



BAHASA INGGRIS



SMA/MA
SMK/MAK
KELAS
XI
Semester 2

MILIK NEGARA
TIDAK DIPERDAGANGKAN

Disklaimer: Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan “dokumen hidup” yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.

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420

Kontributor Naskah : Mahrukh Bashir.

Penelaah : Helena I.R Agustien dan Emi Emilia.

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Kata Pengantar

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Didalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas pendidik dan satuan pendidikan. Peran Bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar dalam Bahasa Inggris dibanding semua sumber belajar dalam semua bahasa lainnya digabungkan.

Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting Bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara. Dengan demikian kompetensi lulusan Pendidikan Menengah yang dirumuskan sebagai mampu menjadi cerminan bangsa yang berkontribusi aktif dalam pergaulan dan peradaban dunia dapat tercapai.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk Pendidikan Menengah Kelas XI yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan Bahasa Inggris sebagai wahana komunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan peserta didik menangkap makna yang tersurat dan tersirat dalam suatu teks; juga untuk menyajikan gagasan dalam bentuk teks yang mudah dipahami makna kandungannya dan diapresiasi keindahan pilihan rangkaian katanya.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan: dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa dan sikap menghargai keindahan bahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak menjadi berani untuk mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam bentuk kegiatan-kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Implementasi terbatas Kurikulum 2013 pada tahun ajaran 2013/2014 telah mendapatkan tanggapan yang sangat positif dan masukan yang sangat berharga. Pengalaman tersebut dipergunakan semaksimal mungkin dalam menyiapkan buku untuk implementasi menyeluruh pada tahun ajaran 2014/2015 dan seterusnya. Walaupun demikian, sebagai edisi pertama, buku ini sangat terbuka dan perlu terus dilakukan perbaikan dan penyempurnaan. Oleh karena itu, kami mengundang para pembaca memberikan kritik, saran dan masukan untuk perbaikan dan penyempurnaan pada edisi berikutnya. Atas kontribusi tersebut, kami ucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Januari 2014
Menteri Pendidikan dan Kebudayaan

Mohammad Nuh

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KDT

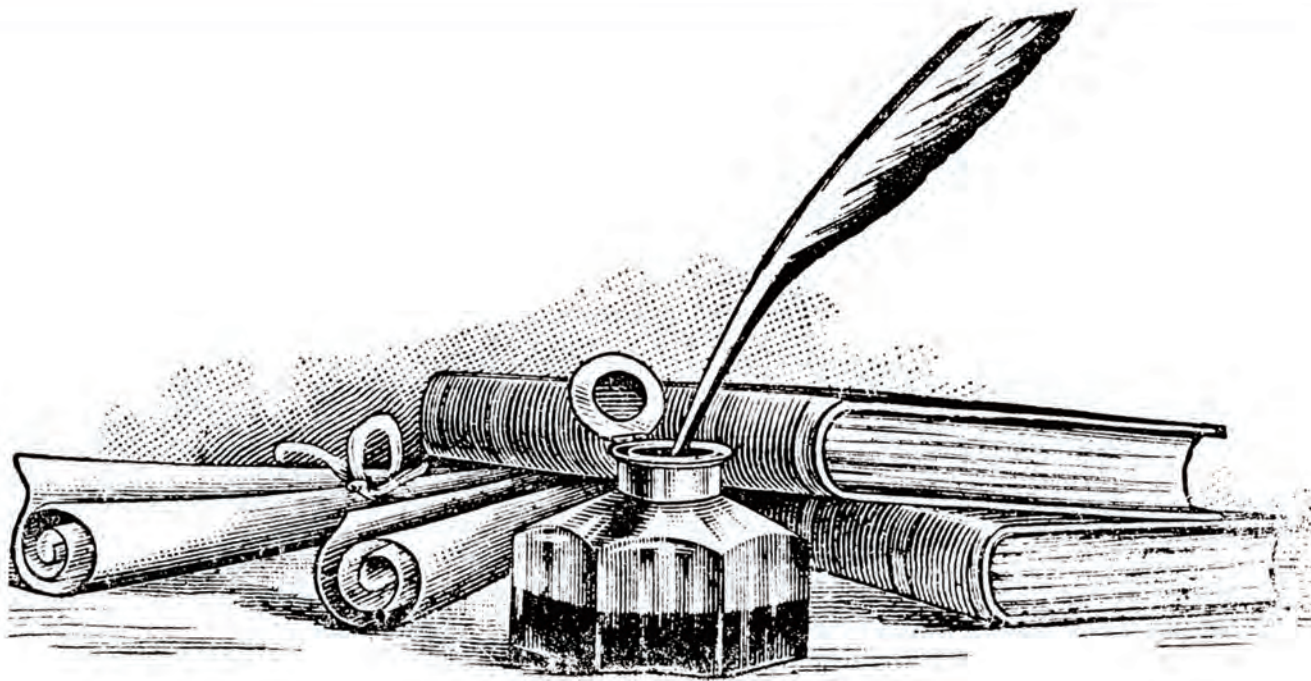
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CHAPTER 06

The story of writing!



CHAPTER 6

The story of writing!

In this chapter you will:

- Read an article
- Have a discussion
- Learn how to write procedural text
- Write procedural text

Prereading Activities

Personal Connection

Have you ever read procedural or technical instructions for doing some task? Do you think it was easy to complete the task after reading the instructions or it became more complicated? Share your experience with your classmates and teacher.



Genre Connection

Technical writing is a kind of writing which involves simplifying the complex details. Technical writing involves communicating complex information in a simple way in order to accomplish certain tasks or goals. Manuals, instructions, contracts, FAQs (frequently asked questions), knowledge-based articles, process flows, and help files are examples of Technical writing. Technical writing focuses on clarity and exactness rather than elegance (Alred et al, 2006).



Reading Activity

Story of Technical Writing

History of Writing

Language was born at the same time as man was created. Language existed long before writing came into existence. The advent of writing can be said to have emerged when man started to settle down. The initial writing found was in form of pictures. Egyptians developed the most famous and well-known form of picture writing known as the hieroglyphics (Larkin, 1999).

Early Writing

Initially man used to express and record through signs and pictures on walls of caves and later on clay tablets. The Mesopotamians developed one of the earliest writing systems, they had specialist known as scribes. These scribes were the only ones who could write. Their writing system was essentially used to measure barley, which was considered the most important commodity at that time. (Larkin, 1999)

Writing Systems

As time passed and man progressed these signs became more sophisticated and instruments for writing were developed. Cuneiform script came into existence and it was used in different cities to record a variety of information such as temple activities, business and trade. Eventually it was also used to write stories, myths and personal letters. It is debated that writing systems were developed in four major civilizations: Indus valley in Ancient India, Chinese, Mesopotamian, and Egyptian independently but around the same time. (Daniels & Bright, 1996)

As man evolved, so did writing. Greeks developed the earliest ways of writing which is quite similar to the modern writing system. They used to write with metal stylus on wax-coated tablets. The invention and use of ink by Chinese took writing to new heights. Advancement in technologies altered what was written and how it was produced. During the Golden age of Islam, Arabic script was prominently used everywhere and it became one of the world's standard scripts. By the end of 16th century old Roman and Greek letters were transformed into twenty-six alphabets letters, as we know today.

Writing in Education

Formal education played a significant role in bringing the writing to masses. This changed the nature of writing and evolved into the form we know now.

Writing is considered a very powerful learning tool and plays a very crucial role in our education. It helps us discover new information, ideas, evaluate our thoughts and opinions. Writing is broadly divided into fiction and non-fiction. Fiction is a kind of writing that deals with ideas or events that are imaginary or theoretical whereas non-fiction is a kind of writing that is based on facts and information. Major types of non-fiction literature are essays, journals, memoirs, technical documentation/writing, scientific papers, travel books, blue prints and user manuals.

What is technical writing?

Technical writing is a kind of non-fiction writing. It is used for technical communication and is often associated with help files, procedure and user manuals. One of the important uses of technical writing is step-by-step explanation of how to do things, for example assemble a machine, repair something, routine maintenance, recipe to make something. It focuses on simplifying something which is complex. It can be said that technical writing involves creating useful documents that can be clearly understood by the readers. Good technical writing presents useful information in a way that is easily understood by the users.

The origin of technical writing can be traced back to Geoffrey Chaucer who wrote “Treatise of Astrolabe”, the first technical writing in English Language. This treatise is considered the oldest work in English describing a complex scientific instrument. This document is admired for its clarity in explaining difficult concepts (North, 1988).

Technical writing as a discipline came into existence around the World War 1 due to the growing need in technology-based documentation. In 1953, the society of technical writers and the association of technical writers and editors were set up to improve the practice of technical writing. Later these two organizations merged and formed Society of Technical Communication. The golden age of technical writing started with invention of computers and the need for help files for the laymen (Alfred, et al, 2006).

Characteristics of good technical writing

A well-written piece of technical writing presents information in a

relevant, useful and accurate way, which is targeted towards a special audience. A good technical document requires the following techniques:

- Clear, simple writing;
- A thorough understanding of the procedure in all its technical details;
- Ability to put yourself in the place of the reader, the person trying to use your instructions;
- Ability to visualize the procedure in great detail and to capture that awareness on paper;
- Finally, willingness to go that extra distance and test your instructions (Alred, et al, 2006).

Conclusion:

Lots of changes have taken place in the field of technical writing. Now there are specified writers called technical writers. Technical writing has its own categories. Technical writers work together with editors, graphic designers and illustrators, document specialists, content managers, instructional designers, trainers, and analysts to produce an amazing variety of deliverables, including: contracts, customer service scripts, design documents, FAQs, how-to-do videos, instructions, knowledge-based articles, policy documents, user manuals, training course materials, warning labels, help files, white papers, etc.

Hieroglyphics



Picture 6.1 (Source: wikipedia)

Cuneiform script

MEANING		OUTLINE CHARACTER, B. C. 3500	ARCHAIC CUNEIFORM, B. C. 2500	ASSYRIAN, B. C. 700	LATE BABYLONIAN, B. C. 500
1.	The sun				
2.	God, heaven				
3.	Mountain				
4.	Man				
5.	Ox				
6.	Fish				

Picture 6.2 (Source: wikipedia)



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Do you think writing changed our society? How? Give reasons to support your answer.
2. “Need is the mother of invention.” Do you think this saying is applicable to the development of technical writing? Discuss how it is applicable and support your discussion with reasons.
3. Which is your favorite kind of writing? Why? Give reasons for your answer.
4. What do you think would have motivated the early man to record and draw on walls using signs and symbols? Discuss.
5. Discuss differences between different genres of writing like fiction and non-fiction? You may focus on:
 - a. How are they different?
 - b. How do they speak to different audiences?

Discussion Notes:



PERSONAL JOURNAL WRITING

Do you think advent of writing has had a major influence in making our world as it is now? If writing had not been invented what would our world be like? Reflect on it for a few minutes. Write your reflections here.



Building Blocks

Procedural/Instructional Text

Procedure involves following steps:

Title (purpose)

Ingredients/Materials

Steps/Method

- 1.
- 2.
- 3.
- 4.
- 5.

Tips

The procedural text tells the readers how to do or make something. The information is presented in logical sequence of events that are broken into steps.

A procedure is a sequence of steps in a particular order. It is also known as instructions or directions. The most common example of procedural text is a recipe.

There are three (3) types of procedural texts:

- > Texts that explain **how** something works or how to **use** instructions or operation manual, for example, how to use a video game, a computer etc.
- > Texts that instruct how to **do** a particular activity, for example, games, science experiments etc.
- > Texts that explain how to make something, for example recipes (Wing, 1991).



Language features of procedural text:

Let's look at the noun phrase pattern.

This is the pattern we follow when writing procedural text.

NUMERATIVE	DESCRIPTOR	CLASSIFIER	NOUN
2 teaspoons	brown	palm	sugar
4 pieces	soft	Japanese	tofu
10 pieces	fresh	Indonesian	chilies
5 cups	white	Thai	rice

Let's look at adverbs in procedural text.

Adverbs are words that modify verbs, adjectives and other adverbs. They tell us how, when, where and under what conditions something happens. Adverbs usually end in -ly but all adverbs do not end in -ly, for example: quite, really, wonderfully, beautifully etc.

EVENT	CIRCUMSTANCES
- You should fry the banana slices	for 3 minutes till they turn golden brown.
- You drill the holes in the wall	carefully so that the holes are of the same size.
- You should press the button	gently.
- You should stir the sauce	vigorously, so that lumps do not form.
- When the class is over, walk towards the bus.	quietly.
- You should filter the solution	carefully till the water is clear.
- Add remaining vegetables to the	slowly .

Let's look at Action verbs pattern.

Action verbs are used to give instructions to represent the processes involved in completing the task.

ACTION VERBS	TASK
Cut	the bananas into thin slices.
Put	the bananas on the plate.
Wash	the vegetables before cutting them.
Fold	the wrap slowly.
Twist	the dough into small rings.
Drill	holes in the plank.
Squeeze	a little amount of glue.
Don't cut	the apple slices too thin.
Don't put	cream on the fruits.
Don't drill	too deep.

Let's look at the temporal conjunction pattern.

Temporal conjunctions are used to ensure that processes are placed in correct order.

TEMPORAL CONJUNCTION	PROCESS
First,	take a slice of bread,
Then,	spread some butter on it,
After that,	fold the bread
Finally,	your bread is ready.

Let's look at the modal verb pattern.

Modal verbs are used in instructions to lessen or heighten the degree of requirement in completing the task.

- You **should** beat the egg vigorously.
- You **might** add some chilies, if you **like**.
- You **could** add some extra holes in the plank.

ALWAYS REMEMBER

- Use **Action verbs** like cut, fold, twist, drill, squeeze, drill, remove etc.
- Procedural text focuses on general people rather than individual person.
For example: You should cut the roll into tiny circles **rather than** I should cut the roll into tiny circles.
- Use of linking words or temporal conjunctions such as first, second, next, when, then, finally.
- Give detailed information on the following:
 - How (cut it carefully with cookie cutter)
 - Where (start from the top)
 - When (after it has set)
- Detailed factual description (shape, size, color, amount).
- Number your steps.
- Write each step on a new line.
- Include visuals for each step.



(Knapp & Watkins, 1994)



Word Power

Words	Pronunciation	Meaning
exist	\ig'zɪst\	To be alive, occur or be found in particular place or situation.
advent	\'adv(ə)nt\	Arrival of something notable.
emerge	\'mæ:dʒ\	Become apparent or prominent.
evolve	\'vɒlv\	Develop gradually.
prominent	\'prɒmɪnənt\	Important, famous.
alter	\'ɔ:ltə\	Change in character or composition.
imaginary	\'ɪmædʒɪn(ə)ri\	Something that exists in imagination.
significant	\sɪg'nɪfɪk(ə)nt\	Note-worthy or worthy of attention.
crucial	\'kru:ʃ(ə)l\	Decisive and critical.
merge	\mæ:dʒ\	Combine or blend to become one.
relevant	\'rɛlɪv(ə)nt\	Closely connected or appropriate to matter in hand.

Examples of Procedural Writing

HOW TO MAKE ORANGE JUICE

Ingredients

- 2 oranges
- 2 teaspoons of sugar
- pinch of cinnamon

Materials

- Handheld juicer
- Sieve
- Glass
- Knife
- Cutting board



Picture 6.3 (Source: Kemendikbud)

Steps/Methods

- First, wash the oranges and put them on a cutting board.
- Then, cut the oranges into halves.
- After that, prepare the handheld juicer and put the oranges on the juicer and squeeze them one by one.
- Continue doing this till all oranges have been juiced.
- If you want your juice without pulp use the sieve to take out all the pulp.
- Now, add 2 teaspoons of sugar and a pinch of
- Now, add 2 teaspoons of sugar and a pinch of cinnamon if you want and stir till the sugar and cinnamon has completely dissolved.
- Finally, your orange juice is ready to be served.



Picture 6.4 (Source: kemendikbud)

Tips

- You can add ice cubes to make it cold.
- You can peel the rind of the orange and put it on the glass as decoration.
- Orange juice can stay fresh for 2 days in the fridge.
- Do not leave it outside.

HOW TO PLANT JASMINE

You will need:

- A packet of jasmine seeds.
- A small pot
- Loamy soil
- Fertilizers
- Water



Picture 6.5 (Source: Kemendikbud)

- Mix the soil with fertilizer well to create a medium for planting the seeds.
- Scatter seeds on the surface of the soil.
- Cover the seeds with a 3mm layer of soil.

Title

Material & Equipment

Steps/
method

- Press the soil firmly, then spray with water to moisten the bed.
- Place the pot in warm, sunny position (at least 25°C) for 10-14 days.
- Seeds will germinate approximately in 10-14 days.

- Keep the soil moist but avoid over watering.
- Watch for small black droppings and holes in leaves which indicates your jasmine has caterpillars.

Tips



Let's Practice

- Below are given ingredients for Indonesian chicken satay. Can you write a procedural text for Indonesian chicken satay in the graphic organizer.

Indonesian Chicken Satay

Ingredients/equipment:

- 3 tablespoons (45ml) soya sauce
- 3 tablespoons tomato sauce
- 1 tablespoon (15ml) peanut oil
- 2 cloves garlic, peeled and crushed
- 1 pinch ground black pepper
- 1 pinch ground cumin
- 6 skinless, boneless chicken breast halves, cubed
- 1 tablespoon (15ml) vegetable oil
- ¼ cup grated onion, about half a medium onion
- 1 clove garlic, peeled and crushed
- 1 cup (250ml) water
- ½ cup (125g) chunky peanuts



Picture 6.6 (Source: indonesiantravel.org)

2 tablespoons (30ml) soya sauce
2 tablespoons caster sugar
1 tablespoon (15ml) lemon juice, about one small lemon
skewers
Barbeque grill
Coal

Title	
Ingredients/material	
Steps/method	
Tips	

2. Read the procedure text carefully and answer the questions given below.

HOW TO MAKE CHEESE TOAST

You will need:

- 2 slices of bread
- A slice of cheese
- An oven toaster
- A plate
- A knife



Picture 6.7 (Source: feveravenue.com)

1. First, switch on an oven toaster and heat it for 1 minute.
2. Second, take 2 slices of bread and place a slice of cheese between the slices of bread.
3. Third, place the slices in the oven for 5 minutes.
4. After 5 minutes check it. If the bread is slightly golden brown, take it out carefully.
5. Cut the cheese toast.
6. Put the cheese toast on a plate.
7. Your cheese toast is ready to be served



Picture 6.8 (Source: feveravenue.com)

Tips:

- Make sure you wear oven mitts.
- Be careful when you take the cheese toast out.
- Let the cheese toast cool before eating. The cheese can burn your tongue.

1. What are the above instructions about?

2. Can you identify the verbs used in the recipe given above?

3. Can you identify the circumstance in the above text?

4. What ingredients are used in this recipe?

5. What shouldn't you do when making a cheese toast?

3. This is a quick recipe to make pizza. Read the recipe carefully, with a partner draw pictures of the ingredients used in making this pizza on the graphic organizer given.

HOW TO MAKE A PIZZA

Ingredients/Equipment

- | | | |
|-------------------------|-----------------|---------------|
| - Readymade Pizza dough | - Pepperoni | - Apron |
| - Tomato sauce | - Flour to dust | - Plate |
| - Mozzarella cheese | - Oven | - Rolling pin |
| - Mushrooms | - Oven mitts | |

Steps

- Wash your hands.
- Put on your apron.
- Take out the dough and leave to thaw for 10 minutes.
- Lightly dust the table with flour.
- Roll the dough into a round shape with a rolling pin.
- Spread tomato sauce on the pizza crust.
- Put toppings (mushrooms & pepperoni) on the pizza.
- Grate the cheese and sprinkle it on top.
- Place the pizza in the oven for 10 minutes at 210 degrees Celsius.
- Take the pizza out and cut into slices.
- Place on a plate.
- Your pizza is ready.



Comments/tips

- Do not touch the oven interior when taking the pizza out of the oven.
- Use oven mitts to take the pizza out.
- Eat when it is hot.
- Do not leave in oven longer than 10 minutes.



Picture 6.9 (Source: funpop.com)

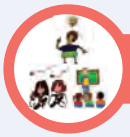
Title

Pictures of Ingredients/material

4. Fill in the blanks with the words given in the box:

**evolved, imaginary, significant, merge, relevant, prominent, crucial,
emerge, alter, advent, exist, prominent**

1. According to the understanding of Darwinism, human beings _____ from monkey.
2. Can you go to the tailor and ask him to _____ my shirt. He has stitched it too tight.
3. Many young children have _____ friends.
4. The world has seen _____ changes since the industrial era.
5. Some aboriginal Australian tribes still _____ and they maintain their culture and traditions.
6. Since the _____ of printing press, writing changed drastically.
7. Her father is a _____ social figure. Everyone seems to know him.
8. It is _____ that we get it done now.
9. Today, world's two most powerful business tycoons are going to _____ their companies.
10. I do not think this is _____ to the point you are making. Please give related evidence.
11. It seems the economy has started to _____ from the black hole depression.



Active Conversation

Choose one of the activities given below:

1. Instead of reading the instructional manual for your new gas stove, you decide to call technical support. With your partner create a conversation between the customer and the technical support personnel and reenact this conversation in front of your class.

Technical Support : Welcome to technical support, How may I help you?

Customer : Hi there, I need help to set up my gas stove.

Technical Support : Can you give the model number of your gas stove please?

Customer : Yes sure, it is 1435 bright.

Technical Support : Have you taken it out of the packaging?

Customer :

Technical Support :

Customer :

Technical Support :

2. Look at a procedural manual or an online help file. With your partner discuss following questions:

- What were the instructions for?
- How helpful was it?
- Were the instructions easy to follow?
- What was the best part of the instructions?
- What was the most difficult part of the instructions?
- Do you think it would have been better not to use the manual? Why?

Make a presentation of your discussion and share it with your classmates and teacher.



Writing Connection

Write a simple procedural text for anyone of the following:

- How to make fried noodles.
- How to use and refill mechanical pencil. Write tips to keep the pencil in top-notch condition.
- How to play snakes and ladders. Write tips to avoid the snake.
- How to make a kite.
- How to make chicken fried rice.
- How to make a miniature volcano.
- How to separate sand from water.

Use this organizer to write down the ideas for your procedural text.

Procedural Writing Organizer

What procedure are you writing?

Who is your audience? Who are these instructions/directions for?

What do they need to know before following your procedure?

Briefly, identify the steps you will elaborate in your final writing:

What tools, resources or items will be required:

My Procedure for _____

Title	
Audience	
Ingredients/material	
Steps/method	
Tips	



Let's Create/Contribute

Create a procedural text for people to use. You are free to use item/product of your choice but the item/product should not be overly complex or too simple. Be creative in your choice. Use the techniques for writing effective procedural text you have learnt in building blocks.

You can publish it on a blog or print it and showcase it in the classroom.

Use this organizer to write down the ideas for your procedural text.

Procedural Writing Organizer

What procedure are you writing?

Who is your audience? Who are these instructions/directions for?

What do they need to know before following your procedure?

Briefly, identify the steps you will elaborate in your final writing:

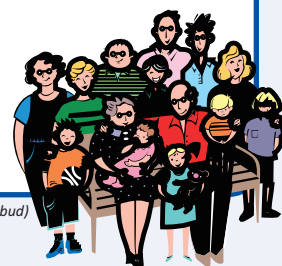


Parent Connection

Select five (5) people from your neighborhood including your parents. Interview them on the use of procedural text. Write down the result of your interview and share it with your classmates and teacher.

You can ask them the following questions **but** you are free to create your own.

1. Have you ever used a procedural text to do something?
2. What have you used it for?
3. Was it helpful?
4. Was it easy to follow?
5. Was it easy to use?
6. Will you use a procedural text again?
7. Can you tell us your experience in using procedural texts?



Picture 6.10 (Source: Kemendikbud)



Formative Assessment

I can do this.

Complete these statements:

1. The most interesting thing I learned in this chapter was

2. The part I enjoyed most was

3. I would like to find more about

4. The hardest part in this chapter was

5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I can tell the difference between different forms of writings.					
I can write a procedural text.					
I like writing reflections.					
I will continue writing reflections.					

My plan to overcome difficulties of this chapter

CHAPTER 07

Natural Disasters



CHAPTER 7

Natural Disasters

In this chapter you will:

- Read information text
- Have a discussion
- Learn to write information report
- Write an information report

Prereading Activities

Personal Connection

Have you ever witnessed an earthquake? What is the worst earthquake you have ever experienced? What were you doing at that time? Describe your experience.

Genre Connection

Report writing belongs to non-fiction genre. Report writing aims to classify and describe the natural, cultural, scientific and technological phenomena of our world (e.g. computers, earthquakes, floods, animals, habitats etc.) in contrast to a description, which focuses on one specific thing. When you write a descriptive text, you focus on describing one particular thing, for example, “my computer”, but when you write a report text, you write about computers in general, not only yours. Report texts are most common form of writing faced by students especially in science. The purpose of report writing is to give relevant and accurate information (Anderson, 1998).



Reading Activity

Earthquakes

The Most Deadly Natural Hazards

Earthquakes – being among the most deadly natural hazards - strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are



Picture 7.1 (Source: seapcpco.blogspot.com)

known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

The study of earthquakes is called seismology. Seismology studies the frequency, type and size of earthquakes. Earthquakes are measured using observations by seismometers. The magnitude of an earthquake and its intensity is recorded on a numerical scale known as Richter scale. On this scale, 3 or less is hardly noticeable. Earthquakes with magnitude of more than 6.5 can cause heavy damage (*Earth Science*. 2001).

The effects of an earthquake are strongest in the area which is near its epicenter. The extent of the earthquake vibration and further damage to the region is partly dependent on the features of the ground. The worst possible damage occurs in the densely populated areas where structures are not built to withstand intense shaking. Damage and loss of life incurred during earthquake is due to falling buildings and flying glass and objects. In certain areas, an earthquake can cause mudslides that can bury areas under it. Powerful submarine earthquakes cause tsunami or a chain of fast moving waves in the ocean that ripple outward from earthquake epicenter towards coastal areas causing surmountable damage ([http\\: www.USGS.Org](http://www.USGS.Org)). On an average, 1,000 earthquakes with intensities of 5.0 or greater are recorded each year.

Description and magnitude of earthquakes from the United States geological survey (earthquake hazards program) :

Magnitude	Description of Earthquakes	Average Earthquake Effects	Average Estimated Frequency of Occurrence/Year
Less than 2.0	Micro	Micro earthquakes are not felt by people but are recorded by seismograph.	Several Million/year
2.0-2.9	Minor	Generally not felt, but recorded. No damages.	Over one million/ year
3.0-3.9	Light	Often felt, but rarely causes damage.	Over 100,000/year
4.0-4.9	Light	Noticeable shaking of indoor items, rattling noises. No significant damage.	10,000 -15,000/year

5.0-5.9	Moderate	Can cause major damage to poorly constructed buildings over small regions. At most slight damage to well-designed buildings. Casualties range from none to a few.	1,000 -1,500 / year
6.0-6.9	Strong	Can be destructive in areas up to about 100 miles across in populated areas. Death toll ranges from none to 25,000.	100-150/ year
7.0-7.9	Major	Can cause serious damage over larger areas. Death toll from none to 250,000.	10-20 / year
8.0 - 8.9	Great	Can cause serious damage in areas several hundred miles across. Building structures collapse - skyscrapers at SERIOUS risk. Death toll ranges from 1,000 to 1 million.	One /year
9.0 and greater		Can cause near or total destruction. Heavy damage and shaking extends to distant locations. Death toll usually over 50,000.	One / 10 to 50 years

As Indonesia is situated in the “Ring of Fire”, it is more prone to earthquakes. According to United States geological survey (USGS, earthquake hazards program), till now Indonesia has witnessed five great earthquakes with the magnitude ranging from 8.5 to 9.1. These earthquakes caused major destruction in the places they occurred. One of the major earthquakes that hit Indonesia was “2004 Indian Ocean tsunami”. It was the deadliest natural disaster in the area. Its magnitude was 9.1-9.3. Heavy loss of human lives was witnessed and damage was felt as far as east coast of Africa ([http\:\\: www.USGS.Org](http://www.USGS.Org)).

Earthquakes have been a source of terror to people since ancient times, but only for the last few hundred years serious attempts have been made to understand them. Many methods have been developed to predict earthquakes despite all the research efforts by seismologists. The prediction cannot be made to a specific day or month. In future perhaps scientists will be able to predict earthquakes exactly but for now science has yet to provide answers.



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates offer your personal reaction and understanding of the text.

1. Which of the following natural disasters do you think is the most horrifying: earthquake, tsunamis, thunderstorms, or floods? Why?
2. What natural disaster have you experienced? Can you share what happened?
3. What is the worst earthquake that Indonesia has witnessed? How much damage did it cause? How did you respond to the disaster? Explain.
4. Can you state an example of man made disaster?
5. What kinds of disasters are common in Indonesia?
6. What would you do if you knew there would soon be an earthquake and this could be your last day on earth?
7. Do you know anything about the “Ring of Fire? Can you find information and discuss it with your classmates?
8. If you could volunteer to help after a natural disaster, what would you do?
9. Do you think the world should be more concerned about natural disasters or man made disasters? Discuss and give reasons to support your answer.

Discussion Notes :



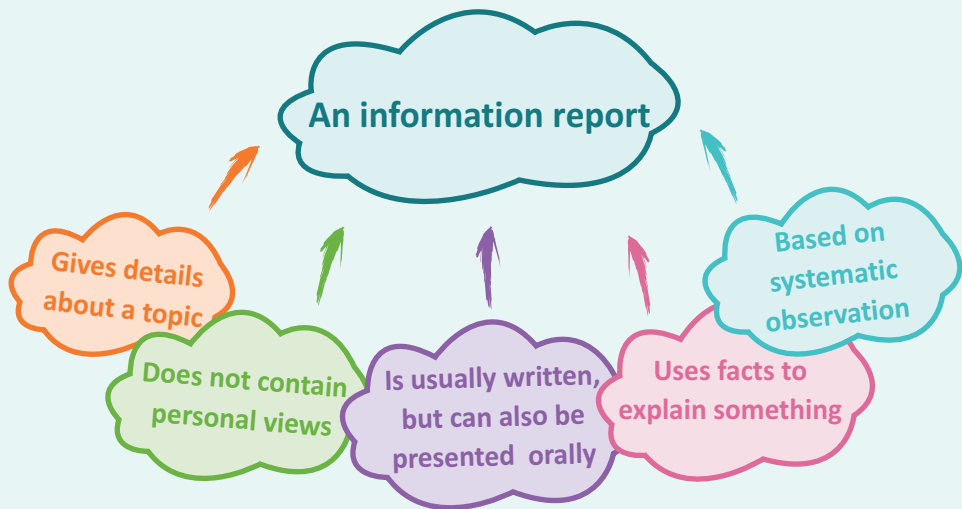
PERSONAL JOURNAL WRITING

You meet a teenager who as a kid during 2004 tsunami suffered extreme emotional loss and her family underwent tremendous financial loss. Step in her shoes and perceive how she feels. Write down your reflections here.



INFORMATION REPORT

An information report is a factual text that provides information about different phenomena in our life. It is used as a way to gain better understanding of different phenomena.



Examples of topics for Information report:

- Natural disaster
- Ocean animals
- Computer
- Pollution
- Wild animals
- Human beings

Structure of an Information report:

Formal written reports usually follow a specific structure.

Introductory paragraph also known as general classification—it introduces the topic/subject.

Body Paragraphs----- A series of paragraphs that provide detailed information on the topic.

- Paragraph 1 (description).
- Paragraph 2 (description).
- Paragraph 3 (description).

Information reports do not have an ending or a conclusion but rounds off with a statement that summarizes the contents of the report.

Glossary: it is placed at the end of the information report. It defines all the technical terms or words used in the report. It is optional.

Bibliography: It is a list of books, journals, magazines or websites used in the report. It is optional.

(Knapp & Watkins, 1994)

Features of an information report:

Text structure:

- General classification
- Technical classification
- Qualities/description of phenomenon
- Closing statement
- Glossary (optional)
- Bibliography (optional)

Sentence Structure:

- Use of present tense such as *live, is, are, etc.*
- Use of passive voice such as *is eaten, are grown, was written etc.*
- Use of words which generalize...*all, many, none, most, etc.*
- Use of relational verbs such as *have, consists of, is made up of, creates, indicates etc.*
- Use of technical vocabulary relevant to the subject
- Use of descriptive but factual language such as *color, shape, size, habits, behaviors etc.*

Example of Factual/information report

Cheetahs

Structure		Sentence structure
<u>Introduction</u> <u>General</u> <u>Classification</u>	<p>Cheetahs <u>are</u> considered as the world's fastest land animals. The word cheetah comes from Sanskrit word "Citrakayah" which <u>means</u> spotted or variegated body. Cheetahs can be found in most parts of Africa, Southern Asia and Middle East.</p>	<p><u>Present tense</u></p>
<u>Paragraph 1</u> <u>Description</u>	<p>Cheetahs have lean and tall body unlike leopards. Even though <u>cheetahs are often mistaken</u> as leopards but their features are totally different. One of the distinguishing marks of cheetahs is <u>their teardrop shaped line on each side</u> of their nose that extends from corner of its eyes to its mouth.</p>	<p><u>Passive voice</u></p>
<u>Paragraph 2</u> <u>Description</u>	<p>Their muscular and powerful bodies are ideal for fast and short runs. They have bendy flexible backs that aid them in running. Cheetahs are designed for speed and can run up to 45 miles/hour. <u>Cheetahs' feet are like running shoes and have grips and spikes to dig into the ground.</u> During the sprint only one foot touches the ground.</p>	<p><u>Descriptive but factual language</u></p>
<u>Paragraph 3</u> <u>Description</u>	<p>Even though cheetahs belong to the cat family but their claws are semi-retractable unlike any one of the cats. Cheetahs are <u>carnivores</u> and eat animals like gazelle, small antelopes, hares etc. They use their long and heavy tails as a stabilizer and single-mindedly pursue their intended prey. Once the cheetah has pounced, It knocks its victim off</p>	<p><u>Relational verbs</u></p> <p><u>Technical language</u></p>

	<p>balance and grips it by the throat as it falls. However, due to their <u>weak jaws and small teeth</u>, cheetahs are not as effective in killing their preys as quickly as lions and leopards.</p> <p>Female cheetahs give birth to an average of three young ones that they <u>rear</u> by themselves. Once fully grown, the animals usually live alone, though males sometimes form small groups. <u>Most</u> cheetahs live about twelve to fifteen years.</p>	<p><u>Descriptive</u> <u>but</u> <u>factual</u> <u>language</u></p> <p><u>Technical</u> <u>language</u></p>
<u>Closing statement</u>	Cheetahs are now an <u>endangered</u> species and <u>many conservationists</u> are trying to help protect the habitats of these interesting creatures.	<u>Words which generalize</u>
<u>Glossary</u>	<p>Conservationist</p> <p>Endangered</p> <p>Semi-retractable</p> <p>Carnivores</p> <p>Rear</p>	
<u>References</u>	<p><u>Smith, Roff (2012) Cheetahs on edge, National Geographic, November 2012</u></p> <p><u>www.Cheetah.org</u></p> <p><u>Locomotion dynamics of hunting in wild cheetahs 2013, www.nature.com</u></p>	



Picture 7.2 (Source: Kemendikbud)



Word Power

Words	Pronunciation	Meaning
hazard	\ 'hazəd \	Danger or risk.
catastrophe	\ kə 'təstrəfi \	An event causing sudden damage and suffering.
trigger	\ 'trigə \	An event that is cause of particular action or situation.
rapid	\ 'rapid \	Something happening in a short time or at a great speed.
damage	\ 'damɪdʒ \	Physical harm that impairs the value or usefulness of something.
incur	\ ɪn 'kə : \	Bring down upon yourself.
casualty	\ 'ka-zhəl-tē \	A person hurt or killed in war, natural disaster, or an accident.
destructive	\ di-'strək-tiv \	Causing a lot of damage.
deadly	\ 'ded-lē \	Causing or able to cause death.
predict	\ pri-'dikt \	To say something that will happen in future.

DID YOU
KNOW



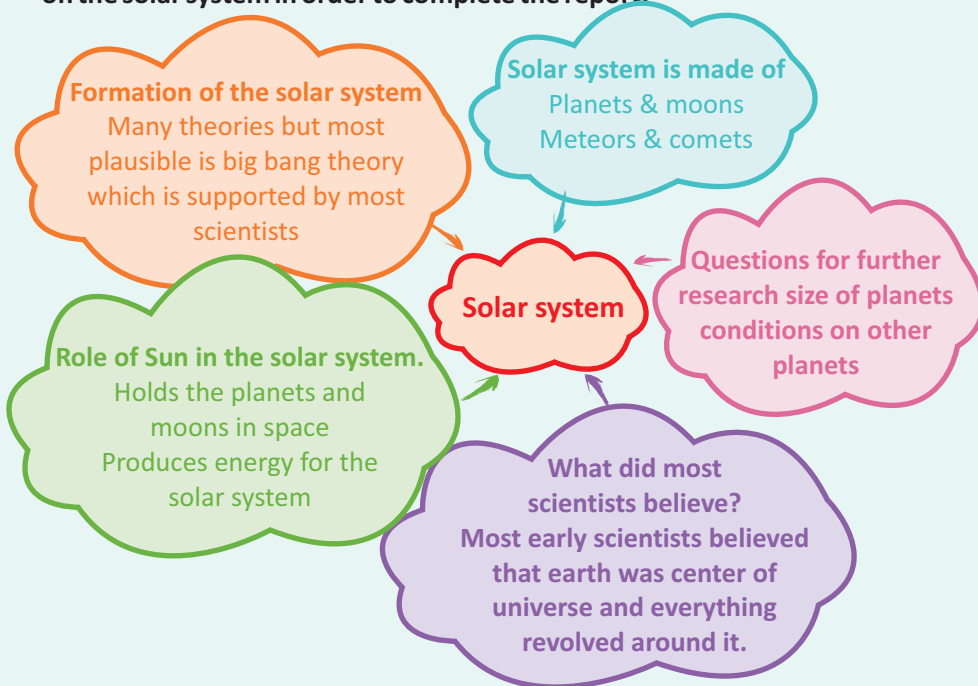
The 2004 Indian Ocean tsunami triggered a series of tsunamis that killed over 20.000 people in fourteen countries.





Let's Practice

A. Write a short information report about the solar system. Some information is given in the graphic organizer below but you may have to refer to some books on the solar system in order to complete the report.



B. The information in the following report got mixed up. Can you please rearrange the text to create a meaningful report?

- Tsunamis can cause death of many people. They cause destruction of the environment and damage cities and towns.
- Tsunami is a Japanese word that means 'harbor wave'. These waves are caused by an earthquake in the sea. They move towards the cities and towns on the coastal area. They come with full force and destroy anything that comes in their way.
- The sea floor moves when there is an earthquake and makes the water rise up to the surface. The water travels in form of huge waves towards the land. As the waves approach the land, they crash into the coast destroying everything in its way.
- Tsunamis are known to cause extreme damage often wiping out the whole area where they occur.
- Tsunamis are known to happen around Pacific Ocean and Indian Ocean.

3. Fill in the blanks with the words given in the box:

**catastrophic, deadly, damage, trigger, hazard, rapid,
incurred, casualties, destructive, predict**

1. My brother claims that he can _____ the future.
2. The trash dump outside the housing complex is a health _____.
3. Snake bites can be very _____.
4. The tsunami was a major _____ event in the lives of people living in north Sumatra.
5. Chocolates are a known _____ of migraine headaches.
6. We went canoeing through _____ waters. It was such a thrill.
7. Cigarette smoking causes _____ to lungs.
8. I am responsible for all the extra charges _____ during the trip.
9. The Indian Ocean tsunami caused heavy _____ in the coastal areas.
10. Earthquakes are _____ in nature.



Active Conversation

Choose one of the following situations to create a conversation and then using role-play technique, reenact the conversation with your partner.

Situation No: 1

A leading newspaper journalist is writing an article on natural disasters in Indonesia. He wants to interview you. Here are some sample questions that you can use. If you want, you can make your own questions.

Hi, I am John Smith from “Who Cares”. I want to interview you about natural disasters in Indonesia.

Hello, I am Yanti, yes, sure, go ahead.

Journalist:

1. What are most common disasters in Indonesia? Can you name some?
2. Do you prepare yourself before the disaster? Are there any kinds of programs for disaster crisis management?
3. How are families affected by disasters? How are the problems solved afterwards?
4. Does your family have a plan for what to do in the event of an earthquake?
5. Do you know anyone who has lived through a disaster such as an earthquake or tsunami? How has this affected their life?

Situation No: 2

You are writing an information report on endangered species in Indonesia. Your teacher invites an expert. You can ask him questions for your report. Here is a list of sample questions; you can make your own questions if you want.

1. Which are more endangered animals or plants?
2. What do you think the government should do to protect endangered species?
3. Can you tell us any success stories in preserving the endangered species?
4. Do you think it is important to educate people about endangered species?
5. Why are so many species becoming endangered?



Writing Connection

Write an information report on any one of the following topics. Use the format you learnt in building blocks.

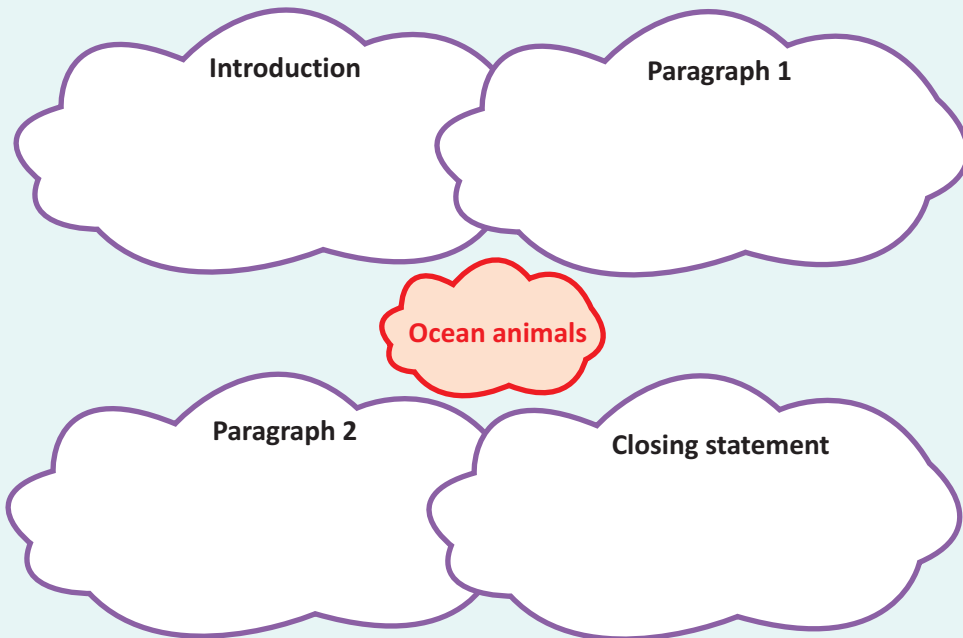
- Floods
- Bears and their habitats
- Lions
- Tropical forests
- Endangered animals of Indonesia
- Endangered flora of Indonesia



Let's Create/Contribute

Choose one of the activities given below:

1. Once your report from the writing connection is done, make visuals for your report. Paste the report and visuals on an A3 paper to make a poster or you can make a small information booklet with pictures and visuals. Present it in front of your class. After that display it on the notice boards for other students to benefit from it.
2. You and your partner have been asked to write an information report on ocean animals. Use the graphic organizer below to fill in the information you will be using. Once you are done filling in the organizer, use the information to write a report. Print this report and display it on the wall in your classroom. Read some reference books to get relevant information. You can present your report text orally using the spoken style. Here are some expressions to help you create the oral text:
 - According to some experts.....
 - No one knows for sure.....
 - As far as I know.....
 - From what I read.....
 - Generally speaking.....
 - It is believed that.....





This image shows a full-page view of a blank sheet of white paper with horizontal blue ruling lines. The paper has rounded corners and a thin blue border. In the bottom right corner, there is a colorful cartoon illustration of a diverse group of approximately 15 people of various ages and ethnicities standing together and smiling.





Formative Assessment

I can do this.

Complete these statements:

1. The most interesting thing I learned in this chapter was

2. The part I enjoyed most was

3. I would like to find more about

4. The hardest part in this chapter was

5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an information report text					
I can write an information report text					
I like writing reflections.					
I will continue writing reflections.					

My plan to overcome difficulties of this chapter

CHAPTER 08

The Last Leaf



CHAPTER 8

The Last Leaf

In this chapter you will:

- Read a short story
- Learn all about Conditional sentences
- Write a text using conditional sentences
- Write a story using conditional sentences and publish it
- Work together with your classmate

Prereading Activities

Personal Connection

Have you taken care of a very sick person. How was it like? Describe your experience.

Genre Connection

Short story is a form of literature that is written in narrative form. Short story came into existence in the 17th century, although its origins are in ancient story telling tradition. Short stories focus on small number of characters with a self-contained incident that focuses on evoking a single effect. Short stories have all the elements but to a lesser degree than a novel. Short stories can be funny, dramatic, romantic, tragicomedy or satire. There is no set length for short stories. Some of the examples of famous short stories are:

The Necklace by Guy De Maupassant

Diamond as big as Ritz by F. Scott Fitzgerald

The adventures of Sherlock Holmes by Sir Arthur Conan Doyle

The country of the blind by H. G. Wells



Reading Activity

The Last Leaf

Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.

In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.



"I can't help her," the doctor said. "She is very sad and has no desire to live. Someone must make her happy again. What is she interested in?"

"She is an artist," Sue replied. "She wants to paint a picture of bay of Naples."

"Painting!" said the doctor. "That won't help her!"

Sue was distressed by this news and didn't know what to do to help Johnsy. She went into the workroom and cried and then she swaggered into Johnsy's room with her drawing board, whistling ragtime. Johnsy lay silently in her bed with her face towards the window. Sue stopped whistling, thinking Johnsy was asleep.

Sue arranged her board and began drawing to illustrate a magazine story. As Sue was sketching a figure of a hero, an Idaho cowboy, she heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting - counting backwards.

"Twelve," she said, and little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven", almost together.

Sue looked out of the window wondering what was there to count? There was only a bare, dreary yard to be seen, and the blank side of the brick house

was only a bare, dreary yard to be seen, and the blank side of the brick house twenty feet away. An old, old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall. The cold breath of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.

"What is it, dear?" asked Sue.

"Six," said Johnsy, in almost a whisper. "They're falling faster now. Three days ago there were almost a hundred. My head ached when I was counting them but now it's easy. There goes another one. There are only five left now."

"Five what, dear? Tell me."

"Leaves on the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such nonsense," complained Sue, with magnificent scorn.

"What have old ivy leaves to do with your getting well? Try to sleep," said Sue. "I must call Behrman up to be my model for the old hermit miner. I'll not be gone a minute. Don't try to move 'til I come back."

Old Behrman was a painter who lived on the ground floor of the same building. He was sixty years old and had always dreamed of painting a masterpiece, but unfortunately till now he was not able to fulfill his dream. Sue found Behrman in his dimly lighted apartment sitting in his chair. She told him of Johnsy's condition. Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.

Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the windowsill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. When Sue awoke from an hour's sleep the next morning she found Johnsy with dull, wide-open eyes staring at the drawn green shade.

"Pull it up; I want to see," she ordered, in a whisper. Wearily Sue obeyed.

"It is the last one," said Johnsy. It will fall today, and I shall die at the same time."

"Dear, dear!" said Sue, leaning her worn face down to the pillow, "think of me, if you won't think of yourself. What would I do?" But Johnsy did not answer.

The leaf stayed on the vine all day. That night, there was more wind and rain.

When it was light enough Johnsy commanded that the shade be raised. The ivy leaf was still there.

"I've been a foolish girl, Sue," said Johnsy. "I wanted to die but the last leaf stayed on the vine to teach me a lesson. Please bring me some soup now." "You know Sue, some day I hope to paint the Bay of Naples."

The doctor visited the girls in the afternoon. "Take good care of your friend," he said. "She is going to get well. Now I have to go downstairs. I have to visit Mr. Behrman. He has pneumonia too. I must send him to the hospital."

The next day the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all." And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a woolen shoulder scarf. "I have something to tell you, dear," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell."

(Adapted from The Last Leaf by O. Henry, 1907)

DID YOU
KNOW



**Greenwich is
pronounced as
Grennitch**



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer.
2. Why does Sue call “the last leaf” as Behrman's masterpiece? Do you think it was a masterpiece?
3. Were you surprised at the ending of the story? Did you think it would end differently? Why?
4. Painting the picture on the wall resulted in Mr. Behrman's death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.
5. If you were in Sue's shoes how would you have reacted to Johnsy's irrational thoughts? Describe.
6. Why do you think Mr. Behrman made such a sacrifice? Discuss.
7. What would you have done if you were in Mr. Behrman's place? Discuss.
8. What is the greatest sacrifice you have ever made for your family or friends? Describe.
9. Describe Mr. Behrman's personality based on the story?
10. Why do you think Johnsy never noticed that the last leaf never fluttered or moved even though it was raining heavily?

Discussion Notes :



PERSONAL JOURNAL WRITING

Faith can move mountains. It means that if you strongly believe that something will happen, it will happen. What do you think? Have you experienced something like this? Write down your reflections here.



Building Blocks

WHAT IF? Conditionals

Conditionals are used to talk about possible or imaginary situations. Conditionals are sentences with two (2) clauses: an “if” clause and a main clause that are closely related.

Zero Conditionals	First Conditional	Second Conditional	Third Conditional
Is used for actions that are always true	is used for real and possible situations	Is used for unreal or impossible things	Is used for unreal past actions
Example: If you heat water, it boils.	Example: If it rains, you will get wet.	Example: If I won the lottery, I would buy a car.	Example: If it had rained, you would have got wet.

Conditional	Uses	Sentence structure	Example
Zero	We use zero conditional to refer to general truth. The time is now or always and the situation is real and possible	If + present simple,present simple	- If you heat ice, it melts. - When the sun sets, it gets dark.
First	We use first conditional to refer to possible condition and its probable result. The time is present or future and the situation is real.	If+ present simple, will+ infinitive	- If it rains, you will get wet. - If it is a sunny day, I will go to the beach.

Second	We use second conditional to refer to hypothetical condition and its probable result. The time is now or any time and the situation is unreal.	If + past simple,would+ infinitive	- If it rained, you would get wet. - If I won a lottery, I would buy a big house.
Third	We use third conditional to refer to an unreal past condition and its probable past result. The time is past and the situation is contrary to reality.	If+ past perfect,,.....would + have+ past participle	- If it had rained, you would have got wet. - If I had worked harder at school, I would have graduated.

1. In conditionals will or would is not used in **if-clauses**.

Except: If will or would express willingness, as in requests, they can be used in if-clauses.

For example:

- If you will come this way, the boss will see you now.
- I would be thankful if you would give me a little help.

Remember!

2. After if, we can either use "someone, somewhere" or "anyone, anywhere".

For example:

If I have some spare time next Monday, I will come and visit you.

OR

If I have any spare time next Monday, I will come and visit you.

3. If you switch the clauses around and put IF in the middle, then you do not use a comma.

For example:

- I would consider a bigger discount rate IF you buy more than 10 units.
- I will play with you IF you help me finish the chores.

(Azar, 2002)



Word Power

Words	Pronunciation	Meaning
contempt	\kən'tɛm(p)t\	Disrespect.
derision	\dɪ'rɪz(ə)n\	Use of ridicule to show contempt.
distress	\dɪ'strɛs\	Extreme anxiety and pain.
gnarled	\nɑ :ld\	Old and twisted due to age.
decay	\dɪ'keɪ\	Rot and decompose.
crumble	\'krʌmb(ə)l\	Break into small pieces.
magnificent	\mag'nɪfɪs(ə)nt\	Impressive to mind.
persistent	\pə'sɪst(ə)nt\	Continuing to do something even though it is difficult.
stranger	\'strʌn-jər\	Someone you have not met before.
icy	\'ɪ-sē\	Covered in ice, not friendly



DID YOU KNOW

The story Last Leaf was first adapted for the screen as part of O. Henry's Full House in 1952.

It has had several adaptations, and has also form the premise of a Bollywood movie.

O. Henry's actual name was William Sidney Poter. He died Penniless at age of 47.



Let's Practice

1. Use the words in the parentheses (.....) in their correct form and complete the conversation given below:

Did you read the news about the person who won 150 million dollars in the lottery? If I (win) _____ that much money, I (travel) _____ around Indonesia and (stay) _____ in the most lavish hotels. If I (want) _____ anything. I (buy) _____ it, I would buy Ferrari Sports car, my favorite. Well, I (do) _____ good things with the money as well. If anybody (need) _____ help, I (give) _____ them money to help them out. I (donate) _____ money to charities. I (give) _____ money to help support programs for poor children. If I (win) _____ that much money, I wouldn't keep it all for myself. I (help) _____ as many people as possible.

2. Complete the following conditional sentences. The first one is done for you.

1. If I decide to go out today, I will go to my friend's house.
2. If I get a headache, I _____.
3. If I had a red sports car, _____.
4. If we had bread, cheese, tomato, we _____.
5. If I were in Australia, _____.
6. If I didn't have any homework to do, _____.
7. If it didn't rain tomorrow, we _____.
8. If I had a pet dog, _____.
9. If I had worked hard, _____.
10. If I knew her telephone number, _____.

3. Match the “if” clause with the correct second clause. The first one is done for you.

IF clause	2nd clause
If I lived in a village,	I would send her an invitation card.
If I were the manager of this company,	I would give free education to poor children.
If I knew her address,	I usually hurry to get ready.
If I were the president of Indonesia	we would need more money.
If I wake up late,	it melts.
If I could meet someone famous,	I would have a farm.
If you heat ice,	I would go on holiday.
If we lived in New York,	I would give you a promotion.
If I won the lottery,	I would meet Reza Rahadian.

4. Choose the correct second clause for the following conditional sentences:

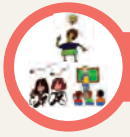
- If I were you, _____
 a) I will go to the beach with my friends.
 b) I would go to the beach with my friends.
 c) I could go the beach with my friends.
- If Lana was rich, _____
 a) she would have spent all the money on clothes.
 b) she can probably spend a lot of money on clothes.
 c) she will probably spend all her money on clothes.
- If I had enough money, _____
 a) I will go on safari to Kenya.
 b) I would go on safari to Kenya.
 c) I can go on safari to Kenya.
- Siti will never pass her exams _____
 a) if she couldn't study harder.
 b) if she doesn't study harder.
 c) if she didn't study harder.

5. What would you do _____
- a) if you could lose your job?
 - b) if you will lose your job?
 - c) if you lost your job?

4. Fill in the blanks with the words given in the box:

contempt, stranger, icy, derision, distressed, gnarled, decay, crumble, magnificent, persistent

1. My sister wondered why her colleague gave her such an _____ glare.
2. Why are you behaving like a _____, make yourself at home.
3. The class bully laughed in _____ at my mistake.
4. The branches of this tree are old and _____. They will fall anytime soon.
5. Ajeng Kartini was a very _____ woman. She fought for women rights despite all the opposition.
6. Can you _____ the cookies? We will sprinkle them on the fruit trifle.
7. If I had lot of money, I would live in the most _____ house ever built.
8. If you eat too much candy, your teeth will _____.
9. If you don't go home on time, your mother will be _____.
10. The news reporter was charge for _____ of court.



Active Conversation

Read the following questions. Answer them in complete sentences, then go around the classroom and share with atleast 3-4 classmates. Compare your responses with theirs. How are they different? Did you find someone with an answer similar to yours?

What IF I would

- What would you do IF you could fly?
- What would you do IF you won a lottery?
- Where would you go IF you could go anywhere?
- What would you do IF you could be as small as an ant?
- What would you do IF you could be invisible for a day?
- What would you do IF you had a million dollar?
- What would you do IF you saw a ghost?
- What would you do IF you were the leader of the OSIS?
- IF you could ask God one question what would it be?
- IF the whole world were listening, what would you say?
- IF you could choose to live on a different planet, which one would you choose?



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a small tab-like cutout at the top center. The background is a solid light gray.



Let's Create/Contribute

Choose one of the activities given below:

Time to create a masterpiece

A masterpiece is the greatest piece of art an artist can create. The painting of Mona Lisa is widely considered as the masterpiece of Leonardo da Vinci.

1. Visualize the story “the last leaf” and illustrate favorite part of the story. This illustration should be your masterpiece. Display it on the wall in your class.
2. Visualize the story “The last leaf” and make a graphic novel.

Shadow puppetry is an old form of storytelling method used for entertainment. Shadow puppetry uses flat puppets to create the impression of moving figures. Shadow puppets are cut out figures, which are held against light to create a show. Shadow puppetry has long history in Indonesia. It is known as Wayang Kulit and is famous in Java and Bali.

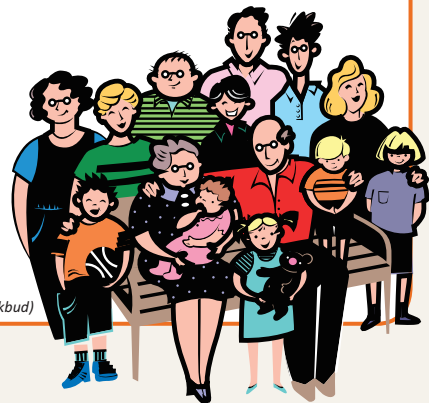
3. With your friend write dialogues/script for favorite part of “The Last Leaf” using conditionals. After you have finished writing the dialogues, organize a shadow puppet show for your class.





Parent Connection

Ask your parents if they get a chance to change one thing in their life, what would it be? Use conditionals to retell what they would change.



Picture 8.3 (Source: Kemendikbud)



Formative Assessment

I can do this.

Complete these statements:

1. The most interesting thing I learnt in this chapter was
.....
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand					
I know how to write a text or story using conditionals.					
I can write using conditionals.					
I like writing reflections.					
I will continue writing reflections.					

My plan to overcome difficulties of this chapter

CHAPTER 09

Father of Indonesian Education



Taman Siswa 1st, Aug 1939

Picture 9.1 Source: lebongtercinta.wordpress.com

CHAPTER 9

Father of Indonesian Education

In this chapter you will:

- Read biography of Ki Hajar Dewantara
- Learn how to write biography
- Write a short biography
- Work together with your classmate

Prereading Activities

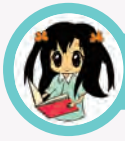
Personal Connection

Imagine 30 years from now someone will write a biography about you. What would you want the world to know about you? Focus on what you would do for people and your country.

Genre Connection

Biography is a subgenre of narrative nonfiction/historical nonfiction. Sometimes it is also called biographical recount. Biography presents the facts about an individual's life and makes an attempt to interpret those facts, explaining the person's feelings and motivations.

The earliest biographers were Plutarch and Cornelius Nepos. Plutarch wrote *Parallel Lives* and Cornelius Nepos wrote *Vitae Imperator* (lives of commanders). Harold Bloom, the known critic has claimed *Life of Samuel Johnson* by James Boswell as greatest biography written in the English Language (Oates, 1986).



Reading Activity

Life and Times of Ki Hajar Dewantara

(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the “Father of Education” in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.



Picture 9.2 (Source: Kemendikbud)

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for rights of Indonesians during Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but due to health reasons he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the *Indiesche Party*, which were both important in the early development of the *pergerakan*, the “movement” that grew up with a nascent Indonesian national political consciousness (www.indonotes.wordpress.com).

He was exiled between 1913 and 1919 following the publication of two of

his articles: “*Als ik eens Nederlander*” (If I was a Dutchman) and “*Eén voor allen en allen voor één*” (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from clutches of colonization. He played a leading role in establishing “*National Onderwijs Institut Taman Siswa*” in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets example).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support) (indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and in Taman Siswa he drew some inspiration from Tagore's Shantiniketan (asirahayudamai.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as National Education Day. His portrait was on 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Why do we need biographies? What is their purpose?
2. What information can we find about a person by reading a biography? Discuss.
3. From Ki Hajar Dewantara's biography, how would you describe him?
4. Can you find any similarities between Ki Hajar Dewantara and yourself? Describe.
5. Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.
6. Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? Share your example.
7. Do you think there were some significant events that changed Ki Hajar Dewantara's life? How did those events shape or change him? Discuss.
8. What kind of impact did Ki Hajar Dewantara have on people? Discuss.
9. Ki Hajar Dewantara has had great impact on Indonesian struggle for freedom, especially education. Discuss with your peers what may have been different if he was not there.
10. Ki Hajar made lot of sacrifices for his country. If you were in his place, what would you do? Describe.
11. What did you know about the Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him?

Discussion Notes :

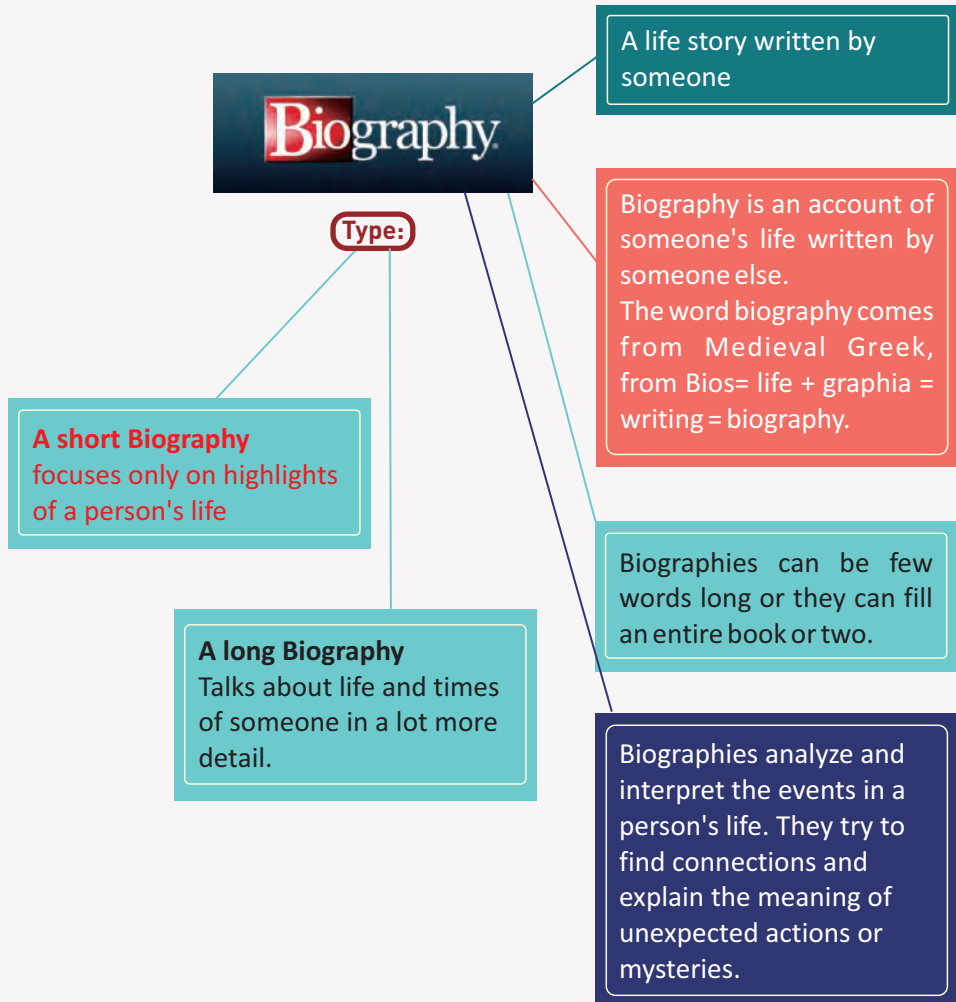


PERSONAL JOURNAL WRITING

Imagine you are Ki Hajar Dewantara. Write what a regular day in your life is like. Use mostly Simple Present tense, since you will talk about daily routines, but make sure you use Present Continuous tense to talk about temporary situation (e.g. Today, I am going to talk to my friends about establishing Taman Siswa).



Building Blocks



Biographies bring to light accomplishments or life achievements of people. It opens readers' eyes to people who have made a difference in the world.



Common Characteristics of Biography

A biography:

- is not written by the subject
- is always written in third person.
- is based on research not on imagination.
- describes the person's surroundings (where, when and how the person lived).
- shows how the person affected other people's life through their behavior, discoveries, social reform etc.
- provides examples that demonstrate the person's behavior, their accomplishments, goal, etc.
- supplies details that illustrate the person's individuality.
- uses vivid language to narrate events (Rosinsky, 2008).

Format of a Biography

A biography is a form of recount, so the structure resembles a recount structure:

- Introduction
- Important events in chronological order and interpretation
- Closing remarks

Elements:

- Setting time and place (where the person's life events took place and when it took place)
- Factual information about the person (the information has to be real, not fabricated)

Print Features:	Graphic Devices	Forms
<ul style="list-style-type: none">- Bold, italic font- Colored print- Bullets- Titles- Subtitles	<ul style="list-style-type: none">- Charts- Timelines- Photographs- Maps- Tables- Potraits- Painting	<ul style="list-style-type: none">- Books- Articles- Letters- Encyclopedia- Textbooks- Memoirs- Diaries

Some questions to focus on while writing biographies



Tips for writing a biography

It is important to hook your readers by using a title, which makes your biography sound interesting.

Example :

The girl who changed
The boy who survived

Use strong sentences to grab reader's attention.

Example :

Can you imagine a little girl.....
How would you feel being exiled

It is important to use clear transitions.

Before.....

After...

Then...

Eventually.....

Enhance your biography by dividing it into proper paragraphs and conclusion.

Paragraph 1
Paragraph 2
Paragraph 3
Conclusion

(Rosinsky, 2008)



Word Power

Words	Pronunciation	Meaning
develop	\dɪ'veləp\	Grow or cause to grow and become more mature
dominate	\'dɒmɪneɪt\	Have power and influence over someone
philosophy	\fɪ'lɒsəfi\	Study of fundamental nature of knowledge, reality and existence
civilize	\'sɪvɪlaɪz\	Bring to the stage of social development considered as more advanced
distinction	\dɪ'stɪŋ (k)ʃ(ə)n\	Difference between similar things or people
renounce	\rɪ'naʊns\	Formally give up claim or possession of something
pioneer	\pɪə'niə\	The person who is among the first to explore something new
nascent	\'nas(ə)nt\	Just coming into existence
embody	\ɪm'bɒdi\	Include or contain something
emphasize	\'ɛmfəsaɪz\	Give special importance to something



Let's Practice

A. Read the information given below and write short biographies about the heroes of Indonesia.

Name	Cut Nyak Dhien or Tjoet Nja' Dhien
Date and place of birth	1848/Lampadang, Aceh
Father's name	Teuku Nanta Setia
Spouse	Teuku Cek Ibrahim Lamnga
Children	Cut Gambang
Accomplishments	National Hero Leader of guerrilla forces during Aceh war
Date and place of death	6 th November 1908/Sumedang, West Java

Biography of Cut Nyak Dhien

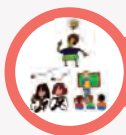
Name	Raden Ajeng Kartini
Date and place of birth	21 st April 1879/ Jepara, central Java, Dutch East Indies
Mother's name	Ngasirah
Father's name	Sosroningrat
Siblings	7
Spouse	Raden Adipati Joyodiningrat
Children	One son
Accomplishments	National Hero
	Women's emancipation Established school for women
Date and place of death	17 th September 1904/Rembang, Central Java, Dutch East Indies

Biography of Raden Ajeng Kartini

2. Fill in the blanks with words given below:

emphasize, renounce, civilize, dominate, developed, philosophy, distinction, pioneer, nascent, embody,

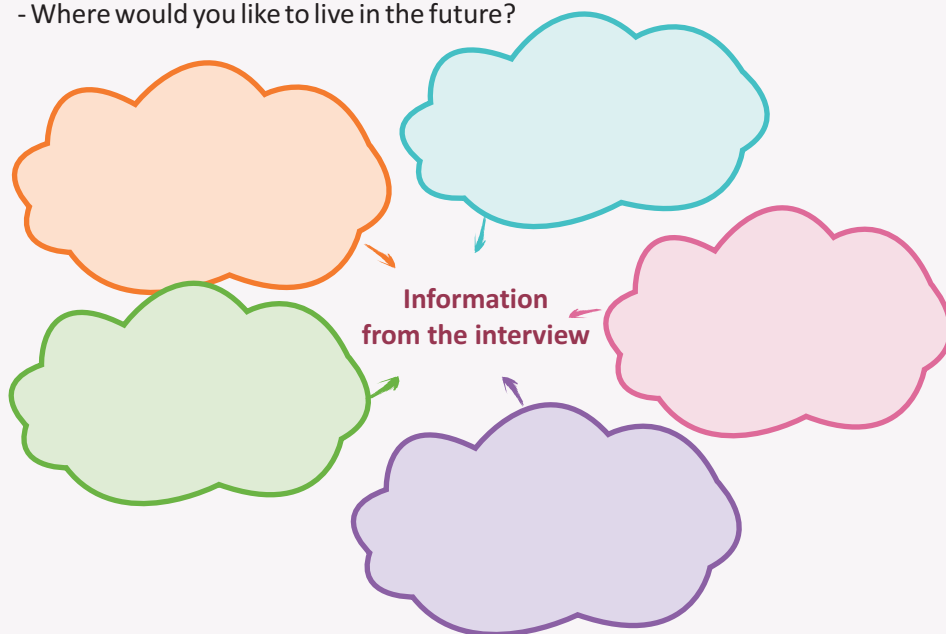
1. Ki Hajar _____ his aristocratic title to get more close to people.
2. The educational _____ of Taman Siswa is deeply rooted in principles of Ki Hajar Dewantara.
3. Project based learning _____ on active learning.
4. My mother believes that we always have to behave in a _____ manner.
5. My brother has _____ a strong liking for Lampung coffee.
6. Mary _____ the stage throughout the play. She has a strong personality.
7. Our batch is the _____ of Project based learning in our school.
8. My sister's _____ acting career as of yet has only a few short ad films to show for.
9. She has _____ all the revolutionary ideas.
10. There should not be any _____ between humans. All are created by God.



Active Conversation

You are writing a biography about your friend. You will interview your friend to get information you need for the biography. Below are some questions to help you, but you can also write your own questions.

- When and where were you born?
- How many siblings do you have?
- What kind of childhood did you have?
- What do your parents do?
- What are your interests and hobbies?
- Who is your hero?
- What is your favorite song?
- Who is your favorite singer?
- What is your favorite book?
- Who is your favorite writer?
- Who has major influence on you?
- What are your dreams and aspirations?
- What do you want to do in the future?
- Do you have any dreams for your country and future?
- Do you have any achievements or awards?
- If you had to do one thing for your country, what would it be?
- Where would you like to live in the future?





Writing Connection

Write a short biography on a person of your choice. Follow the format of biography writing you have learnt in building blocks. Once you are done with the biography, give it to anyone of your classmates for peer editing. Correct the mistakes and give the biography to your teacher. You can publish your writing on a blog or display it on the wall in your class.

Your biography should be arranged like this:

Title:

Opening Paragraph (use opening hook)

Main Idea (tell the readers who the biography is about and why he/she is important)

Paragraphs (about childhood, adulthood, accomplishments)

Closing statement.





Parent Connection

Use the graphic organizer to fill information about anyone of your parents or grand parents. Once you have all the information, write a short biography.

Name	
Place of birth	
Mother's name	
Father's name	
Siblings	
Other information	
Childhood experiences	
Accomplishments	
Sacrifices	



Read the statements below and tick (✓) the option that is most applicable to you.

My plan to overcome difficulties of this chapter

CHAPTER 10

Meaning Through Music



Picture 10.1 (Source: wrongsideofthepond.com)

CHAPTER 10

In this chapter you will:

- Read poems and songs
- Learn how to write a song
- Write new lyrics for a song of your own choice
- Write lyrics for your song
- Sing your song in class
- Work together with your friends

Prereading Activities

Personal Connection

There are some songs that can inspire hope and faith in us. Is there a particular song that inspires you? Share it with your classmates and teacher.

Genre Connection

Poetry is derived from ancient Greek word: ποιέω (poieo) which means “I create”. Poetry is considered a literary art form. In poetry, special focus and attention is given to express feelings and ideas by using unique style. Poetry artistically renders words in such a way as to evoke intense emotions. William Wordsworth, the famous English poet defines poetry as “the spontaneous outflow of powerful feelings, which takes its origins from emotions recollected in tranquility” (Kirsznier & Mandell, 2012).

Some of the famous poems are:

“All the world's a stage” by William Shakespeare

“Daffodils” by William Wordsworth

“Hope” is the thing with feathers by Emily Dickinson

“Alone” by Edgar Allan Poe

“Still I Rise” by Maya Angelou



Reading Activity

"Stand By Me" by Ben E King

When the night has come
And the land is dark
And the moon is the only light we'll see
No I won't be afraid
Oh, I won't be afraid
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

If the sky that we look upon
Should tumble and fall
All the mountains should crumble to the sea
I won't cry, I won't cry
No, I won't shed a tear
Just as long as you stand, stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand, stand by me
Stand by me

So darling, darling
Stand by me, oh stand by me
Oh stand now, stand by me, stand by me
Whenever you're in trouble won't you stand by me
Oh stand by me, oh won't you stand now, stand
Stand by me
Stand by me





Post-Reading Activity

Discussion Questions for Stand by Me

1. What do you think the title “Stand by Me”, means?
2. Do you consider “Stand by Me” an inspirational song? Why?
3. If you had to change the lyrics of “Stand by Me”, which lyrics would you change?

Discussions Notes :



"We Shall Overcome" by Pete Seeger

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,
I do believe
We shall overcome, some day.

The whole wide world around
The whole wide world around
The whole wide world around some day

Oh, deep in my heart,
I do believe
We shall overcome, some day.



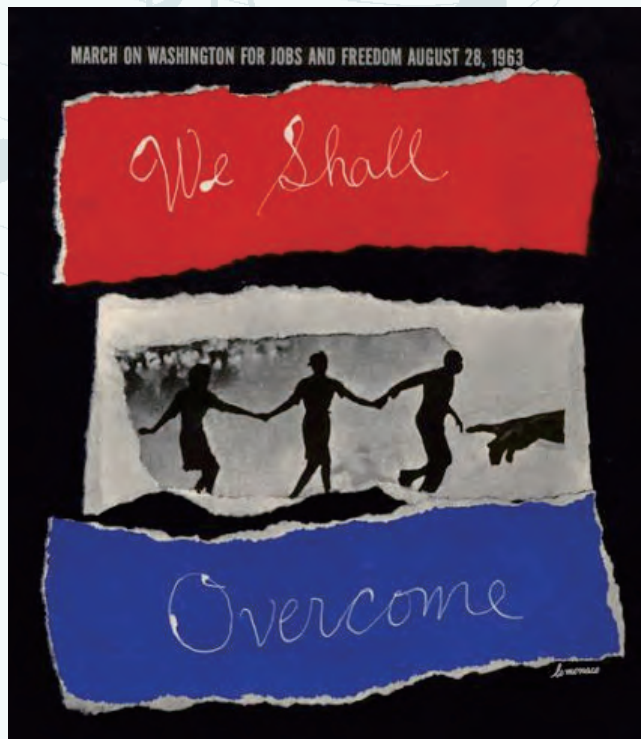


Post-Reading Activity

Discussion Questions for We Shall Over Come

1. What do you think is the theme of this song?
2. Is this an inspiring song? Did it inspire you?
3. Do you think you can overcome all the obstacles and live in a happy and prosperous world?

Discussions Notes :



Picture 10.3 (source: blog.chypages.com)

"Hero" by Mariah Carey

If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

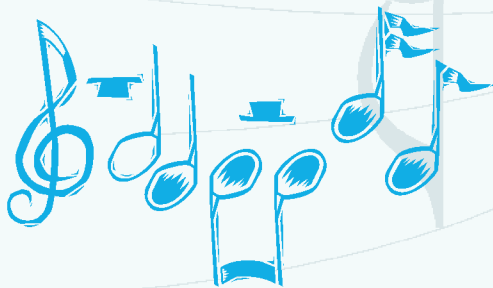
[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

The Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you





Post-Reading Activity

Discussion Questions for Hero

1. What is the song “Hero” about?
2. According to the song “Hero”, what makes a hero?
3. Who is your hero? Why?
4. How does this song make you feel?

Discussion Notes :



"The Road Not Taken"

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.



Post-Reading Activity

Discussion Questions for The Road Not Taken

1. What do you think the poem "The Road Not Taken" is about?
2. What might the two roads represent or symbolize? Make a list of possibilities and discuss with your partner.
3. Did the poet choose between the roads? Which road do you think he chose?
4. Do you think the poet is content with his choice? Give reason to support your answer.

“Invictus”

by William Ernest Henley

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.



Post-Reading Activity

Discussion Questions for *Invictus*

1. *Invictus* means unconquered in Latin. What does it say about the poem?
2. Why do you think the poet is not frightened?
3. Do you like the poem “Invictus”?
4. Do you agree with what the poet is saying? Why? Why Not?
5. Do you think poems can change people?

"Dreams"

by Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



Post-Reading Activity

Discussion Questions for Dreams

1. What do you think the poem "Dreams" is about?
2. Do you think dreams can be realized?
3. Do you agree with Langston when he says that life is wingless without dreams? Discuss
4. How does the poem make you feel?
5. What do you think the poet is saying? Do you agree? Give reason.



PERSONAL JOURNAL WRITING

Do you think peace is necessary for our world? Do you think our world has any chance of peace? Are you hopeful that we will be able to overcome all the obstacles to establish peace? Write your reflections below.



Building Blocks

Song

Song is a piece of music.

A composition of lyrics, short poem that is set to music and meant to be sung.

Types of Songs

Classical Songs are those songs in which traditional music plays the main role. Classical Songs were first composed by artists like Wolfgang Mozart, Ludwig Van Beethoven, and Sebastian Bach.

Examples:

- "Symphony No.9 Ode to joy" by Beethoven.
- "The Four Seasons" by Antonio Vivaldi.

Country Songs are for easy listening. They consist of lyrics, which are clean. Classical instruments are used like banjo, harmonica, flute mandolin etc.

Examples:

- "Mean" by Taylor Swift.
- "Kentucky Rain" by Elvis Presley.
- "Annie's song" by John Denver .

Rock songs are loud and energetic. All the instruments are played at the same time along with vocals. Instruments used in rock songs are lead guitar, bass guitar, drums, and keyboards.

Examples:

- "Enter Sandman" by Metallica.
- "What I've Done" by Linkin Park.
- "Stairways to heaven" by Led Zeppelin.

Hip-hop or rap songs use lyrics in offbeat manner but with solid rhythm. The most famous rap stars are Eminem, 50 cent, Akon.

Examples :

- "In Da Club" by 50 Cent.
- "Lose yourself" by Eminem.

Pop Songs (popular songs/music) are songs with modern or contemporary songs lyrics and upbeat music for young people. Some of the famous pop singers are Michael Jackson, Justin Timberlake and Cher.

Examples:

- "Beat It" by Michael Jackson.
- "Bye Bye Bye" by N Sync.
- "Payphone" by Maroon Five.

Love Songs are songs whose lyrics are based on feelings of love. Arguably the best love songs are composed by Elton John, Bryan Adams, Stevie Wonder, George Michael, Mariah Carey

Examples:

- "I Just Call to Say" by Stevie Wonder.
- "Everything I Do" by Bryan Adams.

Introduction known as **intro**, it is the music at the beginning of the song.

Verse

Verses are the lines of the song that describe the concept and theme of the song.

Structure of a song

Chorus

The lines of the song that are repeated at least once both lyrically or musically.

Bridge

Is the part of the song that has relatively different melody from the rest of the song.

Typical song structure

Intro-verse-chorus-verse-chorus-bridge-chorus

Poetry Techniques

There are several techniques that are used in writing songs and poems. Some of the techniques are given below:

Simile is used to compare two unlike things using 'like' or 'as'

Examples:

- She is as sweet as sugar.
- He runs fast like a cheetah.

Metaphor is used to compare two things without using 'like' or 'as'

Examples:

- Edo is such a fox.
- My mother is a rock for all of us.

Personification is used to give human qualities to inanimate objects

Examples:

- The wind danced with the waves.
- It was time to go home but the bell refused to ring.

Hyperbole is used to exaggerate things beyond limit.

Examples:

- My mummy has a diamond ring as big as a mountain.
- I ate a sandwich that was bigger than a train.

Alliteration is when at the beginning of the words, there is a repetition of consonants

Examples:

- Peter Piper picked a peck of pickled peppers.
- Silly Sally swiftly shoosed seven silly sheep.

Onomatopoeia is words that sound like the name of the word

Examples:

- She splashed the water on me.
- The lion was growling.

Rhyme is word that sound alike either at the end of the lines or in the middle of the line.

Examples:

They all ran after the farmer's wife, who cut off their tails with a carving knife.

I carry a gold locket in my pocket

(<http://www.chaparralpoets.org/>)

How to figure out a song's meaning

Artists write songs and poems to express their own feelings. Finding the meaning of a song is demanding task because we do not know what the writer was feeling at the time of writing the song or poem. Whenever we are successful at finding the meaning of a song or poem, it brings a great feeling of satisfaction and appreciation towards the song.

These are the steps involved in finding the meaning of a song:

Step 1:

It is very important to know the lyrics of a song.

Step 2:

Try to figure out the type of song. Is it classical, country etc.

Step 3:

Find out what kind of poetic devices are used and then reexamine the lyrics. You will be able to find a whole new meaning of words.

Step 4:

Listen to the song while reading the lyrics. It can help you to find deeper connection with words. Try to look for the message of the song.

Step 5:

Keep an open mind and discuss the meaning with other people. You will be surprised how different perspectives can open up your mind to new meanings.

(<http://www.chaparralpoets.org/>)



Word Power

Words	Pronunciation	Meaning
tumble	\ 'tʌmb(ə)l \	Fall suddenly, clumsily
sorrow	\ 'sɒrəʊ \	A feeling of deep sadness caused by loss or disappointment
survive	\ sə 'vaɪv \	Continue to live despite of danger or hardship
diverged	\ dɪ 'vɜːdʒ \	One route separating from another route and going in a different direction
wince	\ wins \	Shrink back involuntarily due to pain or embarrassment
wrath	\ 'rath \	Extreme anger
menace	\ 'me-nəs \	Dangerous or harmful person or animal
barren	\ 'ber-ən \	Not able to produce anything
punishment	\ 'pə-nish-mənt \	Act of punishing someone
loom	\ 'lūm \	To appear in a large frightening way



Diverged Road

Picture 10.4 (Source: wrongsideofthepond.com)



Let's Practice

1. Find different poetic devices used in songs and poems given below. Circle each technique using following color code:

Use red for simile, use blue for metaphor, use green for personification, use purple for hyperbole, use yellow for alliteration, use pink for onomatopoeia, and use orange for rhyme.

1. Speak Now by Taylor Swift

And the organ starts to play
A song that sounds like a death march
She floats down the aisle
Like a pageant queen

2. Shall I compare thee to a summer's day by Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darlings buds of May.

3. Your love is a song by Switchfoot

Ooh, your love is a symphony
All around me, running through me
Ooh, your love is a melody
Underneath me, running to me

4. Human Nature by Michael Jackson

If this town is just an apple
Then let me take a bite

5. My Town by Sharon Hendricks

The leaves on the ground danced in the wind
The brook sang merrily as it went on its way.
The fence posts gossiped and watched cars go by
which winked at each other just to say hi.

6. The Moon by Robert Louis Stevenson

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

7. Good Riddance by Green Days

Another turning point, a fork stuck in the road
Time grabs you by the wrist, directs you where to go
So make the best of this test and don't ask why
It's not a question but a lesson learned in time

8. Grenade by Bruno Mars

I'd catch a grenade for ya
Throw my hand on the blade for ya
I'd jump in front of a train for ya
You know I'd do anything for ya
See I would go through all this pain
Take a bullet straight through my brain

9. I love the way you lie by Eminem

Come back, we're running right back, here we go again
It's so insane, 'cause when it's going good, it's going great
I'm Superman with the wind at his back.

10. The Siege of Belgrade by Alaric Alexander Watts

An Austrian array, awfully arrayed,
Boldly by battery, besieged Belgrade.
Cossack commanders, cannonading come,
Dealing destruction's devastating doom;

11. Boom Boom Pow by Black Eyed Peas

Boom boom boom, now
Boom boom boom, now
Boom boom pow
Boom boom pow

12. As I walked out one evening by W.H. Auden

I'll love you, dear, I'll love you
Till China and Africa meet,
And the river jumps over the mountain
And the salmon sing in the street,
I'll love you till the ocean
Is folded and hung up to dry
And the seven stars go squawking
Like geese about the sky.

13. Fireflies by Owl City

'Cause I'd get a thousand hugs
From ten thousand lightning bugs
As they tried to teach me how to dance

14. The Violet By Mary E. Eaton

Down in a green and shady bed
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

15. Like rolling stone by Bob Dylan

How does it feel
To be without a home
Like a complete unknown
Like a rolling stone?

2. From the titles of songs given below, can you guess what the song is about?

Choose the best possible answer.

1. Don't worry, be Happy by Bobby McFerrin

- We should not care.
- We should not cry.
- We should not worry about our troubles.

2. Imagine by John Lennon

- Be creative.
- Dream always.
- Figure out your dream and strive for it.

3. Fireflies by Owl City

- Watch out for ghosts.
- Slow the time.
- Believe and live life to fullest.

4. Paradise by Cold Play

- Heaven is up there.
- A rich girl.
- No matter how bad the situation is we shouldn't give up.

5. We are the champions by Queen

- Winning a game.
- Path to glory and success.
- Overcoming fear.

3. Fill in the blanks with words given below:

tumbled, survive, sorrow, diverge, wince, wrath, menace, barren, punishment, loom

1. Mary was afraid that she would incur her mother's _____ if she fought with her brother.
2. She knew in order to _____, she will have to fight all odds.
3. It was great _____ for Jane when her brother moved out of the country.
4. She slipped and _____ down the stairs.
5. You can take any route as long as you don't _____ from the main highway.
6. His shadow _____ in the dark long after he was gone.
7. He was given the right _____ considering his transgressions.
8. This field is _____ nothing grows here.
9. She _____ when I touched her broken arm.
10. This little kid is such a _____, always disturbing people.



Active Conversation

In a group of five, discuss each other's favorite songs, poems, singers and poets.

You can ask each other questions like this:

- Who are your favorite singers and poets?
- Which is your favorite song? Why do you like it?
- Are lyrics and music equally important to a song or not?
- What do you think is important for a song? Lyrics or music?
- Do you think music can help bring peace?
- Does music make you cheerful?
- Do you like listening to music in Bahasa Indonesia or English?
- If you could be any musician, who would you want to be and why?
- Do you think songs with offensive lyrics should be banned?
- Should songs and poems have a lesson?
- Do you think songs and poems play an important role in spreading important messages in our life?
- Do you think songs or poems can change people?

[illegible]



Let's Create/Contribute

Choose one of the activities given below:

1. Write a song or a poem using at least 4 poetic devices. Your song or poem should have a message.
2. Create a scrapbook for your favorite songs and poems. This scrapbook should contain the following information:
 - Lyrics of your favorite songs/poems.
 - Meaning of lyrics/verses.
 - Profile of the artists or poets.

Example of scrapbook :

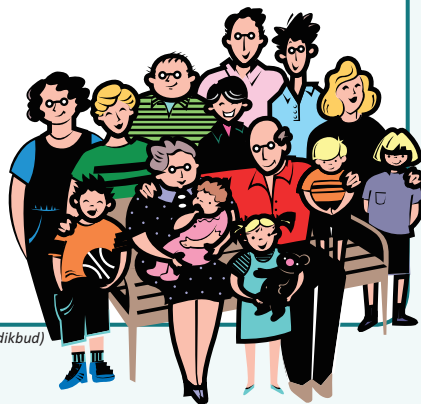


Picture 10.5 (Source: scrapbook-crazy.com)



Parent Connection

Ask your parents about their favorite song and the reason for liking it. Rewrite this song in English, if it is in a different language. Perform the song in front of the class.



Picture 10.6 (Source: Kemendikbud)



Formative Assessment

I can do this.

Complete these statements:

1. The most interesting thing I learned in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The poems and songs were easy to understand.					
I know how to write a song.					
I can write a song.					
I know about poetic devices.					
I can use poetic devices.					

My plan to overcome difficulties of this chapter

--

CHAPTER 11

Man Made Disaster



Picture 11.1 (Source: grandmotherdelight.com)

CHAPTER 11

In this chapter you will:

- Read an example of exposition text
- Learn how to write an analytical exposition text
- Write an exposition text
- Work together with your friends

Prereading Activities

Personal Connection

What comes to your mind when you think about global warming? Write it down and share with your teacher during the discussion.

Genre Connection

Essay is a short literary piece of writing usually representing author's viewpoint. Aldous Huxley, the famous essayist defines essay as a literary device for saying everything about almost anything. The word essay is from an old French word "essayer" meaning 'to try' or to attempt doing something'. Michel de Montaigne was the first person to use the word 'essay' to describe his work. His essays are considered the finest among their kind. In 18th and 19th century essay became a favored tool of writing, Edmund Burke and Samuel Taylor Coleridge used essays to educate masses.

Some famous essayists:

- | | |
|---------------------|-----------------------|
| - Robert Burton | - Isaac Asimov |
| - Sir Thomas Browne | - Margaret Atwood |
| - Lawrence Sterne | - Ralph Waldo Emerson |
| - Andre Gide | - Edgar Allan Poe |
| - Jean Cocteau | - T. S. Elliot |
| - Winston Churchill | - Noam Chomsky |

(Encyclopedia Britannica)



Reading Activity

Global Warming

Is it an end to our world?

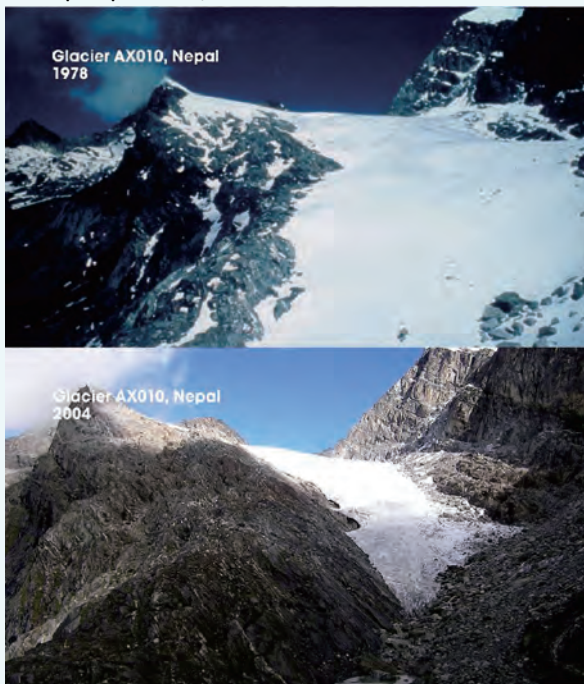
The devastating impact of global warming is already evident everywhere in the world, as also in Indonesia. If warming continues at this rate, can you imagine what will be the condition of Indonesia 10 to 15 years from now?

There is irrefutable evidence that human activity since the industrial revolution has changed the atmosphere of our earth and continues doing so. Since the time we started industrializing, we started polluting; polluting our waters, our air, releasing greenhouse gases that contribute towards global warming. Human activity will continue to affect our earth but we need to make changes before our earth succumbs to the pressures of global warming and disappears altogether.

According to a research by Greenpeace, there is extensive deforestation being carried out in Indonesia; half of the tropical rainforests have been destroyed. We are either bulldozing or burning thousands and thousands of acres of tropical forests in order to grow crops. Are we growing these crops to feed our own people? No, these acres and acres of forestland are used to grow crops like

palm oil, palm sugar and coffee - the lifeline of western food industries. Forests are lungs of our earth. Trees store carbon dioxide and release it as oxygen. Since there are not enough trees left to absorb the huge amounts of carbon dioxide produced, it disrupts the natural balance and contributes towards climatic changes, which is a consequence of global warming (Green peace report, 2007).

The impact of climatic change is noticeable



Picture 11.2 (Source: nationalgeographic.com)

throughout Asia-Pacific by a simple observation. Either there are extremely hot days or too much rain accompanied by wind and thunderstorm that disrupts the daily activities. Experts are of the opinion that these changes will continue to happen more often. Furthermore, the shifting weather patterns have made it extremely difficult to predict the climate. Scientists have predicted long term disastrous effect on economy and on the people of Indonesia. More studies have shown drastic climate change will start in 2020. They are of the opinion that the random floods or dry season we see in Indonesia now will become a norm in 2020 (Reuters, 2007).

Moreover, experts are of the opinion that rapid onset of the climate changes will threaten the biodiversity. Due to extreme climates the catches of fish would decrease as much as 40 % in Indonesia. Research has shown that majority of people in Indonesia depend on the sea for their livelihood; those people will be drastically affected, as will be the economy of the country (Green peace report, 2007).

Additionally, shifting weather patterns have made it difficult for farmers to decide when to plant crops which in turn has led to major crop failures. A recent study has shown that Indonesia has a loss of 300,000 tons of crop production every year that is three times the loss in previous decades. It is impossible to say how this change will affect the long-term viability of palm oil and other commodities but it will certainly have a disruptive impact (Reuters, 2007).

Eventually global warming will not only affect economy, but it will also affect the health of people. It is predicted there will be dramatic increase in death toll. People will die due to floods, extreme heat, heat waves and storms. Due to the change, the bacteria and viruses will also mutate and a lot of incurable diseases will be responsible for deaths of millions of people (Science Daily, 2007).

Global warming is not a new problem nor is Indonesia solely responsible for it. But as it is, Indonesia will be among the most vulnerable as it is one of the greenhouse gas emitter after China and USA. The government of Indonesia recognizes that it is a huge issue that will affect us if attention is not paid to it. The government is making every possible effort they can to tackle this issue but we have to do our part.



Picture 11.3 (Source: nationalgeographic.com)



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. In your opinion, is global warming an imminent world threat? If yes, why? If no, why not?
2. What action is the Indonesian government taking to address the issue of global warming? Discuss.
3. What actions are you taking to address the issue of global warming? Explain.
4. What are the effects of climate change on the nature and society? Describe.
5. Do you think humans are responsible for causing the world climate change? Give suitable examples to support your opinion.
6. What do you do in your daily life that would increase global warming?
7. Do you think educating masses on the issue of global warming will help reduce it? Discuss.
8. How did global warming reach such an extent without us noticing it sooner? Discuss.
9. Do you think global warming will bring next ice age? Discuss.

Discussion Notes:



PERSONAL JOURNAL WRITING

Based on the article on “Global Warming”, try to predict how the world will change in next 10 years. Write your reflections below.



Building Blocks

Analytical Exposition Text

An analytical exposition text evaluates a topic critically but focuses only one side of an argument.

In your life if you have ever tried to persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used exposition.

The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

Purpose

The purpose of exposition text is to persuade your audience to look at an issue with your perspective.

Legal Defenses

Speeches/lectures

Editorials

Letters

Examples of exposition text are

Newspaper articles

Political Leaflets

Essays

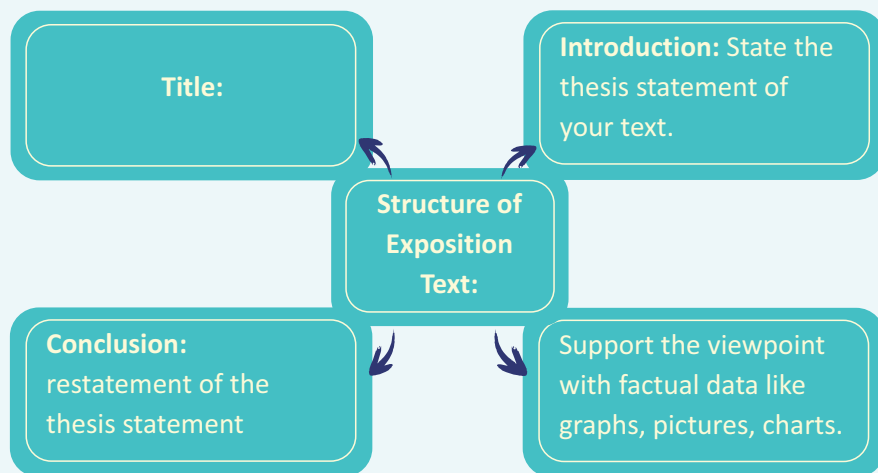
An exposition text needs to:

Clearly state the point of view.

Use valid research findings to support your viewpoint.

Defend your viewpoint.

Support the viewpoint with factual data like graphs, pictures, charts.



Title:

- Tells about the topic of the essay

Introduction:

- This is the starting point of exposition essay.
- Here you state the topic and establish the point of view (Thesis statement).
- Introductory statement should be an emotional statement or a question that is an attention grabber.
- A preview of the points you plan to make to support your thesis (argument).

Body:

- A series of arguments to convince the audience.
- Each paragraph starts with new argument.
- Each paragraph has a main point, reason for the main point and evidence to support the main point.

- Use of emotive words, mental verbs, causal conjunction to persuade the audience.
- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

Conclusion:

- Reiterate or restate the thesis statement
- Summarize what has been stated.

(Emilia, 2012)

Language Features of an Exposition text:

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using “bad”, **USE** *appalling, unfavorable, ghastly, terrible*.
- Instead of using “good”, **USE** *fantastic, incredible, momentous, remarkable*.
- Instead of using “persuading”, **USE** *convincing, urging, enticing, realistic*.
- Instead of using “persuasive”, **USE** *credible, realistic, rational, sane, coherent*.

Use present tense such as *lions live; I eat; cheetahs run*.

Use mental verbs such as *I believe; I prefer; I agree; I doubt; I disagree*.

Use saying verbs to support the argument such as *people say; it is said; research indicates*, etc.

Use connecting words to link to arguments so that the flow of argument is logical and fluent.

Some examples are:

- additionally, furthermore, not only, also, in addition, moreover, like wise etc.

Use causal conjunction to indicate cause or reason of what is being stated.

For example:

- because, consequently, despite, due to, for that reason, in case, otherwise, yet, first, second, etc.

Use words that express the author's attitude- to qualify or confirm.

For example:

- will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability etc.

Use persuasive techniques:

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinion, testimony or quotes.
- Use exaggeration to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

Example of exposition text

Text organization	<u>Banning of motorbikes is necessary in the housing areas.</u>	Language Features
Introduction Thesis statement	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all , I would like to point out that motorbikes are major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for environment. Consequently , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently ,
Argument 2 + elaboration	Secondly , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	Children Parents
Argument 3 + elaboration	Furthermore , motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging . The moment their babies fall asleep, one or other motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Expert opinion Expert research show
Argument 4 + elaboration	Finally , motorbikes are responsible for horrible accidents . In some cases there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many a times lot of animals are trampled and found death on road. Motorbikes are known to be the biggest killers on road (Fields, 1993).	Present tense Go fast Are responsible There is
Conclusion Reiteration of thesis statement	In conclusion , from the arguments above, I strongly believe that motorbikes should be banned from housing areas.	



Word Power

Words	Pronunciation	Meaning
devastate	\ 'de-və-, stāt\	Cause damage or destroy something
irrefutable	\ ir-i- 'fyü-tə-bəl\	Not able to be proved wrong
succumb	\ sə- 'kəm\	To give in or stop resisting
lifeline	\ 'līf-, līn\	Something that provides support needed for success/survival
disrupt	\ dis- 'rəpt\	To interfere in the normal progress of something
consequence	\ 'kɒnsɪkw(ə)ns\	Something that happens because of something
mutate	\ 'myü-, tāt\	Change into something different
incurable	\ in- 'kyür-ə-bəl\	Impossible to cure
tackle	\ 'ta-kəl\	To take hold of
doom	\ 'düm\	Bad events that cannot be avoided



Let's Practice

A. The article given below is incomplete.

Complete it using the format of an exposition text and give it a suitable title.

Introduction (thesis statement)

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching too much television especially soap operas and dramas can have negative impact on the viewers.

Argument 1 + Elaboration

Argument 2 + Elaboration

Conclusion (restate thesis statement)



Active Conversation

Choose one of the topics given below:

A. Passive smoking is a silent killer.

B. Why is learning English Important?

State your argument or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like this:

- I would like to remind you.....
- It is important for us to.....
- I believe that....
- I am convinced that.....
- Let me tell you.....
- Try to remember.....

You can use this example to start your conversation:

Student A: Do you know that passive smoking is more dangerous than active smoking?

Student B: I know but I think it is not as dangerous as people say it is.

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

B. Why is learning English important? State your argument or position on this issue and then discuss with your partner. You can use this example to start your conversation:

Student A: Learning English is important because it is a means of communication with different people around the world.

Student B: I don't think it is important.

Student A: I do not agree with you.....

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:



Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus explanation to support your thesis statement. Follow the format of exposition text given in building blocks.



Let's Create/Contribute

Choose one of the activities given below:

1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
2. Create a pamphlet to educate people in your school on “Dangers of drug abuse and cigarette smoking.”

Make sure to put lot of pictures in your pamphlet.



Example of pamphlet



Picture 11.4 (Source: designstore.ir)



Parent Connection

Talk about the exposition text you have written (in writing connection) with your parents. Do they agree with your viewpoint? If they don't agree with your viewpoint, write their viewpoint in English and share it in your class.



Picture 11.5 (Source: Kemendikbud)



Formative Assessment

I can do this.

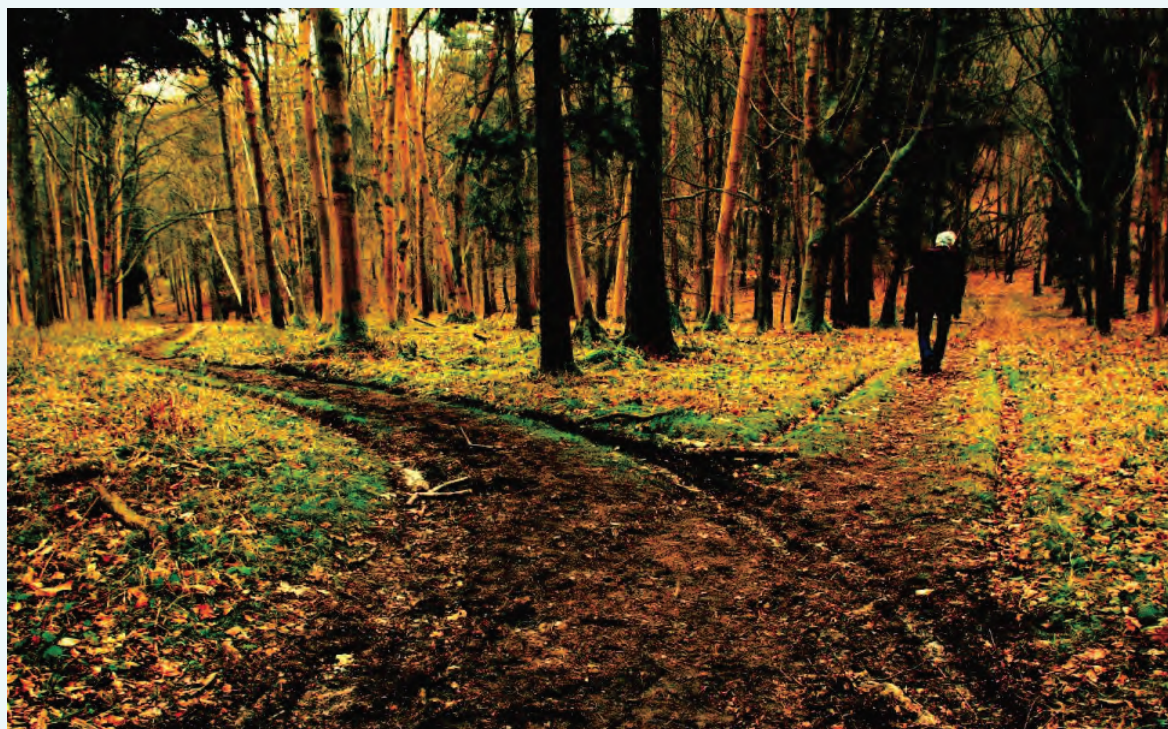
Complete these statements:

1. The most interesting thing I learned in this chapter was
2. The part I enjoyed most was
3. I would like to find more about
4. The hardest part in this chapter was
5. I need to work harder at

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an exposition text.					
I can write an exposition text.					
I know the format of exposition text.					
I can create a pamphlet					

My plan to overcome difficulties of this chapter





MAN MADE DISASTER

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