster is a role model for parents and teachers.



[http:// daphne.blogs.com](http://daphne.blogs.com)

Adapted from <http://www.learningfamily.net/library/700/711-4770020678.html>



Task 18

Here is another novel review on *The White Darkness*. Read the review and find the Indonesian equivalents of the words below based on the context or by looking them up in your dictionary. Then, read the review again and give your opinion about it.

confidante ['kɒnfɪdənti] (kb)	:
doomed [du:mt] (ks)	:
emerge [ɪ'mə:dʒ] (kki)	:
expertise [ekspə'ti:z] (kb)	:
grieving [gri:vɪŋ] (ks)	:
isolation [aɪsə'leɪʃn] (kb)	:
mesmerized ['mezməraɪzd] (ks)	:
nasty ['nɑ:sti] (ks)	:
pawn [pɔ:n] (kb)	:
purity ['pjʊərɪti] (kb)	:
suspicious [sə'spi:ʃəs] (ks)	:
unmarred [ʌn'mɑ:rd] (ks)	:
wry [raɪ] (ks)	:

GERALDINE McCAUGHREAN



The White Darkness

Geraldine McCaughrean
HarperTeen
Fiction/Action & Adventure
ISBN-10: 0060890355
ISBN-13:
9780060890353
384 pages
<http://www.avdistrict.org>

Fourteen-year-old Symone is obsessed with Antarctic exploration. Ever since the death of her father, she has read every book and watched every movie she can find about Antarctica. She is particularly in love with with Capt. Lawrence "Titus" Oates, one of the explorers lost in the **doomed** Scott expedition. Titus is her companion and **confidante**, an imaginary friend who fills in for her **grieving** family and distant friends.

Outside of Titus, the only person to take an interest in Sym's life is her Uncle Victor, a family friend who has cared for the family since her father's death. Uncle Victor feeds Sym's interest in Antarctica and arranges for a trip to the frozen continent. There, Sym must face the White Darkness, a phenomena of the polar summer where the sun never truly sets and the only indication of night is white, **unmarred** by shadow.

Sym identifies with the **purity**, **isolation** and silence of the white continent. She sees herself as particularly suited to a place that others see as dead:

"God sketched Antarctica, then erased most of it again, in the hope a better idea would strike Him." Sym observes, "At the centre is a blank whiteness where the planet isn't finished. It's the address for Nowhere...it **mesmerized** me. It was so empty, so blank, so clean, so

dead. Surely, if I was ever to set foot down there, even I might finally exist. Surely, in this Continent of Nothingness, anything — anyone — had to be hugely alive by comparison!"

Sym does not know that she is a **pawn** in a larger conspiracy, subject to the fanatical beliefs of one man. Uncle Victor is obsessed with his own theories about discovery. He is less concerned with their ability to survive than in securing his place in history. **Nasty** secrets start to **emerge** as they travel across the ice. Sym must choose between trusting her uncle and listening to the inner voice she has always regarded as imaginary.

THE WHITE DARKNESS is told entirely from Sym's point of view, offering her **wry** observations of the other travellers and sharing her **expertise** on the subject of the Arctic. Author Geraldine McCaughrean's biggest challenge is convincing the reader that a smart girl like Sym would be taken in by the **suspicious** circumstances of her trip with Uncle Victor.

THE WHITE DARKNESS manages to ask some of big questions without compromising plot or pace. It is a book filled with action, mystery and the slightest touch of the supernatural. Its strange story will be appreciated by readers interested in survival tales and the shadow side of human nature.

— Reviewed by Sarah A. Wood adapted from: <http://www.teenreads.com/reviews/0060890355.asp>



By the Way...

Antarctica is fifth largest of the Earth's seven continents. The southernmost, coldest, windiest, highest, most remote, and most recently discovered continent, it surrounds the South Pole, the point at the southern end of the Earth's axis. Almost completely covered by ice, Antarctica has no permanent human population.

Adapted from: Microsoft Encarta Premium 2006

What is your opinion about the book? Do you think it is interesting or not? Why?

☺	☹
Yes, _____	No, _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Rate it: ★★★★★



Task 19

Study the rules below.

Preposition + -ing

If a verb comes after a preposition (in/at/with/etc.), the verb ends in **-ing**. Study the following examples:

- Sym must choose **between** **trusting** her uncle and **listening** to the inner voice she has always regarded as imaginary.

You can use **by -ing** to say how something happened:

- McCaughrean succeeds **by** **invoking** other polar explorers, many of whom might be regarded as madmen, making discovery at the expense of their own lives.

You can use **-ing** after **without**:

- THE WHITE DARKNESS manages to ask some of big questions **without** **compromising** plot or pace.

You can use **-ing** with **before** and **after**:

- **Before** **leaving** for Antarctica, Sym has read every book and watched every movie she can find about it.
- Sym became mesmerized **after** **seeing** the beauty of the White Darkness.



Task 20

Combine the two sentences into one sentence using the words in the brackets. Look at the example.

Example:

Virga cuts an apple. She uses a knife. (by/use)

Virga cuts an apple by using a knife.

1. Arnys took a bath. She had finished reading a book. (after/finish)

2. Ayu decides the book that she is going to buy. She compares the reviews from two reviewers. (by/compare)

3. Andi often buys books. He never reads book reviews. (without/read)

4. Retno's father always reads newspapers. He reads the newspaper every morning before he goes to work. (before/go)

5. Denias is confused. He cannot decide whether he is to borrow or buy the textbook. (between/borrow or buy)

C. Let's Do More



Task 21

Read the novel review below and then give your opinion/judgment.

One Child
By Torey Hayden
Translated into Indonesian "Sheila: Cinta Yang Hilang"
Reviewed by Danisa Mclean

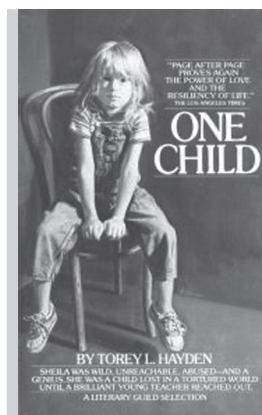
Reaching out at someone can make a world of difference on his or her future. Torey L Hayden, she was a teacher who worked with kids who are emotionally disturbed. She made a big impact on a little girl named Sheila. A six-year-old who was put into her class, because of her disorder, and they thought that Torey could get through to her. She didn't listen to anyone. This innocent little girl lived a hard life that no six years old should have to go through. She grew up in poverty and her mom abandoned her when she was too little to understand. She was left with her alcoholic father who always thought that spanking was the answer to everything. Kids don't know how lucky they are to have parents who care about them and their future, until they actually read this story.

A teacher who sacrifices a lot just to reach one child, Torey Hayden could fit under that category. She inspires teacher to keep on teaching. Even though they feel like giving up on their students, because they feel like they can't reach them. Torey Hayden is faced with difficult decision, either she could stick with her principles or change the way she handles things. If she changes the way she handles things then she would have a higher chance of reaching out to Sheila.

Have you ever put your whole heart into something and then finally achieved it? In this book the characters did the same. This book is very inspiring. It sits up good examples, to have compassion for other people, and you don't even have to know the person, personally to care about their well fair. This book is filled with a lot of emotions; some parts of this book may make you cry a little. When you read this book you actually feel like you're going through the same experience along with Sheila. It makes you want to reach out to her, and let her know that everything is going to be okay.

Adapted from: <http://www.buildingrainbows.com/bookreview/reviewid/1234>

What is your opinion/judgment? Write down here.



Picture:

1. <http://wieshlavia.files.wordpress.com>
2. <http://www.inibuku.com>

D. Let's Check Your Competence



Task 22

Work in groups of four. Choose one of the following situations. Create a dialogue and then perform it in your group.

Situation 1

It is New Year's Eve. You and your friends are celebrating New Year's Eve together. In turns, express your hopes and expectations for the next year.

Situation 2

Suppose one of you gets Rp1 million from a game show. State what you intend to do with the money. The others give responses, comments or suggestions.

Situation 3

You are a member of the Students' Association at your school. You got an idea to hold an event to celebrate the Independence Day. Propose your idea and plans and state your objectives of holding such an event. The others give comments and decide to accept or reject the proposal.

Situation 4

You failed in the mid-semester exam. You think that you have done it well and become discouraged. Your classmates try to encourage you to study harder and pay more attention to the teachers. There is always a chance to improve your marks.



Task 23

Read a novel that attracts your attention most. Write a review on the novel you read. The following points may help you.

1. What is the title of the novel?
 2. Who is the author?
 3. What is your general view about the novel? (Do you like or dislike it? Is it good or bad?)
 4. Tell the story (synopsis) briefly.
 5. How do you evaluate the novel?
 6. What is your opinion about the novel?
 7. Sum up your comment and opinion.
-

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

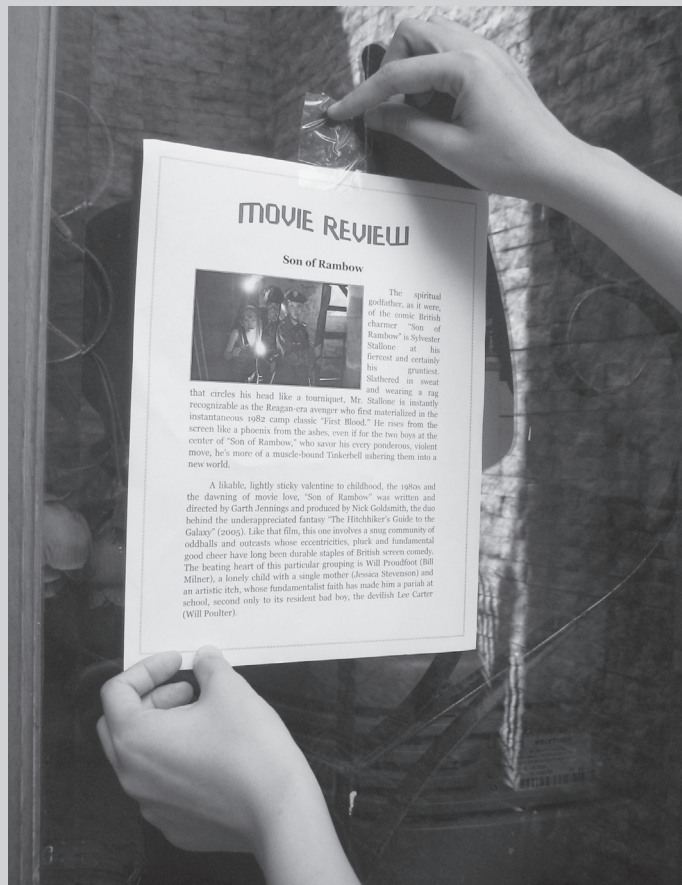
In this unit you learn:

1. How to Express Hopes/Expectations
 - **I hope** I can buy it by the end of this month.
 - I also **expect** the same.
 - **I wish** I had enough money to buy the book.
2. How to Express Intentions
 - I **intend** to complete my collection.
 - **It is my intention to** have my private library.
 - **I have every intention of** building a public library.
3. How to State Objectives
 - **The objective** is ...
 - **The aim** is ...
 - It is **aimed** at (V-ing) ...
 - It **aims** to ...

4. How to Encourage Someone
- **You have my support.**
 - Don't worry, I'm sure **you'll do better** this time.
 - **You can do it!**
 - We feel **you should go ahead.**
5. Conditional Sentences
- Type 1
If + S + Simple Present (V1/V_{-s/-es}/is,am,are), S + will/can + infinitive
 - Type 2
If + S + Simple Past (V2), S + would/could/might + infinitive
 - Type 3
If + S + Past Perfect (had + V3), S + would/could/might + have + V3
6. Preposition + -ing
If a verb comes after a preposition (in/at/with/etc.), the verb ends in **-ing**.
7. Review texts which function to summarize, analyze, and respond to literary works. Review texts have:
1. Context – background information such as author, type of work, and a brief synopsis.
 2. Text description – some key incidents in the literary work.
 3. Judgement – evaluation, opinion or recommendation.

CHECK OUT THESE GREAT FRIENDSHIP MOVIES.





Do you enjoy watching movies? If you do, how often do you watch movies? Then, what do you usually do after watching them? Do you discuss the movie with your classmates? When you have to comment on the movie, some expressions of assessing in this unit are helpful. It is also fine to criticize the movie. Then, check out more expressions for criticizing, also in this unit. Once you have seen the movie, you can learn how to predict and speculate the movie if it is going to be the next box office movie.

Have you ever read a movie review? Does reading a movie review help you decide what movie to watch? It surely does. You will find some reviews about great movies in this unit to let you know some great parts of the movie. Then, gain knowledge of being a movie reviewer. Some challenging writing tasks in this unit will help you write your own movie review.

A. Let's Get Ready



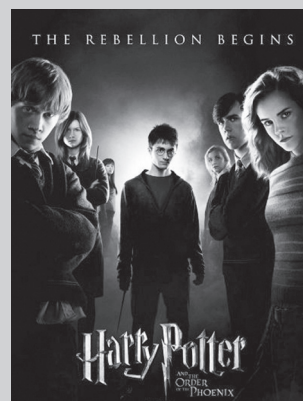
Task 1

In pairs, study the pictures and match them with the excerpts of movie reviews that suit them best. Then, decide the theme of the three movies.

It's a movie about friendship and honour. With their safety and education sabotaged by the High Inquisitor, Harry and his friends have no choice but to take matters into their own hands. Forming 'Dumbledore's Army', Harry teaches them outlawed spells and charms in secret.

The movie tells about a true friendship of four youngsters who judge themselves as the most frustrated people in Indonesia. Then it comes to a moment when Mae is persuaded to grant her parents' wish to get married. Along the process of finding the one for Mae, the three male friends of Mae turn out to be brutal evaluators for the candidates.

It is the story of Will, the eldest son of a fatherless Plymouth Brethren family. Living a sheltered and lonely existence, Will is not allowed to mix with non-Brethren kids, listen to music or watch TV. That is until he crosses paths with the naughty but lovable boy, Lee Carter. When Will's overly active imagination is accidentally exposed to its bombastic action, his world is changed forever.



Picture:

1. <http://jibis.pnri.go.id>
2. <http://thecia.com.au>
3. <http://i2.photobucket.com>

The words in the box may help you.

honour [ˈɒnə] (kb)	: kehormatan, kemurnian
sabotage [ˈsæbətɑːʒ] (kkt)	: merusakkan
outlawed [ˈaʊtlɔːd] (ks)	: belum syah
spell [spɛl] (kb)	: mantra (sihir)
charm [tʃɑːm] (kb)	: jimat
grant [grɑːnt] (kkt)	: mengabulkan
sheltered [ˈʃeltəd] (ks)	: tersembunyi
bombastic [bɒmˈbæstɪk] (ks)	: berlebihan



Task 2

Study the picture taken from *www.bbc.co.uk* below and answer the questions with your partner.

The screenshot shows the BBC.co.uk website interface. At the top, there's a navigation bar with links for Home, TV, Radio, Talk, Where I Live, and A-Z Index. The main content area is titled 'MOVIES Film Reviews'. The featured review is for 'Harry Potter And The Order Of The Phoenix (2007)'. It includes a star rating system (Reviewer's Rating and User Rating), a 'Rate This Film' section with a star rating and a 'Vote' button, and a 'Review This Film' section with a 'Your Name' field, a 'Your Comments' text area, and a 'Characters Typed' counter. The review text discusses the film's tone and its place in the Harry Potter series.

Questions

1. What is the picture about?
2. Have you ever read a movie review?
3. Where did you read it?
4. Based on your knowledge, decide things which are usually discussed in a movie review by putting a tick to the following items:

<input type="checkbox"/> theme	<input type="checkbox"/> genre
<input type="checkbox"/> actors and actresses	<input type="checkbox"/> reviewer's assessment
<input type="checkbox"/> synopsis	<input type="checkbox"/> reviewer's rating
<input type="checkbox"/> comparison	<input type="checkbox"/> reviewer's recommendation
<input type="checkbox"/> scenes	<input type="checkbox"/> reviewer's prediction
5. Does reading reviews help you decide what movie you are going to watch? State your opinion.

The words in the box may help you.

speculate ['spekjuleɪt] (kkt)	: berspekulasi
compare [kəm'peə] (kki)	: membandingkan
predict [prɪ'dɪkt] (kkt)	: memprediksi, meramalkan
episode ['epɪsəʊd] (kb)	: kisah, peristiwa
assess [ə'ses] (kkt)	: menilai
screenplay ['skri:npleɪ] (kb)	: naskah, skenario

B. Let's Act



1. Listen and Speak



Task 3

Andy, Retno, and Adib are in the cinema. Listen to them talking about what movie they are going to watch. Then, answer the questions below. The listening script is in the Appendix.


Questions




1. What movies are playing in the cinema?
2. What kind of movie is Andy frightened of?
3. Why does Retno hate action movies?
4. What kind of movie did they watch last week?
5. Who read a movie review of *Get Married*?
6. What did the review tell about *Get Married*?
7. How did the review rate the movie?
8. What movie did they finally decide to watch?



Task 4

Listen to the conversation once again and fill in the table with their expressions assessing the movies they discuss.

	Adib thinks	Retno thinks	Andy thinks
 http://www.philip-harvey.co.uk DIE HARD 4			

 <p>http://www.21cineplex.com PULAU HANTU</p>	-	-	“It is totally frightening.”
 <p>http://www.jibis.pnri.go.id GET MARRIED</p>			
 <p>http://www.aullidos.com BEOWULF</p>			



Task 5

Let's say it right.

Study how the words are pronounced and practise pronouncing them after your teacher.

In assessing the movie, Andy said “It’s totally **frightening**”. Study how the word in bold is pronounced:

frightening [**'fraɪtɪŋ**]

Which syllable is stressed in the word above? Now, look up these words in the dictionary, and mark the stress.

horrible [**'hɒrəbəl**]

terrific

terrible

fascinating

exciting

amazing

amusing

ridiculous

boring



Task 6

Listen to your teacher and practise saying the sentences below. Pay attention to the stress.

1. Beowulf was an exciting movie with terrific animation.
2. The movie is amusing, but some of the jokes are ridiculous.
3. Horror movies are horrible but they are successful.



Task 7

Study the expressions in box below.

Assessing

In the conversation between Andy, Retno, and Adib, you find expressions you have written in the table in Task 4. Those expressions are commonly used in assessing/giving assessment. Assessment can be either good or bad.

Here are examples of other expressions.

- I think the movie is ...
- What an awesome movie!
- The jokes are really funny!



Task 8

Have you watched those four movies in Task 4?

- If so, assess them by using expressions discussed in the Language Point.
- If you haven't, list four movies you have ever watched, and assess them.

My personal assessment of:	
Die Hard 4	
Pulau Hantu	
Get Married	
Beowulf	



Task 9

After watching the movie, Andy, Retno, and Adib are interested in discussing the movie. Listen to them talking about the movie they have just watched, and say whether the statements are true or false. Correct the false statement. The listening script is in the Appendix.

Statements	T/F	Correction
1. Andy read the Get Married movie review before watching it.		
2. Adib didn't enjoy the action scenes.		
3. Retno said that the movie was awful.		
4. Retno enjoyed the action scenes very much.		
5. Everyone had a good time watching the movie.		



Task 10

Study the expressions in language point below.

Criticizing

In the conversation between Andy, Retno, and Adib, you find:
“...the dialogue was sometimes rude.”

The expression above is commonly used in criticizing. **To criticize** means to say that something or someone is bad or wrong.

Here are other expressions.

- Retno criticized the dialogue for being rude.
- The movie is totally boring.
- What a ridiculous movie!
- Retno can't stand the rudeness.



Cultural Tips

Criticizing

In Britain, you may need to be careful when you talk about some topics, especially with people that you've only just met, people who are older than you, people who appear to have strong religious or political views, or people who may have some personal problems or sensitivities. For example, be cautious if express criticisms or complaints, e.g. “Why is British food so bad?”

Adapted from: <http://www.ukstudentlife.com>



Task 11

Andy is watching a movie review programme on TV reviewing Will Smith's new movie entitled *I Am Legend*. Listen to the review and complete the summary by filling in the missing information you heard in the review. The listening script is in the Appendix.

I Am Legend Movie Review

1. The movie tells about _____ and _____ survive in a near future New York where a manmade virus has _____ most of the world's population and _____ others into ravening monsters.
2. The movie is the latest adaptation of _____'s classic novel which borrows the original title.
3. The director _____ and his collaborators created a chilling vision of a Manhattan populated by only one healthy human. The post-apocalyptic city is first introduced with a lack of thriving city noises: no ____, no ____, no ____, just _____.



Task 12

Work in pairs. Think of a controversial movie you both have ever seen. Then, complete the unfinished dialogue below. Express your assessment or criticism of the movie by following the points. Finally, act out the dialogue with your partner.

Points:

1. Compare the movie with others of its kind (optional)
2. Assess the movie on the theme, the story, the actors and actresses, special effects, etc.

Student A : Have you seen _____ (title of the controversial movie) _____ ?

Student B : Yeah, I have.

Student A : What do you think about the movie?

Student B : _____ (assessing) _____

Student A : _____ (assessing) _____

Student B : _____ (criticizing) _____

Student A : _____ (criticizing) _____



Task 13

Listen attentively to a radio programme telling a review on a movie about friendship and answer the questions. The listening script is in the Appendix.

The following words may help you.

massive [ˈmæsɪv] (ks)	: sangat besar
ode [əʊd] (kb)	: kisah
behold [bɪˈhəʊld] (kkt)	: melihat
overdrive [əʊvəˈdraɪv] (kb)	: alat penambah kecepatan
wonderment [ˈwʌndəmənt] (kb)	: keheranan
eccentric [ɪkˈsentrɪk] (ks)	: aneh

1. What is the title of the movie?
2. The questions about the movie:
 - Who is Will?
 - What are forbidden activities for Will?
 - Who is the naughty but lovely boy?
 - What happened to Bill after he met Lee Carter?
 - Refer to the picture and decide which one is Bill and which is Lee Carter.
3. What does the movie present?
4. How did the reviewer describe an ode of friendship in the movie?
5. What is predicted about movies on friendship?
6. How did the reviewer speculate about the audiences' responses?



Picture: <http://www.moviesmedia.ign.com>



Task 14

Study the expressions below.

Predicting

In the movie review, you find:

“Friendship is predicted to be the most attention-grabbing theme for movies next year.”

The expression above is commonly used in predicting. To predict means to foretell, to tell in advance what will happen. Here are other expressions:

- I predict ...
- It is predicted that ...
- My prediction is ...
- I think the film be ...

Speculating

In the movie review, you find:

“...movie reviewers are still speculating about how the audience will respond to the change of the theme.”

The expression above is commonly used in speculating. To speculate about means to make guesses about.

Here are other expressions.

- I can only speculate that ...
- I would like to speculate on ...



Task 15

Express your prediction and/or speculation in the dialogues below. Then, compare your expressions with your classmate's.

1. A: How would you predict Indonesian films in the future?
B: _____
2. A: _____
B: Some movie reviewers speculate about the horror theme which no longer attracts audience.
3. A: _____
B: I disagree with your speculation. I think comedy movies will be the most audience's favourite.
4. A: Can you predict what kind of movie will be mostly watched?
B: _____
5. A: _____
B: Yeah, I think I agree with your prediction.



Task 16

Study the pictures of Indonesian horror movies below. With your partner, share your ideas and opinions on Indonesian films illustrated in the boxes by expressing your prediction and speculation.



Picture:

1. <http://wayangmalaysia.files.wordpress.com>
2. <http://www.susterngesotthemovie.com>

Nowadays, people are crazy about horror movies. Ghost becomes the most attention grabbing theme for Indonesian directors to make films.



Picture:

1. <http://wayangmalaysia.files.wordpress.com>
2. <http://ruangfilm.com>



2. Read and Write



Task 17

Read a movie review of *Get Married* and find the Indonesian equivalents of the words in the box based on the context. Read the review again and answer the questions.

bully ['bʊli] (<i>kk</i>)	:	....
stir [stɜː] (<i>kk</i>)	:	....
break out ['breɪk 'aʊt] (<i>kk</i>)	:	....
core [kɔː] (<i>kb</i>)	:	....
cameo role ['kæmiəʊ rəʊl] (<i>ks</i>)	:	....
brotherhood ['brʌðəhʊd] (<i>kb</i>)	:	....
banter ['bæntə] (<i>kb</i>)	:	....



<http://www.jibis.pnri.go.id>

Get Married

Illustrating the current situation happening in Indonesia, *Get Married* presents the figures of unemployment. A few big-name celebrities show up in cameo roles. The movie tells about a true friendship of four youngsters Mae (Nirina Zubir), Guntoro (Desta 'Club Eighties'), Eman (Aming), dan Beni (Ringgo Agus Rahman) who judge themselves as the most frustrated people in Indonesia. Soon, they turn out to be street kids and spend most of their times at street, bullying people who pass by.

Suddenly, it comes to a moment when Mae is persuaded to grant her parents' wish to have a grandchild. Mae's parents, (Meriam Bellina dan Jaja Miharja) firmly state that Mae must get married in a little while. Soon, they are busy finding candidates who would marry their only daughter. However, along the process of finding the right one for Mae, the three male friends of Mae turn out to be brutal evaluators for the candidates. In the mean time, Mae falls badly in love with Rendy (Richard Kevin), a rich, handsome and kind-hearted man. Unfortunately Rendy, Mae, Guntoro, Eman, Beni are brought into a misunderstanding, and soon fights break out between the two groups of Mae and Rendy.

Written based on some of youngsters' real-life brotherhood experiences—this story will stir you to your emotional core while bringing out your sense of brotherhood.

There are a lot of little things and big things that make this movie worth watching. The story is good, the banter is great, the relationships between the characters are great, and it's a fun time at the movies. While some of the jokes are amusing, some of the fights go on a few bit too long.

Adapted from: <http://maliablog.wordpress.com>

Questions

1. What does the movie illustrate?
2. What is the theme of the movie?
3. How did the reviewer assess the movie?
4. After reading the review above, what do you speculate about friendship theme for Indonesian movies in the future?
5. Leave a recommendation to complete the review above in the provided space below.

I would recommend that you



Task 18

Study the rules below.

Reviews are made to assess/criticise works of art includes novels, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets or events for a public audience. Reading movie reviews helps you to decide what movie you are going to watch. Here are some parts of reviews in the way they assess the works of art:

- First, the review places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event (orientation).
- In the second part, it summarises the story and/or provide an account of how the reviewed rendition of the work came into being. This part is optional (interpretative recount).
- Generally, the review provides an evaluation of the work and/or its performance or production (evaluation).
- Finally, it sums up the reviewer's opinion of the art as a whole (evaluative summation).

Common grammatical features in review texts include:

- persuasive language used in judgement
- relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters
- present tense



Task 19

Recall a movie review you have listened to in Task 13. Here's another review of *Son of Rambow*. Arrange the jumbled paragraphs into a movie review by putting numbers in each paragraph. Then, rate the movie based on the review.

Movie Review



RATE THIS MOVIE



<http://moviesmedia.ign.com>

Son of Rambow

Reviewed by _____



Son of Rambow feels as real as Will's fantasies of flying dogs and walking planes, but it's also as funny, joyful and heartfelt as every child's dreams; it's a brilliant celebration of the exuberance. *Son of Rambow* earns every laugh, from perfectly-timed slapstick to a parade of '80s fashion.



Watching it, you can't help but think of all the lazy afternoons you spent as a kid dreaming of being Indiana Jones or Lt. Ripley, Flash Gordon or Nancy Drew, as the shared world of other people's stories. *Son of Rambow* is a great reminder – of joy, of possibility, of youth – and at the same time, it makes you feel like dreams are still possible, and that joy is all around if you're willing to dare to find it.

“Son of Rambo” tells the story of Will (Bill Milner), a young boy who, as the member of a strict religious order, isn’t allowed to watch TV or movies. His world changes when, after meeting school troublemaker Carter (Will Poulter), he sees a bootleg copy of “First Blood” and is instantly transfixed. The two boys, with the help of David Gahan-esque French exchange student, set out to make a new Rambo movie, to the consternation of Will’s loving but concerned mother (Jessica Stevenson), who gets an earful about her son’s behavior from church members.



Task 20

Here’s a movie review posted in www.moviesonline.ca written by Tom Moore. Read the review and answer the questions that follow.

Ratatouille Movie Review

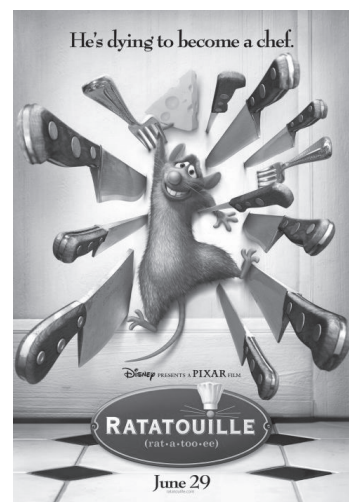


I have high expectations in quality films, especially for animation. Naturally, I’ve been disappointed by the majority of animated films to come out in recent years. Then now, Ratatouille has been so refreshing.

Ratatouille, directed by Brad Bird (The Incredibles, The Iron Giant) revolves around a rat named Remy, who loves good food. Sadly, being a rat, Remy’s fellow rodents lack Remy’s sophisticated a palette. Seeing as his love of food isn’t appreciated by his kin, Remy practices his love of cooking in secret. Enter Linguini, a simple garbage boy employed by the restaurant of legendary chef (and Remy’s idol) Auguste Gusteau. However, Gusteau has been deceased for the last two years, and is now run by Gusteau’s old and short-tempered sauce-chef. After a series of madcap events, we find Linguini and Remy teaming up. Linguini wants to be accepted, and Remy wants to cook. From there you experience a story that is so charming and true that it would be unkind of me to delve into it further.

While the story is amazingly sophisticated, witty, and deep, we can always count on the director to deliver an amazingly beautiful world for the story to take place in. The Paris in Ratatouille is so rendered, that it often takes your breath away in places. The image of Remy seeing the city at night for the first time is simply a work of art. The lighting, water, and effects animation are so amazingly done; it puts some live action cinematography to shame. While the visual achievement is grand, it never takes centre stage in stead of the story.

Regardless, this movie won’t disappoint. See this movie. You are obligated to if you like movies.-Tom Moore



Picture: <http://www.moviesonline.ca>

Questions

1. What is the genre of the movie?
2. What is the theme of the movie?
3. How did the movie reviewer assess the animated movies recently?
4. How did the movie reviewer assess RATATOUILLE?
5. How did the movie reviewer recommend the movie?
6. Leave your speculation about the movie in the space provided below.

I speculate that ...



Task 21

Find the words in the text which have similar meanings to the following words. The first letter is already given.

1. rotate, turn round, spin (*kkt*) : r_____ (par 2)
2. stylish, highly developed advanced (*ks*) : s_____ (par 2)
3. crazy, silly, wild (*ks*) : m_____ (par 2)
4. explore, look into, dig (*kkt*) : d_____ (par 2)
5. amusing, humorous, funny (*ks*) : w_____ (par 3)
6. shooting, picture making, camera work (*kb*) : c_____ (par 3)
7. impressive, excellent, wonderful (*ks*) : g_____ (par 3)
8. let down, upset, dissatisfy (*kkt*) : d_____ (par 4)



Task 22

Study the rules of some sentences you find in *Ratatouille Movie Review*.

More About Adjectives

In the review of *Ratatouille*, you find:

- "...I have been **disappointed** by the majority of animated films..."
In another way, you can say: The majority of animated films are disappointing me.

The word in bold functions as adjective.

Here are some other examples. The words in bold below function as adjectives:

- The movie is **interesting**.
- I am **interested** in the movie.

- The comedy film was **boring**.
- I was **bored** with the comedy film.



Task 23

Arnys and Andy are talking about a movie they watched on TV last night. Complete the dialogue using the appropriate words according to the rules you learned.

- Arnys : Did you see Jomblo on TV last night?
 Andy : I did. What do you think about the movie?
 Arnys : What an (excited/exciting) movie! I love it. What do you think?
 Andy : I think the movie is a bit (bored/boring). I almost fell asleep. The novel is even better.
 Arnys : Really? But I was so much (amused/amusing) by the jokes on the movie. Moreover, the highs and lows of friendship showed on screen are very entertaining too.
 Andy : However, the ending was (disappointing/disappointed). Unlike what was written in the novel, it failed to present the situation illustrated in the novel.
 Arnys : Actually, I haven't read the novel.
 Andy : Well, I strongly recommend that you read the novel then.



Picture: <http://www.sinemart.com>



Task 24

Complete a review of *Harry Potter and the Order of the Phoenix* by referring to the excerpt in Task 1. Search for more information in the internet, magazines, newspapers, or other sources.

Harry Potter and the Order of the Phoenix

It's a movie about friendship and honour. With their safety and education sabotaged by the High Inquisitor, Harry and his friends have no choice but to take matters into their own hands. Forming 'Dumbledore's Army', Harry teaches them outlawed spells and charms in secret.



Picture source: <http://krishk.files.wordpress.com>



Task 25

Let's sing a song.

Here's a song about friendship. Study the lyrics and discuss it with your teacher and classmates. Then, sing it out loud to show that you care for your friends.

You've Got A Friend

(James Taylor)

When you're down and troubled
And you need a helping hand
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest nights

Chorus:

You just call out my name,
And you know wherever I am
I'll come running, oh yeah baby
To see you again

Winter, spring, summer, or fall,
All you have to do is call
And I'll be there, yeah, yeah, yeah.
You've got a friend.

If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow

Keep your head together and call my name
out loud

And soon I will be knocking upon your
door.

You just call out my name and you know
where ever I am

I'll come running to see you again.

Winter, spring, summer or fall

All you got to do is call

And I'll be there, yeah, yeah, yeah.

Hey, aint it good to know that you've got a
friend?

People can be so cold.

They'll hurt you and desert you.

Well they'll take your soul if you let them.

Oh yeah, but don't you let them.

Back to chorus

Taken from: <http://www.lyricsfreak.com>

C. Lets' Do More



Task 26

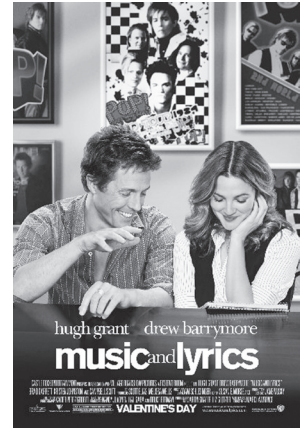
Read the movie review of *Music and Lyrics* below and answer the questions that follow. Discuss the answers with your classmates.

Movie Review: MUSIC AND LYRICS

Alex Fletcher (Hugh Grant) is a washed-up '80s pop star who's been reduced to working the nostalgia circuit at county fairs and amusement parks. The charismatic and talented musician gets a chance at a comeback when reigning diva Cora Corman (Haley Bennett) invites him to write and record a duet with her, but there's a problem. The problem is that Alex hasn't written a song in years, he's never written lyrics, and he has to come up with a hit in a matter of days.

Enter Sophie Fisher (Drew Barrymore), Alex's beguilingly quirky plant lady, whose flair for words strikes a chord with the struggling songwriter. On the rebound from a bad relationship, Sophie is reluctant to collaborate with anyone, especially a commitment-phobe, Alex. As their chemistry heats up at the piano and under it, Alex and Sophie will have to face their fears—and the music—if they want to find the love and success they both deserve.

Taken from: <http://www.mag4you.com>



Picture: <http://www.mag4you.com>

Questions

1. What kind of movie is *Music and Lyrics*?
2. Who are the main characters? Describe their characteristics.
3. How would you recommend the movie to your classmates?
4. Leave a speculation about the movie.
5. Rate the movie based on its review.

Is the movie:

- interesting?
- so-so?
- boring?



Task 27

Internet Work

Get in groups of three. Log on to any websites presenting movie reviews and find two reviews on a movie about friendship. Read the reviews and post your assessment about the movie. Print the page showing your posted assessment and submit it to your teacher.

Here are examples of websites which may help to browse:

- www.boxoffice.com
- www.spout.com
- www.rottentomatoes.com

D. Let's Check Your Competence



Task 28

Be a movie reviewer.

Find at least two reviews on the latest movie you have ever seen. Use them as your references to make a movie review in your own words. Read the review to the class.



Task 29

Be a presenter of TV movie review programme.

Act like a TV presenter on movie review programme presenting the review you created in Task 28. Act out your performance to the class.

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

1. How to Assess Something
Expressions commonly used in assessing/giving assessment are:
 - I think the movie is ...
 - What an awesome movie!
 - The jokes are really funny!
2. How to Criticize Something
Expressions commonly used in criticizing are:
 - Retno criticized the dialogue for being rude.
 - The movie is totally boring.
 - What a ridiculous movie!
 - Retno can't stand the rudeness.
3. How to Give Prediction
Expressions commonly used in predicting are:
 - I predict ...
 - It is predicted that ...
 - My prediction is ...
 - I think the film be ...
4. How to Give Speculation
Expressions commonly used in speculating are:
 - I can only speculate that ...
 - I would like to speculate on ...

UNIT REVIEW SEMESTER 2

I. Listen to short conversation between two people. Choose the best answer to each question.

1.
 - a. She thinks the man is asking her to find his flash disk.
 - b. She thinks the man is saying that someone has stolen his flash disk.
 - c. She thinks the man is saying that she has stolen his flash disk.
 - d. She thinks the man is missing his flash disk.
 - e. She thinks the man is lying about the flash disk.
2.
 - a. He admits he has got a new mobile phone.
 - b. He admits he hasn't switched off his mobile phone on the exam.
 - c. He admits he made a phone call on the exam.
 - d. He admits he received a call on the exam.
 - e. He doesn't admit it was his mobile phone.
3.
 - a. She wants to buy a standard helmet.
 - b. She asks the man to buy her a helmet.
 - c. She wants to buy a helmet for the man.
 - d. She asks the man to lend him some money to buy the helmet.
 - e. She intends to buy a standard helmet.
4.
 - a. He had had another plan, so he couldn't come.
 - b. He hadn't planned to come.
 - c. He planned not to come.
 - d. He had planned to come, but he couldn't come.
 - e. He planned to come with his friends.
5.
 - a. She is watching a movie now.
 - b. She is going to the cinema now.
 - c. She is planning to watch a movie tonight.
 - d. She is going to go to the cinema with the man.
 - e. She is going to the movie rental tonight.
6.
 - a. She's persuading the man.
 - b. She's asking the man to take a pity on her.
 - c. She's begging the man for work.
 - d. She's asking the man's opinion.
 - e. She's asking the man to work.
7.
 - a. She showed no regret for having made so much mess.
 - b. She regretted to tell the man about the mess.
 - c. She has absolutely no regret about the mess she made.
 - d. She regretted the mess the man has made.
 - e. She regretted the mess she has made.

8. a. The wind should stop blowing.
 b. The children should stop playing outside the house.
 c. The children should stop the wind from blowing.
 d. He should prevent the wind from blowing.
 e. He should prevent the woman from playing with the children.
9. a. The man hopes the school will build a new library.
 b. The man hopes the books are rearranged.
 c. The man hopes the librarian maintains the books well.
 d. The man hopes the students contribute more books for collection.
 e. The man hopes the school allocates fund to the maintenance of the books.
10. a. The woman criticized the movie for being silly.
 b. The woman criticized the movie for being funny.
 c. The woman criticized the movie was amusing.
 d. The woman criticized the movie was humorous.
 e. The woman criticized the movie was entertaining.

II. Complete the short dialogues below using the appropriate options.

11. Daughter : I really want to figure out what it is like to work part time. _____
 Father : It's a good idea, but school should come first.
- a. Could I ask you to give me a full time job?
 b. I'd be very grateful if you'd work full time.
 c. Would you mind giving me a job, please?
 d. I'd be very grateful if you'd allow me to work.
 e. Would you be so kind as to get me a part time job?
12. Teacher : Adib, it has been your second time you come late.
 Adib : I am really sorry, Ma'am. _____
- a. I promise I will never come late to the class.
 b. You can keep my promise, Ma'am.
 c. I promise I didn't do it.
 d. I promise you to come later.
 e. Promise me you will come earlier.
13. Ayu : Look what you have done to this book! It's torn. How could it be?
 Denias : _____ . I didn't do that.
- a. Are you accusing me of stealing the book?
 b. I should bring the accused here.
 c. Are you accusing me of tearing the book?
 d. I know who did that.
 e. I have no idea who did that.
14. Virga : What do you think of the regulation to wear a standard helmet?
 Andy : _____ . The regulation is made for safety.

- a. I strongly disagree with the regulation.
 - b. I'm standing in a position to support the regulation.
 - c. I'm in opposition to the regulation.
 - d. That might be true, but I disagree with that.
 - e. I should say that I disagree with that.
15. Virga : Adib, I'm sorry I can't come to your party.
 Adib : Come on, Virga! _____ . The party is not going to be fun without you.
- a. How can I persuade you to come?
 - b. What time will you come to my party?
 - c. I will not try to persuade you to come.
 - d. I am sure you will come.
 - e. How should I persuade someone to pick you up?

III Read the texts and choose the best answer to each question based on the alternative given.

Questions 16 - 19 are based on the following text

Balancing High School and Part-Time Work

You have to consider a number of factors when deciding whether or not to get a job. The important thing is to arm yourself with as much information as possible, so you can figure out what choice makes the most sense for you.

If you are considering working part-time, schedule a meeting with your school counsellor to discuss this move. Talk to your counsellor about why you want to work and what type of position you're seeking. Simply explaining your goals to someone else can help you make decisions and figure out your priorities.

Schoolwork, including homework and studying for tests, should always be your top priority. "The activities and courses students choose vary considerably, so it's important for young people to keep their individual situations clearly in mind," says Brad MacGowan, director of the Career Centre at Newton North High School in Massachusetts. Further, MacGowan cautions students who do decide to work: "If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job." He adds, "Students should always let their employers know what their time limits are." If you are being pressured to work more hours than you can handle, you need to find a new place to work. You also need to make sure that a job won't prevent you from getting enough rest.

Adapted from: <http://www.collegeboard.com>

16. What should a student do first when considering working part time?
- a. Schedule a meeting with the employer of the job.
 - b. Discuss with the school counsellor.
 - c. Schedule a meeting with the school principal.
 - d. Discuss with your friends.
 - e. Schedule a meeting and discuss with the class.

17. What does Brad MacGowan do?
 - a. Brad MacGowan is a student who takes part time job.
 - b. Brad MacGowan is the director of the Career Centre at Newton North High School.
 - c. Brad MacGowan is the school counsellor of Newton North High School in Massachusetts.
 - d. Brad MacGowan is the employer of some students at Newton North High School.
 - e. Brad MacGowan is the principal at Newton North High School in Massachusetts.

18. What does the word "it" in paragraph 3 refer to?
 - a. student
 - b. individual situation
 - c. young people
 - d. to keep to individual situations clearly in mind
 - e. to keep to individual situations clearly in mind is important.

19. What does Brad MacGowan suggest when students don't have enough time to study?
 - a. Quit and find a less time-consuming job.
 - b. Talk to the employer.
 - c. Discuss with the school counsellor.
 - d. Keep doing both working while studying.
 - e. Sue the employer for the compensation.

Questions 20 - 23 are based on the following text

Music and Lyrics Movie Review

Alex Fletcher (Hugh Grant) is a washed-up 80's pop star who's been reduced to working the nostalgia circuit at county fairs and amusement parks. The charismatic and talented musician gets a chance at a comeback when reigning diva Cora Corman (Haley Bennett) invites him to write and record a duet with her, but there's a problem—Alex hasn't written a song in years, he's never written lyrics, and he has to come up with a hit in a matter of days, enter Sophie Fisher (Drew Barrymore), Alex's attractively quirky lady, whose flair for words strikes a chord with the struggling songwriter. On the rebound from a bad relationship, Sophie is reluctant to collaborate with anyone, especially commitment-phobe Alex. As their chemistry heats up at the piano and under it, Alex and Sophie will have to face their fears—and the music—if they want to find the love and success they both deserve.

Casts	: HUGH GRANT, DREW BARRYMORE, KRISTEN JOHNSTON, JASON ANTOON, BILLY GRIFFITH
Duration	: 96 minutes
Directed by	: MARC D. LAWRENCE
Written by	: MARC D. LAWRENCE
Producer	: NANCY JUVONEN, BRUCE BERMAN, HAL GABA
Production Company	: WARNER BROS. PICTURES
Homepage	: http://musicandlyrics.warnerbros.com/

Adapted from: <http://musicandlyrics.warnerbros.com>

20. What is the function of the review above?
 - a. to amuse the readers
 - b. to give information to the readers
 - c. to entertain the readers
 - d. to persuade the readers
 - e. to explain the readers

21. What does the review present?
- the reviewer's assessment
 - the reviewer's speculation
 - the movie's prediction
 - the movie's rating
 - the movie's synopsis
22. What is the genre of the movie based on the review?
- horror
 - action
 - romantic drama
 - comedy
 - thriller
23. What is the word "quirky" (line 7) closest in meaning to?
- pretty
 - good looking
 - beautiful
 - eye-catching
 - odd

Questions 24 - 26 are based on the following text

Driver distraction has always been a problem. Although many activities can potentially divert driver attention, the cell phone has drawn attention to the issue. The cell phone is a highly noticeable distraction in the car, which makes it any easy target for restriction. It is easy to spot a driver with a hand to the ear and know he/she is distracted by a phone call. It may not be so easy to spot the driver whose mind is elsewhere.

During the next few years, states and researchers will begin to accumulate more information about the implications of mobile phones and other devices on traffic safety. In the interim, as the quantity of phones and other wireless communications devices available on the road continues to grow, greater constituent concerns, local ordinances, and judicial activity will increasingly challenge lawmakers to address driver distraction as a traffic safety concern. It is likely that cell phones and driving will remain a significant part of their legislative agendas.

Adapted from: <http://www.ncsl.org>

24. According to the text, what is the most distracting activity done by motorists while driving?
- eating while driving
 - using cell phones while driving
 - wiring GPS/TV while driving
 - talking to backseat passengers while driving
 - listening to music while driving
25. What does the word "it" (line 4) mean?
- to use cell phones while driving
 - to spot a driver with a hand to the ear
 - to know he/she is distracted by a cell phone
 - to spot a driver with a hand to the ear and know he/she is distracted
 - to spot the driver whose mind is elsewhere

26. What is the most suitable title given for the reading passage?
- Cell phones and traffic safety.
 - Wireless communication devices continue to grow.
 - Lawmakers should ban the use of cell phones.
 - Challenging lawmakers to address driver distractions.
 - Distractions in driving.

Questions 27 - 30 are based on the following text

A group of frogs were travelling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

27. What happened to the two frogs while they were travelling?
- The two frogs could not jump higher than others.
 - The two frogs skipped into a deep pit.
 - The two frogs jumped into a deep pit.
 - The two frogs fell into a deep pit.
 - The two frogs played in a deep pit.
28. What did the other frogs do when the two frogs tried to jump up out of the pit?
- They helped the two frogs.
 - They yelled at the frogs to give up.
 - They ignored the two frogs.
 - They asked for a help from other frogs.
 - They jumped into the deep pit.
29. Why did one frog stop trying and give up?
- because the other frogs kept telling that they were as good as dead
 - because he was tired of jumping
 - because he broke his leg
 - because the pit was too deep
 - because the other frogs kept encouraging him
30. Which is the best lesson suited to the story?
- There is power of life and death in the tongue.
 - Be careful of what you say.
 - Don't judge the book from its cover.
 - Early bird catches the worm.
 - A great talker is a great liar.

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LISTENING SCRIPT

UNIT I GECKO HAD COME TO LODGE A COMPLAINT.

Task 3

The Lion and the Mouse

A small mouse crept up to a sleeping lion. The mouse admired the lion's ears, his long whiskers and his great mane.

"Since he's sleeping," thought the mouse, "he'll never suspect I'm here!"

With that, the little mouse climbed up onto the lion's tail, ran across its back, slid down its leg and jumped off of its paw. The lion awoke and quickly caught the mouse between its claws.

"Please," said the mouse, "let me go and I'll come back and help you someday."

The lion laughed, "You are so small! How could ever help me?"

The lion laughed so hard he had to hold his belly! The mouse jumped to freedom and ran until she was far, far away.

The next day, two hunters came to the jungle. They went to the lion's lair. They set a huge rope snare. When the lion came home that night, he stepped into the trap.

He roared! He wept! But he couldn't pull himself free.

The mouse heard the lion's pitiful roar and came back to help him.

The mouse eyed the trap and noticed the one thick rope that held it together. She began nibbling and nibbling until the rope broke. The lion was able to shake off the other ropes that held him tight. He stood up free again!

The lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being small. You helped me by saving my life after all!"

Adapted from: <http://www.storyarts.org/library/aesops/stories/lion.html>

Task 4

Anita is in the school library. Anita complains to the librarian about the conditions of the books that she is going to borrow.

- Anita : Excuse me, Ma'am. Can you do anything about the cover of this book? It's torn.
- Librarian : Oh, sure. I'll mend it.
- Anita : I'm afraid that this one also needs mending. I'm afraid we'll lose some pages if we don't bind it again.
- Librarian : Yes, I think it should be mended also. But I'm afraid that you won't be able to borrow this book today. It takes time to bind. What about tomorrow?
- Anita : Hmm, all right. Thank you, anyway.
- Librarian : You're welcome. By the way, don't you want to borrow another book?
- Anita : I don't think so. I only need that book at present.
- Librarian : Okay then. I'm sorry for the inconvenience.
- Anita : Not at all.

UNIT II ILLEGAL DRUGS CAN DAMAGE IMPORTANT ORGANS.

Task 3

Actor Roy Marten Arrested Again for Drugs Possession

JAKARTA (JP): Veteran actor Roy Marten was arrested by local police for alleged drugs possession, Metro TV reported. The TV station reported that police caught Roy and his three friends at a hotel room in Surabaya, East Java, on early Tuesday morning. Police confiscated some amount of crystal methamphetamine or locally known as shabu-shabu from Roy, who was just released from jail several months ago also for drugs abuse case. (**)

Adapted from: <http://www.bergaul.com>

Task 4

Adib and Ayu have just finished doing their homework at Ayu's house. Now they are watching the news on TV.

- Adib : Look, one more celebrity is caught using drugs.
- Ayu : I can't believe it. I never thought he could do that. He's such an intelligent person.
- Adib : Being intelligent doesn't guarantee that he will never use drugs, right?
- Ayu : I wonder why he uses drugs. People usually use drugs to get away from their problems and sadness, but I think he has a happy life.
- Adib : Don't forget, he's an artist. He needs to improve his stamina and confidence for his performance, and perhaps to increase creativity as well.
- Ayu : Can he do it by using drugs?
- Adib : Many people believe so. But you know it's only temporary.
- Ayu : Yeah, I suppose so. But, don't they realize the negative effects of using drugs?
- Adib : Perhaps they just don't think twice, or they don't care about the side effects.
- Ayu : Well, being caught and exposed in the national media may humiliate them and make them learn a lesson.
- Adib : You can say that again.

UNIT III THE IMPACT OF GLOBAL WARMING COULD BE DEVASTATING.

Task 2

Global warming is the rise in temperature of the Earth's atmosphere. The earth is naturally warmed by rays from the sun which pass through the atmosphere and are reflected back out to space again. The atmosphere's made up of layers of gases - some of which are called greenhouse gases. They're mostly natural and make up a kind of thermal blanket over the Earth. This lets some of the rays back out of the atmosphere,

keeping the earth at the right temperature for animals, plants and humans to survive (60°F/16°C). So some think global warming is good. But most scientists think if extra greenhouse gases are made, the thermal blanket gets thicker and too much heat is kept in the earth's atmosphere - that's when global warming's bad.

Taken from: www.news.bbc.co.uk

Task 3

Andi and Retno meet at the school gate. They have a conversation along the way to the classroom.

- Andi : Hi, good morning. Am I not mistaken seeing you taking a bus to school?
- Retno : What's wrong with taking a bus? I'm trying to reduce the global warming.
- Andi : Global warming? What is it?
- Retno : Global warming has become the hottest issue in the world today.
- Andi : Well, I never watch or read the news. So what is it?
- Retno : Our world faces a very serious threat of global warming now. There is a rise in temperature of the Earth's atmosphere.
- Andi : How come?
- Retno : Well, human activities all over the globe release excessive amount of carbon dioxide, methane, and other gases into the atmosphere. They produce greenhouse gases and trap the sun's energy so it keeps heat from escaping. That's what causes the global warming.
- Andi : Does it affect us?
- Retno : Sure. It causes changes in climate. A warmer earth may lead to changes in rainfall patterns, a rise in sea level, and a wide range of impacts on plants, wildlife and humans.
- Andi : Is there anything we can do to stop the global warming?
- Retno : Perhaps it's too late to stop the global warming, but there are always things we can do to put the brakes on the global warming. Well, climate scientists have proposed some solutions.
- Andi : Such as?
- Retno : They propose to reduce the gasoline consumption by 10 per cent. Ride you bike or take public transport to go to school. They also propose that we unplug the electronic devices when not in use, reduce the garbage by buying products with less packaging, and we are also encouraged to use recycled paper.
- Andi : Those are easy to do!
- Retno : They can make a big difference though.
- Andi : Hey, I've got an idea. Let's put this issue on the school board magazine so that many more people are encouraged to reduce the global warming.
- Retno : That's brilliant. I can't wait to write about it.

UNIT IV SHOULD STUDENTS BE ALLOWED TO TAKE PART TIME JOBS?

Task 3

- Anita : Hey Denias, I've got something to tell you.
- Denias : What is it about? Tell me then.
- Anita : I've been thinking to take a part time job, and I found a perfect job for me advertised in the newspaper yesterday.
- Denias : Are you crazy? You must be joking! Anita, are you sure doing this? Have you considered all the consequences?
- Anita : Sure I have. Listen to me, Denias. I strongly believe that taking a part time job helps me learn about responsibility, time management, and improving my interpersonal communication skills.
- Denias : Well, those might be true, but I'm standing in a position that you may not perform your best on both your study and work. You should think about lack of sleep, insufficient time to focus on schoolwork, and conflicts with extracurricular activities.
- Anita : Get real, Denias. It's not only me, a student who works part time. Many students succeed maintaining good grade at school while working.
- Denias : You're right. However, some other students fail to perform the best on schoolwork.
- Anita : Yeah, I know, Denias. Just wish me luck.
- Denias : Sure, I do wish you the best of luck.

Task 8

My dear students, taking a part time job while studying is surely a great challenge. However, you must remember that school should always come first. Schoolwork, including homework and studying for tests, should always be your top priority. Also consider that taking part time job means that you will have less time for extracurricular activities you choose at school. These are all issues you have to think about when you are considering working part-time.

However, for students who have committed working part time, you should always let your employers know what your time limits are. If you are rushing through your assignment or not studying enough for tests because of work, it's time to cut back or quit and find a less time-consuming job. If you are being pressured to work more hours than you can handle, you need to find a new place to work. You also need to make sure that a job won't prevent you from getting enough rest. I would guarantee that students who show up for school tired are not alert and therefore are not learning all they can.

Adapted from: <http://www.collegeboard.com>

Task 9

- Anita : Dad, look at this job vacancy! It's a part time job for students of senior high. Hmm, I think it's worth doing.
- Father : What are you talking about, sweet heart. Don't tell say that you're interested in taking part time job!
- Anita : Oh, come on Dad, would you allow me to take a part time job, please.
- Father : No, dear. I wouldn't let you get a job before you finish your study. Your job is to be a student.
- Anita : But, Dad, I'd be very grateful if you'd just let me take the part time job.
- Father : Oh, dear, don't you realize that you have everything paid for by your parents. You don't have to earn money.
- Anita : Yeah, I know Dad. But it's not about making money! By taking a part time job, I could gain some work experience, moreover, this job is related to my study. I'm sure it will help me in the future.
- Father : Yeah, I understand and I know it's a good job. But how can you manage your time?
- Anita : I promise to manage my time well. Schoolwork, including homework and studying for tests, should always be my top priority!
- Father : Are you sure you can do that?
- Anita : I am sure I can. That's a promise, Dad. So, would you allow me to take this opportunity?
- Father : _____

Task 14

Although working and going to school is challenging, it can be a rewarding experience if you use some foresight. If you do decide to take on a part-time job, check out the tips below on how to handle the situation and make the most of your time:

- To avoid time conflicts, try to plan your class and work schedules as far ahead of time as possible.
- Use your time efficiently You can use 10 minutes waiting in a line to go over a few pages of assigned reading.
- Be flexible and willing to make sacrifices You may have to cut down on some things you'd like to do because of your school and work commitments.
- Start slowly. Don't commit working a lot of hours immediately.
- If you commute to your job on public transportation, bring your schoolwork with you so you can work along the way.
- Get in touch with your school counselor if you feel you would benefit from discussing your situation with someone who can help.
- Schedule relaxation time. Everyone needs some downtime to be happy.

Adapted from: <http://www.collegeboard.com>

UNIT V THE PENALTY SHOULD BE INCREASED.

Task 3

- Retno : Adib, have you heard the news?
Adib : No, I woke up late this morning. What is it about?
Retno : "Flying Air" plane overran the runway and caught fire.
Adib : What? Another plane crash? Oh my God! Imagine, there have been more than three plane crashes occurred in the past three years! Then do you know what caused the crash?
Retno : The police accused one of the passengers of using cell phone on the flight. It disturbed the navigation system which then made the plane crashed.
Adib : Well, a good passenger should have known that using cell phone during the flight is forbidden.
Retno : You're right. And finally that careless passenger admitted using the cell phone on the flight.
Adib : Then, how many passengers were hurt / injured?
Retno : It was reported that none of the passengers were hurt in the plane crash.

Task 6

After passing above clouds or turbulence, the Captain will turn off the Fasten Seat Belt sign, but usually, the aircraft is still climbing to its cruising altitude. The flight attendants will then invite the passengers to release their seat belts if needed.

"Ladies and gentlemen, the Captain has turned off the Fasten Seat Belt sign, and you may now move around the cabin. However we always recommend to keep your seat belt fastened while you're seated. You may now turn on your electronic devices such as calculators, CD players and laptop computers. In a few moments, the flight attendants will be passing around the cabin to offer you hot or cold drinks, as well as breakfast/dinner/supper/a light meal/a snack. Now, sit back, relax, and enjoy the flight. Thank you."

Adapted from: <http://www.airodysey.com>

Task 8

- Retno : Yesterday was my bad day!
Adib : What has happened?
Retno : A police officer pulled me over on my way home!
Adib : Did you commit traffic offences?
Retno : No, I didn't!
Adib : Then, what was the problem?
Retno : I didn't wear a standard helmet! And I was charged a-Rp.50.000 fine!
Adib : Well, it serves you right! I've told you a thousand times.
Retno : Yeah, I was wrong, but why should the penalty be fine?
Adib : Of course, if it's only a warning, people will simply ignore that! So the penalty is increased.

- Retno : But, take a look at me now! I'm penniless.
- Adib : You wouldn't have said that if you had bought the helmet soon after the policy was issued!
- Retno : Yeah, you're right!
- Adib : So, what are you going to do?
- Retno : Well, now I fully intend to buy a standard helmet. I'm buying the helmet tomorrow.
- Adib : Okay. It sounds good.

Task 11

1. I didn't commit traffic offenses.
2. I didn't commit traffic offenses.
3. I didn't commit traffic offenses.
4. I didn't commit traffic offenses.

Task 13

Choosing a Helmet

Here's the best way to try on your helmet:

- Hold it by the chin straps.
- Put your thumbs on the inside of the straps, balancing the helmet with your fingertips.
- Spread the sides of the helmet apart slightly and slip it down over your head.
- The helmet should fit snugly and may even feel a bit too tight until it's in place correctly.
- Once the helmet is on your head, make a few other checks of its fit, before fastening the chin strap.
- With the helmet still on and securely fastened, move it from side to side and up and down with your hands.
- Now, with the chin strap still securely fastened and your head straight, try rolling the helmet forward off your head. You shouldn't be able to pull it off. If you can the helmet is too big.
- Take off the helmet. Does your head feel sore anywhere. Are there any red spots on your forehead? If so, choose the next larger size or try a different brand of helmet.

UNIT REVIEW SEMESTER 1

1. Woman : Waiter! Something must be done about this soup. I see a little tiny black living thing swimming in my soup!
- Man : We do apologize, Ma'am. I'll bring you another bowl. Please wait for a moment.
- Narrator : What will the man probably do then?

2. Woman : I think you're the one to blame for my broken glasses. You stepped on them.
 Man : Who let them lie on the floor?
 Narrator : What does the man imply?
3. Man : Can you tell me about global warming? What is it actually?
 Woman : I wish I knew more about it.
 Narrator : What does the woman imply?
4. Woman : Would there be any possibility to stop the drugs dealing?
 Man : Perhaps.
 Narrator : What does the man mean?
5. Man : I am really, really bored. I should have something to do.
 Woman : Why don't we rent movies?
 Narrator : What does the woman mean?
6. Woman : So, how should I begin making the compost?
 Man : Well, first of all, collect the organic garbage around you and put it in a big pail.
 Narrator : What is the man doing?
7. Man : Do you like living in a village or city?
 Woman : Well, for one thing, there's no traffic jam in a village which I'm really sick of.
 Narrator : What does the woman imply?
8. Woman : Can I have my own car, dad?
 Man : Not until you're 20.
 Narrator : What does the man mean?
9. Man : Will you promise to study well if I buy you a motorcycle?
 Woman : I give you my word, Dad.
 Narrator : What does the woman mean?

UNIT VI LET ME TELL YOU A STORY ABOUT FAIRIES.

Task 3

- Denias : Virga, are you doing anything tonight?
 Virga : Yeah, I'm planning to rent some movies and spend the night watching them.
- Denias : Well, it sounds good. But, actually I've got 2 tickets to watch a play tonight at 7 p.m. at city hall. I wonder if you're interested to go with me.
- Virga : A play? Tonight? Are you sure? Isn't it supposed to be on Thursday?

- Denias : No, it's playing on Friday, tonight! You must have got the wrong information. The play is entitled "The Fairies' Cake". It's adapted from a fairytale.
- Virga : Well, it sounds really interesting, but you're a bit too late. I've rented the movies.
- Denias : Oow, come on Virga. You can always watch them next time, while the play is only played tonight! You're not going to let me down, are you?
- Virga : But I have to return the movies on time, unless I'll be fined.
- Denias : Wait a minute, when did you rent the movie? Remember that if you rent more than 5 movies, you'll get a day extra.
- Virga : I rented them today, Friday 18th. So ...ehm...I have to return them on Sunday 20th.
- Denias : So?
- Virga : All right then!
- Denias : Okay, I'm sure you'd enjoy the play more!

Task 7

- Virga : Denias, you told me that the play is adapted from a fairy tale. Have you heard or read the story? The title sounds so interesting
- Denias : Yeah, I have ever heard the story told by my English teacher.
- Virga : Won't you tell me the story, please.
- Denias : Hey, it's not going to be interesting if you know the story!
- Virga : Come on Denias. How can I persuade you to tell me a bit about the story?
- Denias : Trust me! It's not going to be surprising if I let you know the story!
- Virga : But, in fact, you knew the story before. I think it would be a pity if we didn't know the story first.
- Denias : Virga, I just happened to know the story, and I think you'll enjoy watching the play without knowing the story more.
- Virga : All right, may be you're right.

Task 8

Two years ago, I was living with my husband and 3 children in the Middle East. My family was not religious and my own Spiritual belief had only been ignited a few weeks earlier and I had not yet got comfortable enough with the thoughts and words to share it with my family. My two boys were out playing with two friends within our walled housing compound, when one of their friends was run over and killed by a reversing truck. The horror and pain of this event was and is indescribable. That night, I lay down with each of my boys and stroked them and talked to them while they cried and fell asleep. The smaller of the two, who was aged 7 at the time, turned to me when his sobs had subsided a little and he said, Mom, what are shoulder fairies?. I looked at him, surprised and eventually, I asked him if he had seen shoulder fairies (we had never spoken about angels). He told me that he had seen two shoulder fairies on his friends shoulders, and watched them float upwards.

He still remembers them today.

By Liz & Mike Waddell

Taken from: <http://www.heavenlyideas.com>

Task 10

- Virga : We had a good time, didn't we? It was a great play!
- Denias : You're right! Anyway, which part of the play did you like most?
- Virga : In the part when Lucy finally regretted for not making the cake for the fairies. What do you think the best part of the play was?
- Denias : Ehm, I think the best part was when Lucy tried to prevent the fairies from turning her into a tree.
- Virga : Ow, yeah. She did anything to prevent the spell from happening.
- Denias : Well, every part of the play was so amusing!
- Virga : You can say that again!

Task 14

Once upon a time in the middle of a thick forest lived a pretty little girl known as Little Red Riding Hood. One day, she was sent by her Mummy to visit her ill Grandma. "Take her this basket of cakes, but be very careful. Keep to the path through the wood and don't ever stop."

However, the little girl was soon to forget her mother's wise words. She stopped to pick strawberry, cease butterfly, and pick a bunch of flower. In the meantime, two wicked eyes were spying on her from behind a tree.

As she reached the path again, the sound of a gruff voice said: "Where are you going, my pretty girl, all alone in the woods?"

"I'm taking Grandma some cakes. She lives at the end of the path," said Little Riding Hood.

When he heard this, the wolf politely asked: "Does Grandma live by herself?"

"Oh, yes," she replied, "and she never opens the door to strangers!"

"Goodbye. Perhaps we'll meet again," replied the wolf. Then he was thinking to himself "I'll gobble the grandmother first, and then lie in wait for the grandchild!"

Knock! Knock! The wolf knocked on the door.

"Who's there?" cried Grandma from her bed.

"It's me, Little Red Riding Hood. I've brought you some cakes because you're ill," replied the wolf, trying hard to hide his gruff voice.

Lift the latch and come in," said Grandma, unaware of anything wrong, till a horrible shadow appeared on the wall. Poor Grandma!

In a single mouthful, the wolf swallowed the old lady.

Soon after, Little Red Riding Hood tapped on the door.

"Grandma, can I come in?" she called.

Now, the wolf had put on the old lady's shawl and cap and slipped into the bed. Trying to imitate Grandma's little voice, he replied: "Open the latch and come in! Jumping out of bed, the mean wolf swallowed her up too. Then, with a fat full tummy, he fell asleep.

In the meantime, there was a hunter who had spent a lot of time trying to catch a large wolf but had lost its tracks. "I must prevent the wolf from terrorizing the neighborhood." Noticing the cottage, he decided to stop and ask for a drink. He could hear a strange whistling sound coming from inside the cottage. He peered

through the window and saw the large wolf, with a fat full tummy, snoring away in Grandma's bed. Without making a sound, the hunter carefully loaded his gun and pointed the barrel straight at the wolf's head and BANG! The wolf was dead.

He cut open the wolf's stomach and to his amazement, out popped Grandma and Little Red Riding Hood, safe and unharmed.

"It's safe to go home now," the hunter told Little Red Riding Hood. "The big bad wolf is dead and gone". Much later, Little Red Riding Hood's mother arrived. And when she saw Little Red Riding Hood, safe and sound, she burst into tears of joy. "I finally regretted for ignoring your advice, Mom," Little Red Riding Hood told her Mommy.

Adapted from: <http://www.ivyjoy.com>

UNIT VII THERE IS DEFINITELY A LOT OF HELPFUL INFORMATION IN THE BOOK.

Task 2

The last Harry Potter book sequel has just been released. Andi and Retno really want to get the book, but they have not got enough money to buy the book.

Retno : I wish I had enough money to buy the book. I can't wait to find out how the story ends.

Andi : I also expect the same. Well, my savings are almost enough to buy it. I just need Rp 15,000 more. I hope I can buy it by the end of this month.

Retno : Well, lucky you. I won't be able to buy the book till next month.

Andi : That's okay. You can borrow the book from me when I have finished reading it.

Retno : Thank you.

Andi : Hey, I got an idea. Why don't you borrow some money from me to buy the book? I can lend some to you.

Retno : Yeah, that's a good idea. Next month, I'll return the money to you. I can't wait to complete my collection any longer.

Andi : Absolutely. I also intend to complete my collection.

Retno : Great! So, why don't we go to the bookstore now?

Task 4

Retno and Andi are in the bookstore. They meet Virga there. She also wants to buy the book. In fact, they are all Harry Potter's fans!

Retno : Hey, look. It's Virga, isn't it?

Andi : Yeah, you're right. Let's greet her.

Retno : Hi, Virga. Want to buy a book too?

Virga : Hi, guys. Yes, I'd like to buy the last book of Harry Potter. Harry Potter and the Deathly Hallows.

Andi : We're here to buy that, too. I don't know that you like it.

Virga : Well, I must say that I'm number one fan. I really love it.

Retno : Wow, it's great to meet another fan of Harry Potter. We'll have a lot to discuss.

Virga : Sure. By the way, I have every intention of setting up a Harry Potter Fans Club in our school.

- Andi : Hey, that's a good idea. There must be a lot of them who are Harry Potter fans, too.
- Retno : So what's your idea to start the club?
- Virga : I will propose the idea to the Students' Association first.
- Andi : I do hope that they accept the proposal.
- Retno : Me too.

Task 5

Harry Potter and the Deathly Hallows is the last book of the Harry Potter series written by the famous novelist J.K. Rowling. The magical world as well as the muggle world are in danger with the reappearance of Voldermort the Dark Lord and so is Harry. As Dumbledore died earlier, Harry is now to seek his protection by his own. Harry, Hermoine and Ron with the aim of finding and destroying the remaining Horcruxes in order to defeat Voldermort, are making their terrific journey facing numerous challenges. They succeed in destroying all of them but one, which they come to know, is Harry himself. Anyhow, Rowling has ended the story by making Harry succeed in this attempt. We can say Rowling has made this book the super climax of the complete story series, because it is in this book, Harry and Voldermort are fighting a battle where we the readers are anxious "who will die? who will live?" Harry's determination, bravery and his friends' support in the battle for life is highlighted in this book. Also, Snape's loyalty to Dumbledore which was in question before, is revealed, providing the curious readers with satisfying facts. Finally in concluding the comment, we can state that the author has given a happy ending to the series, satisfying Harry Potter readers.

Adapted from: <http://www.powell.com/biblio?isbn=9780545010221>

UNIT VIII CHECK OUT THESE GREAT FRIENDSHIP MOVIES.

Task 3

- Adib : Well, here we are. We'd better hurry decide what movie to watch.
- Retno : Okay, here they go: Die Hard 4; Pulau Hantu; Get Married; Beowulf! Which one do you like, Andy?
- Andy : Not another horror movie, please! It is totally frightening.
- Retno : All right, now we eliminate Pulau Hantu! There are still 3 movies left.
- Adib : Well, I think it's a good idea to watch action movie! What about Die Hard 4?
- Retno : Oh no! Definitely not my type! It's totally horrible!
- Adib : Come on Retno! It's surely cool!
- Retno : What did you say? Cool? Watching people killing and firing gun is cool? What a cruel movie!
- Andy : Okay, guys...no need to argue! Let's make up our mind! Last week we watched animated movie right? So, I bet you are not in the mood for animated movie anymore. Beowulf is out of the list. So why don't we watch Get Married?
- Retno : Good idea!
- Adib : What? No way! I don't think I'll like it. I can't stand drama romantic movie.

- Andy : You'll like it, Adib! Trust me! I've read the movie review in the magazine, and it says that there'll be action scenes in the movie. The review also rates five out of five stars!
- Adib : Really? I think I'm curious. Shall we buy the ticket now?
- Andy and Retno : Right away, guys!

Task 9

- Andy : Well, guys, what do you think about Get Married? It's exactly like what I read in the review.
- Adib : Yeah, Andy. You're right about the action scenes. Though it wasn't really action scene, but the fight was truly great!
- Retno : I must say that the movie was awesome, but the dialogue was sometimes rude. Moreover the scenes of the fight!
- Adib : I think the dialogue and the fight were so natural! It exactly the same as what happen in the real life!
- Andy : Okay, guys. No matter what your opinions about the movie are, you had a good time, didn't you?
- Adib and Retno : Yeah!

Task 11

I Am Legend Review

One man and his dog survive in a near future New York where a manmade virus has killed most of the world's population and transformed others into ravening monsters. Will Smith stars in this latest adaptation of Richard Matheson's classic novel. The movies have given us some classic visions of a world in which human civilisation has been destroyed, and a fair share of them are based on, or inspired by, just one novel: Richard Matheson's 'I Am Legend'.

Although the digital effects have a few ropey moments, they enable director Francis Lawrence and his collaborators to create a chilling vision of a Manhattan populated by only one healthy human.

The post-apocalyptic city is first introduced with a lack of thriving city noises: no cars, no horns, no yelling, just birds.

Adapted from: <http://www.channel4.com>

Task 13

Here is a movie on friendship you can watch with your friends, entitled "Son of Rambow". Rambow is the story of Will (Bill Milner), the eldest son of a fatherless Plymouth Brethren family. Living a sheltered and lonely existence, Will is not allowed to mix with non-Brethren kids, listen to music or watch TV. That is until he crosses paths with the naughty but lovable boy, Lee Carter (Will Poulter). When Will's active imagination is exposed to its bombastic action, his world is changed forever. As Will's imagination goes into overdrive, Son of Rambow features a perfectly-realised 80s period setting. It presents some nostalgic product placement, costumes and make-up, some memory- music and some seriously mobile phones, several scenes of interactive animations.

An ode to friendship, childhood wonderment and the magic of movies, *Son of Rambow* is a beautiful, sentimental, heart warming, wholly original piece of film-making and a joy to behold.

Friendship is predicted to be the most attention-grabbing theme for movies next year. Meanwhile, movie reviewers are still speculating about how the audience will respond to the change of the theme. In the last few years, audience was influenced by horror movies.

Adapted from: <http://en.epochtimes.com>

UNIT REVIEW SEMESTER 2

1. Man : The last time I saw my flash disk was on your table, and now it's missing.
Woman : Are you accusing me of stealing?
Narrator : What does the woman mean?
2. Woman : Oh God, I was so disturbed by the ringing mobile phone on the exam.
Man : I'm sorry it was my fault.
Narrator : What does the man mean?
3. Woman : I plan to buy a standard helmet tomorrow. Will you take me to the store?
Man : Sure, I will.
Narrator : What does the woman imply?
4. Man : Why didn't you come to the party last night?
Woman : I had hoped to go to the party but in the end I couldn't.
Narrator : What does the man imply?
5. Man : Are you doing anything tonight?
Woman : I'm going to the cinema.
Narrator : What does the woman mean?
6. Man : I don't think working while studying is a good idea.
Woman : Oh, it will be a pity if you won't let me try this job.
Narrator : What is the woman doing?
7. Woman : I'm sorry for making so much mess.
Man : Well, you'd better be careful next time.
Narrator : What does the woman imply?
8. Woman : Oh my God, the wind blows hard all day.
Man : should prevent the children from playing outside.
Narrator : What does the man mean?

9. Woman : The librarian should pay more attention to the maintenance of books in the library.
Man : I also expect the same.
Narrator : What does the man imply?
10. Man : What do you think of the movie?
Woman : I think the jokes were ridiculous!
Narrator : What does the woman mean?

ANSWER KEY

Unit Review Semester 1

- | | | | | | |
|-----|---|-----|---|-----|---|
| 1. | B | 11. | E | 21. | C |
| 2. | A | 12. | B | 22. | E |
| 3. | E | 13. | A | 23. | B |
| 4. | C | 14. | D | 24. | D |
| 5. | D | 15. | E | 25. | A |
| 6. | A | 16. | B | 26. | C |
| 7. | B | 17. | C | 27. | B |
| 8. | D | 18. | B | 28. | D |
| 9. | A | 19. | E | 29. | D |
| 10. | C | 20. | A | 30. | E |

Unit Review Semester 2

- | | | | | | |
|-----|---|-----|---|-----|---|
| 1. | C | 11. | D | 21. | E |
| 2. | B | 12. | A | 22. | C |
| 3. | E | 13. | C | 23. | E |
| 4. | D | 14. | B | 24. | B |
| 5. | C | 15. | A | 25. | D |
| 6. | A | 16. | B | 26. | A |
| 7. | E | 17. | B | 27. | D |
| 8. | B | 18. | D | 28. | B |
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MINI DICTIONARY

abuse [ə'bjʊ:s] (<i>kkt, kb</i>)	: menyalahgunakan, penyalahgunaan
accustomed [ə'kʌstəmd] (<i>ks</i>)	: terbiasa
acquire [ə'kwairə] (<i>kkt</i>)	: belajar, memperoleh
addicted [ə'dɪktɪd] (<i>ks</i>)	: kecanduan
adjusted [ə'dʒʌstɪd] (<i>ks</i>)	: terbiasa
admire [əd'maɪə] (<i>kki</i>)	: mengagumi
adverse [ˈædvə:s] (<i>ks</i>)	: merugikan
afford [ə'fɔ:d] (<i>kkt</i>)	: mampu
apparatus [æpə'reɪtəs] (<i>kb</i>)	: aparatur
attempt [ə'tempt] (<i>kkt</i>)	: berusaha
average [ˈævərɪdʒ] (<i>kb</i>)	: rata rata
aviation [eɪvɪ'eɪʃn] (<i>kb</i>)	: penerbangan
banter [ˈbæntə] (<i>kb</i>)	: olok-olokan
behold [br'həʊld] (<i>kkt</i>)	: melihat
bench [bentʃ] (<i>kb</i>)	: bangku
bewitch [br' wɪtʃ] (<i>kkt</i>)	: menyihir
bind [baɪnd] (<i>kkt</i>)	: menjilid
blood vessel [blʌd 'vesl] (<i>kb</i>)	: pembuluh darah
board [bɔ:d] (<i>kkt</i>)	: naik
bombastic [bɒmbæstɪk] (<i>ks</i>)	: berlebihan
bookstore ['bʊkstɔ] (<i>kb</i>)	: toko buku
bootleg ['bu:tlɛg] (<i>kb</i>)	: selundupan/ilegal
break out ['breɪk 'aʊt] (<i>kki</i>)	: mulai, pecah
brotherhood ['brʌðəhʊd] (<i>kb</i>)	: persaudaraan
buck up ['bʌk 'ʌp] (<i>ks</i>)	: lincah, bersemangat
budget ['bʌdʒɪt] (<i>kkt</i>)	: mengatur
bulb [bʌlb] (<i>kb</i>)	: bola lampu
bully ['bʊli] (<i>kkt</i>)	: mengganggu, mengerjai
cameo role ['kæmiəʊ rəʊl] (<i>ks</i>)	: peran
carrier ['kæriə] (<i>kb</i>)	: sarana transportasi
caught-catch [kɔ:t] (<i>kkt</i>)	: tertangkap
caulk ['kɔ:zl] (<i>kkt</i>)	: mendempul
celebrity [sə'lebrɪti] (<i>kb</i>)	: selebriti, orang terkenal
charge [tʃɑ:dʒ] (<i>kb</i>)	: tuntutan, tuduhan
charm [tʃɑ:m] (<i>kb</i>)	: jimat
chemical ['kemɪkl] (<i>kb</i>)	: bahan kimia
chore [tʃɔ:] (<i>kb</i>)	: pekerjaan, tugas
climate ['klaɪmət] (<i>kb</i>)	: iklim
collection [kə'leɪʃən] (<i>kb</i>)	: koleksi
commit [kə'mɪt] (<i>kkt</i>)	: berbuat, melakukan
commute [kə'mju:t] (<i>kki</i>)	: pulang pergi kerja
compare [kəm'peə](<i>kki</i>)	: membandingkan

cone [kəʊn] (kb)	: buah pohon cemara
confidante ['kɒnfɪdænti] (kb)	: wanita kepercayaan
confident ['kɒnfɪdənt] (ks)	: percaya diri
consequence ['kɒnsɪkwəns] (kb)	: konsekuensi
consternation [kɒnstə'neɪʃn] (kb)	: kekhawatiran besar
core [kɔ:] (kb)	: inti
counselor ['kaʊnsələ] (kb)	: penasihat
courtier ['kɔ:tjə] (kb)	: anggota istana
crack-cracked [krækt] (kb)	: retak
cranky ['kræŋki] (ks)	: cepat marah/ tersinggung
crash [kræʃ] (kb)	: tabrakan
creativity [kri'eɪtɪvɪti] (kb)	: kreativitas, daya cipta
crib [krɪb] (kb)	: keranjang bayi
croft [krɒft] (kb)	: ladang/kebun sempit
crown [kraʊn] (kb)	: mahkota
crumbly ['krʌmbli] (ks)	: rapuh
cynic ['sɪnɪk] (kb)	: orang yang suka meragukan
damage ['dæmɪdʒ] (kkt)	: merusak
dart [dɑ:t] (kkt)	: berlari cepat dgn tiba-tiba
darts [dɑ:ts] (kb)	: permainan (anak panah)
dead [ded] (ks)	: tewas
defeat [dɪ'fi:t] (kkt)	: menaklukkan
dependent [dɪ'pendənt] (ks)	: bergantung
depletion [dɪ'pli:ʃən] (kb)	: penipisan, kehabisan
derive [dɪ'raɪv] (kkt)	: mendapat
destructive [dɪ'strʌktɪv] (ks)	: bersifat merusak
detrimental [detrɪ'mentl] (ks)	: merusak
devastating ['devəsteɪtɪŋ] (ks)	: menghancurkan
devour [dɪ'vaʊə] (kkt)	: melahap
dilated pupil [daɪ'leɪtɪd 'pju:pɪl] (kb)	: pupil membesar
dilute [daɪ'lju:t] (kkt)	: mencairkan
dishwasher ['dɪʃwɔʃə] (kb)	: mesin pencuci piring
disrupt [dɪs'rʌpt] (kkt)	: mengacaukan
doomed [du:mt] (ks)	: malapetaka
dose [dəʊs] (kb)	: jumlah, takaran
drooped [dru:pd] (kki)	: terasa berat, layu
drought [draʊt] (kb)	: kekeringan
dumb [dʌm] (ks)	: bodoh, dungu
dwarf [dwɔ:f] (kb)	: orang kecil
earful [ɪə fʊl] (kb)	: teguran, celaan
eccentric [ɪk'sentɪk] (ks)	: aneh
effort ['efət] (kb)	: usaha
emerge [ɪ'mə:dʒ] (kki)	: muncul
enact [ɪ'nækt] (kkt)	: menjadikan, memerankan
enchanted [ɪn'tʃɑ:ntɪd] (ks)	: mempesonakan, memikat
entreaty ['entri:ti] (kb)	: permohonan

environment [ɪn'vaɪərənmənt] (kb)	: lingkungan
episode ['epɪsəʊd] (kb)	: kisah, peristiwa
essence ['esəns] (kb)	: intisari, pokok
euphoric [ju:'fɔːrɪk] (ks)	: sangat senang
exaggerate [ɪg'zædʒəreɪt] (kki, kkt)	: berlebih-lebihan, membesar-besarkan
excessive [ɪk'sesɪv] (ks)	: berlebihan, terlalu banyak
expand [ɪk'spænd] (kkt)	: memperluas
expect [ɪk'spekt] (kkt)	: mengharapkan
expenses [ɪk'spensɪz] (kb)	: pengeluaran
expertise [ekspə'tiːz] (kb)	: keahlian
exposed [ɪk'spəʊzd] (ks)	: diberitakan
extinguish [ɪk'stɪŋgwɪʃ] (kkt)	: mematikan
exuberance [ɪg'zjuːbərəns] (kb)	: antusiasme yang tinggi
fairyland ['feəri lænd] (kb)	: tempat menyenangkan
fare [feə] (kb)	: biaya perjalanan
fetch [fetʃ] (kkt)	: mengambilkan
fine [faɪn] (kb)	: denda
fir [fɜː] (kb)	: semacam pohon cemara
firefly ['faɪəflaɪ] (kb)	: kunang-kunang
fit [fɪt] (kkt)	: mencocokkan diri
fix [fɪks] (kkt)	: memperbaiki
flapped [flæpd] (kkt)	: mengepakkan sayap
flier ['flaɪə] (kb)	: penumpang pesawat
flight attendance [flaɪt ə'tendənt] (kb)	: pramugari
flight [flaɪt] (kb)	: penerbangan
flitted [flɪtɪd] (kkt)	: melayang cepat
flood [flʌd] (kb)	: banjir
flour ['flaʊə] (kb)	: tepung
fluorescent bulb [fluə'resənt bʌlb] (kb)	: lampu pijar
fluttered ['flʌtəd] (kkt)	: mengipaskan (sayap)
forecast ['fɔːkɑːst] (kkt)	: meramalkan
foresight ['fɔːsaɪt] (kb)	: tinjauan ke masa depan
frill [frɪl] (kb)	: tambahan
fuel ['fjuːl] (kb)	: bahan bakar
fund [fʌnd] (kb)	: dana
garbage ['gɑːbɪdʒ] (kb)	: sampah, limbah
gasoline ['gæsəliːn] (kb)	: bensin, minyak gas
giggle ['gɪgl] (kb)	: terkikih-kikih
glacier ['glæsiə] (kb)	: gunung es
gooey ['guːi] (ks)	: lengket
gracious ['greɪʃəs] (ks)	: sangat ramah
grade [greɪd] (kb)	: nilai
grant [grɑːnt] (kkt)	: mengabdikan
grant [grɑːnt] (kb)	: dana bantuan
greenhouse gases ['griːnhaʊs 'gæsɪz] (kb)	: gas rumah kaca
grieving [griːvɪŋ] (ks)	: sedih, berduka cita

groom [gru:m] (<i>kb</i>)	: tukang kuda
grudgingly ['grʌdʒɪŋli] (<i>kk</i>)	: dengan enggan
guarantee [gærən'ti:] (<i>kkt</i>)	: menjamin
harassment ['hærəsmənt] (<i>kb</i>)	: gangguan
health [helθ] (<i>kb</i>)	: kesehatan
heap [hi:p] (<i>kb</i>)	: tumpukan
heat [hi:t] (<i>kb</i>)	: panas
hemp [hemp] (<i>kb</i>)	: rami
hilarious [hɪ'leəriəs] (<i>ks</i>)	: riang, gembira
hoarseness [hɔ:snəs] (<i>kb</i>)	: keparauan (suara)
honour ['hɒnə] (<i>kb</i>)	: kehormatan, kemurnian
humiliate [hjʊ'mɪliəɪt] (<i>kkt</i>)	: menghina, mempermalukan
hurdle over ['hʊ:dl 'əʊvə] (<i>kkt</i>)	: melintasi
hurricane ['hʌrɪkən] (<i>kb</i>)	: angin topan
icing ['aɪsɪŋ] (<i>kb</i>)	: lapis
impaired [ɪm'peəd] (<i>ks</i>)	: terganggu
imprison [ɪm'prɪzn] (<i>kkt</i>)	: memenjarakan
inconvenience [ɪnkən'vi:niəns] (<i>kb</i>)	: ketidaknyamanan
indigenous [ɪn'dɪdʒənəs] (<i>ks</i>)	: asli
inject [ɪn'dʒekt] (<i>kkt</i>)	: menyuntikkan
inland ['ɪnlænd] (<i>kb</i>)	: daratan
insufficient [ɪnsə'fɪʃnt] (<i>ks</i>)	: tidak cukup
insulate ['ɪnsjuleɪt] (<i>kkt</i>)	: menyekat
intelligent [ɪn'telɪdʒənt] (<i>ks</i>)	: cerdas, terpelajar
intend [ɪn'tend] (<i>kkt</i>)	: bermaksud
interfere [ɪntə'fɪə] (<i>kki</i>)	: mencampuri
interference [ɪntə'fɪərəns] (<i>kb</i>)	: campur tangan
interpersonal [ɪntə'pɜ:sənəl] (<i>ks</i>)	: antar perseorangan
irritant ['ɪrɪtənt] (<i>kb</i>)	: bahan - yang mengganggu
island ['aɪlənd] (<i>kb</i>)	: pulau
isolation [aɪsə'leɪʃn] (<i>kb</i>)	: keterasingan
kaleidoscope [kə'laɪdəskəʊp] (<i>kb</i>)	: kaleidoskop
lack [læk] (<i>kkt</i>)	: kurang
landslide ['lændslaɪd] (<i>kb</i>)	: tanah longsor
leak [li:k] (<i>kki</i>)	: bocor
leisure ['leɪʒə] (<i>kb</i>)	: waktu luang
leprechauns ['leprəkɔ:nz] (<i>kb</i>)	: peri
lessen ['lesən] (<i>kkt</i>)	: mengurangi, memperkecil
loan [ləʊn] (<i>kb</i>)	: pinjaman
lodge [lɒdʒ] (<i>kkt</i>)	: mengajukan
manly ['mænli] (<i>ks</i>)	: jantan, gagah
marine life [məri:'ri:n laɪf] (<i>kb</i>)	: kehidupan laut
massive ['mæsɪv] (<i>ks</i>)	: sangat besar
meadow ['medəʊ] (<i>kb</i>)	: padang rumput
melt [melt] (<i>kki</i>)	: meleleh, mencair
mend [mend] (<i>kkt</i>)	: memperbaiki

mesmerized ['mezmərəɪzd] (ks)	: terpesona
mill [mɪl] (kb)	: penggilingan
miller ['mɪlə] (kb)	: tukang giling
moonbeam [mu:nbi:m] (kb)	: cahaya bulan
mosquito [mə'ski:təʊ] (kb)	: nyamuk
mountain ['maʊntən] (kb)	: gunung
mower ['məʊ] (kb)	: mesin pemotong rumput
munch [mʌŋʃ] (kb)	: mengunyah
nasty ['nɑ:sti] (ks)	: sangat tidak menyenangkan
necessity [nə'sesɪti] (kb)	: kebutuhan
nurturing ['nɜ:tʃərɪŋ] (ks)	: pemeliharaan, pengasuh
ode [əʊd] (kb)	: kisah
outlawed ['aʊtlɔ:d] (ks)	: belum sah
overcome [əʊvə'kʌm] (kkt)	: mengatasi
overdrive [əʊvə'draɪv] (kb)	: alat penambah kecepatan
overrun [əʊvə'rʌn] (kkt)	: melampaui batas
pad [pæd] (kb)	: bantalan
pawn [pɔ:n] (kb)	: pion, bidak
peep [pi:p] (kki)	: mengintip
penalty ['penəlti] (kb)	: hukuman
performance [pə'fɔ:məns] (kb)	: penampilan
plead [pli:d] (kkt)	: meminta/memohon
pole vault [pəʊl vɔ:lt] (kki)	: melompat
pollination [pɒlɪ'neɪʃən] (kb)	: penyerbukan
predict [prɪ'dɪkt] (kkt)	: memprediksi, meramalkan
prescribe [prɪ'skraɪb] (kkt)	: menuliskan resep
principality [prɪnsɪ'pælɪti] (kb)	: kerajaan, kepangeran
prison ['prɪzn] (kb)	: penjara
puffy [pʌfi] (ks)	: bengkak, gembung
pull over ['pʊl 'əʊvə] (kkt)	: menepi
purity ['pjʊərɪti] (kb)	: kemurnian
rafter ['rɑ:ftə] (kb)	: usuk
rainfall ['reɪnfɔ:l] (kb)	: curah hujan
raucous ['rɔ:kəs] (ks)	: parau
recede [ri'si:d] (kki)	: surut
reduce [ri'dju:s] (kkt)	: mengurangi
release [ri'li:s] (kkt)	: melepaskan, mengeluarkan
rely [ri'laɪ] (kki)	: bersandar
respiratory tract [rə'spɪrətəri trækt] (kb)	: sistem pernapasan
restless ['restləs] (ks)	: resah, gelisah
retreat [ri'tri:t] (kki)	: mengasingkan diri
rise [raɪz] (kki, kb)	: naik, kenaikan
rock [rɒk] (kb)	: batu karang
rod [rɒd] (kb)	: tangkai
runny nose ['rʌni nəʊz] (kb)	: hidung beler
runway ['rʌnweɪ] (kb)	: landasan pesawat

sabotage ['sæbətɑ:ʒ] (<i>kkt</i>)	: merusakkan
sadness ['sædnəs] (<i>kb</i>)	: kesedihan
salary ['sæləri] (<i>kb</i>)	: gaji
savings ['seɪvɪŋz] (<i>kb</i>)	: uang tabungan
scamp ['skæmp] (<i>kb</i>)	: anak nakal
scarcely ['skeəslɪ] (<i>kk</i>)	: dengan hampir tidak mungkin
school work ['sku:l wə:k] (<i>kb</i>)	: pekerjaan sekolah
scientist ['saɪəntɪst] (<i>kb</i>)	: ahli ilmu pengetahuan
scrap paper [skræp 'peɪpə] (<i>kb</i>)	: kertas bekas
screenplay ['skri:npleɪ] (<i>kb</i>)	: naskah, skenario
sea level ['si: 'levl] (<i>kb</i>)	: permukaan air laut
season ['si:zən] (<i>kb</i>)	: musim
severity [sə'verɪti] (<i>kb</i>)	: hebatnya
sheltered ['ʃeltəd] (<i>ks</i>)	: tersembunyi
shred [ʃred] (<i>kb</i>)	: irisan
shrieked [ʃri:kəd] (<i>kki</i>)	: menjerit
skittle ['skɪtl̩] (<i>kb</i>)	: pin bowling
slapstick ['slæpstɪk] (<i>kb</i>)	: lelucon
slightest [slɑ:təst] (<i>ks</i>)	: yang paling kecil
slippers ['slɪpəz] (<i>kb</i>)	: sandal selop
sneak out [sni:k aʊt] (<i>kkt</i>)	: menyelip
sniff [snɪf] (<i>kkt</i>)	: menghirup
snort [snɔ:t] (<i>kki</i>)	: mendengus
snow [snəʊ] (<i>kb</i>)	: salju
somersault [sʌməsɔ:t] (<i>kb</i>)	: jungkir balik
speculate ['spekjuleɪt] (<i>kkt</i>)	: berspekulasi
spell [spel] (<i>kb</i>)	: mantra (sihir)
spell [spel] (<i>kb</i>)	: mantra
spirit ['spɪrɪt] (<i>kb</i>)	: kekuatan, makhluk halus
spouse ['spauz] (<i>kb</i>)	: pasangan (suami/istri)
stable ['steɪbl̩] (<i>kb</i>)	: kandang kuda
staggered ['stæɡəd] (<i>kkt</i>)	: jalan terhuyung-huyung
stamina ['stæmɪnə] (<i>kb</i>)	: stamina, daya tahan tubuh
stamp [stæmp] (<i>kkt</i>)	: menumbuk
stand by mode [stænd baɪ məʊd] (<i>kb</i>)	: mode stand-by
stare [steə] (<i>kkt</i>)	: menatap, memandang
stir [stɜ:] (<i>kkt</i>)	: menggerakkan
strive [straɪv] (<i>kki</i>)	: berusaha keras
suspicious [sə'spɪʃəs] (<i>ks</i>)	: curiga
sustain [sə'steɪn] (<i>kkt</i>)	: menyokong, menahan
sustainable [sʌs'teɪnəbl̩] (<i>ks</i>)	: aman, tidak merusak
symptom ['sɪmptəm] (<i>kb</i>)	: gejala
taughen ['tʌfn̩] (<i>kkt</i>)	: menguatkan
temperature ['temprətʃə] (<i>kb</i>)	: suhu
thermostat [θə:mə'stæt] (<i>kb</i>)	: alat pengatur panas
thoroughly [θʊərəli] (<i>kk</i>)	: sepenuhnya

thunderstorm [ˈθʌndəstɔ:m] (kb)	: petir, guntur
tide [taɪd] (kb)	: pasang (air laut)
torn [tɔ:n] (ks)	: sobek
trace [treɪs] (kb)	: jejak
traffic controller [ˈtræfɪk kənˈtrəʊlə] (kb)	: pengawas lalu lintas (udara)
traffic offence [ˈtræfɪk əˈfens] (kb)	: pelanggaran lalu lintas
tremor [ˈtremə] (kb)	: gemetaran
trusted [trʌsˈtɪd] (ks)	: dipercaya
tsunami [ˈtsuːnɑ:mi] (kb)	: tsunami
tuck [tʌk] (kkt)	: menyelipkan
tuition fee [tʃuːʃn fi:] (kb)	: biaya sekolah
turbulence [ˈtɜ:bjʊləns] (kb)	: gangguan
turn into [ˈtɜ:n ˈɪntu] (kkt)	: disihir menjadi
twig [twɪɡ] (kb)	: ranting
unmarred [ʌnˈmɑ:rd] (ks)	: tidak terusak
vacancy [ˈveɪkənsi] (kb)	: lowongan pekerjaan
vagabond [ˈvæɡəbɒnd] (kb)	: pengembara
vanish [ˈvæniʃ] (kki)	: lenyap, menghilang
vomit [ˈvɒmɪt] (kki)	: muntah
voyager [ˈvɔɪdʒə] (kb)	: pelayar
wage [weɪdʒ] (kb)	: upah
wanderer [ˈwɒndrə] (kb)	: pengembara
warrior [ˈwɒrɪə] (kb)	: pejuang, prajurit
wear off [weə ɒf] (kki)	: berangsur-angsur hilang
witch [wɪtʃ] (kb)	: tukang sihir wanita
wonderment [ˈwʌndəmənt] (kb)	: keheranan
wry [raɪ] (ks)	: miring, mencong
yowl [jəʊl] (kki)	: meraung

GLOSSARY

accusing	:	saying that someone has done something wrong
adjectives	:	words which describe a noun
admitting	:	saying that something is true
antonym	:	word which means the opposite
argument against	:	a set of reasons given in opposition to something
argument for	:	a set of reasons given in favour of something
argument	:	a set of reasons given in support of something.
asking plans	:	putting a question to get information about plans
assessing	:	calculating the value of
author	:	a writer of a book, article, or report
blaming	:	saying that someone is responsible for something
character	:	person in a play or novel
classified ads	:	newspaper advertisements which are listed under special headings, such as 'jobs wanted' or 'household items for sale
clause	:	part of a sentence; the sentence has two clauses, separated by the conjunction; 'and' main clause = main part of a sentence subordinate clause = clause which depends on the main clause
coda	:	a concluding event, remark, or section
complaining	:	saying that something is no good or does not work properly
complication	:	a circumstance that complicates something; a difficulty = an involved or confused condition or state
con	:	in opposition to
conclusion	:	the summing-up of an argument or text
conditional sentence	:	sentence beginning with 'if' or 'unless', which contains or implies a condition
connecting ideas	:	words used to link up with ideas
context	:	the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood. = the parts that immediately precede and follow a word or passage and clarify its meaning
criticizing	:	expressing a critical assessment of (a literary or artistic work)
discussing possibilities	:	talking about a serious matter or problem which is being likely to happen
discussion	:	a talking or writing used to look at more than one side of an issue. It allows us to explore various perspectives before coming to an informed decision
either	:	used with a negative, or to make a statement stronger
encouraging	:	giving support, confidence, or hope to
excerpt	:	small part (of a larger piece of music or writing)
explanation sequence	:	a particular order in which related explanation follow each other
explanation	:	a talking or writing telling how or why things occur in scientific and technical fields

expressing curiosity	:	saying a strong desire to know or learn something
expressing hopes	:	saying a feeling of expectation and desire
expressing intentions	:	saying aim or plan to do something
expressing stance	:	saying point of view, opinion
fable	:	a short story, typically with animals as characters, conveying a moral
fairytale	:	children's story about fairies, princesses, giants, etc.
general statement	:	an identifying statement about what is to be explained
genre	:	type of art, writing, etc.
gerund	:	a verb form which functions as a noun
gesture	:	movement of hands, etc., to show feeling
giving instructions	:	showing indication of how something is to be done or used
judgement	:	the ability to make considered decisions or form sensible opinions.
an opinion or conclusion		
judging	:	forming an opinion about
moral value	:	lesson which you can find in a story
narrative	:	a spoken or written account of connected events; a story
neither	:	not either
novel	:	long story with imaginary characters and plot
opinion	:	what someone thinks about something, a view or judgement not necessarily based on fact or knowledge
orientation	:	the stage in a narrative which 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place
passive sentences	:	form of a verb which shows that the subject is being acted upon
persuading	:	getting someone to do what you want by explaining or asking
persuasive language	:	a sentence providing sound reasoning or argument
phrase	:	short sentence or group of words
predicting	:	stating that (a specified event) will happen in the future
preposition	:	a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element, as in 'she arrived after dinner' and 'what did you do it for?'
preventing	:	keeping from happening or arising. making unable to do something pro in favour of
promising	:	assuring that one will do something or that something will happen
proposing	:	suggesting or making a suggestion
proverb	:	saying which teaches you something
recommendation	:	advice
reflection	:	serious thought or consideration, a considered idea, expressed in writing or speech
regretting	:	being sorry that something has happened, feel or express sorrow, repentance, or disappointment over
relative clauses	:	denoting a pronoun, determiner, or adverb that refers to an expressed or implied antecedent and attaches a subordinate clause to it, e.g. which. (of a clause) attached to an antecedent by a relative word

requesting	:	politely or formally asking for. politely or formally asking (someone) to do something
resolution	:	a stage in narrative in which the problem is resolved
review	:	written comments on a book, play, film, etc., published in a newspaper, magazine, the internet
setting	:	background for a story
speculating	:	making guesses about
stating objectives	:	stating aims or goals
stating plans	:	giving information about plans clearly
strengthening statements	:	making the statements to become stronger
stress	:	loudness of your voice when you pronounce a word or syllable
syllable	:	a whole word or part of a word which has one single sound
synonym	:	word which means nearly the same thing as another word
text description	:	a stage in a review text which describes the main characters and the pattern of their relationships
weakening statements	:	making the statement to become weak

Interlanguage:

Science
and Social
Study
Programme

English for Senior High School Students XII

Interlanguage adalah seri bahan ajar Bahasa Inggris untuk siswa SMA. Bahan ajar ini didesain untuk membuat pembelajar secara bertahap mencapai kompetensi berbahasa yang lebih tinggi. Materi-materi dan kegiatan-kegiatan yang ada dalam buku ini disampaikan melalui beberapa tahapan, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, latihan berkomunikasi dalam bahasa target, evaluasi, dan refleksi.

Materi yang dikembangkan dalam bahan ajar ini diorganisasikan ke dalam dua (2) siklus pembelajaran, yaitu siklus lisan dan siklus tulis yang disampaikan secara terintegrasi. Masing-masing siklus mengembangkan ketrampilan berbahasa yang berbeda, yaitu menyimak dan berbicara (siklus lisan) dan membaca dan menulis (siklus tulis). Kegiatan dalam siklus lisan membantu siswa dalam memahami berbagai ungkapan dalam konteks kehidupan sehari-hari, seperti bagaimana mengakui kesalahan, berjanji, memprediksi, memberikan penilaian dan lain-lain. Sedangkan kegiatan dalam siklus tulis membantu siswa memahami berbagai jenis teks seperti *narrative*, *explanation*, *discussion* dan lain-lain.



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