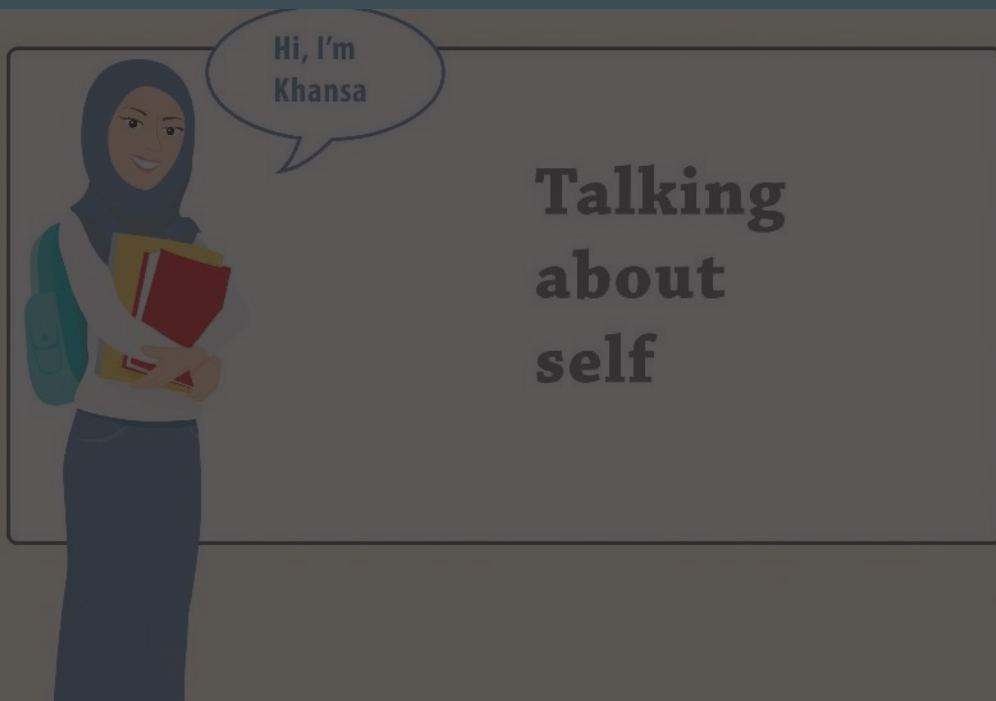


Chapter 1

Talking about Self



Source: Dokumen Kemdikbud
Picture 1.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 1, siswa diharapkan mampu:

1. Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai konteks penggunaan.
3. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (pronoun, subjective, objective, possessive) yang tepat sesuai konteks penggunaan .



WARMER: CHINESE WHISPER

Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: <http://cache.media.education.gouv.fr>
Picture 1.2

Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.



VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.

pen pal (<i>noun</i>)	kereta komuter
sound (<i>verb</i>)	sangat menyukai
run (<i>transitive verb</i>)	jauh
(be) into (<i>preposition</i>)	nampaknya
attend (school, college) (<i>verb</i>)	sahabat pena
distant (<i>adjective</i>)	bahasa pertama
commuter train (<i>noun</i>)	bersekolah/kuliah
magnificent (<i>adjective</i>)	luar biasa
mother tongue (<i>noun</i>)	mengelola
half sister/brother (<i>noun</i>)	saudara tiri



PRONUNCIATION PRACTICE

Listen to your teacher reading aloud these words. Repeat after him/her.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjutə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hæf sistər / brʌðər /



READING

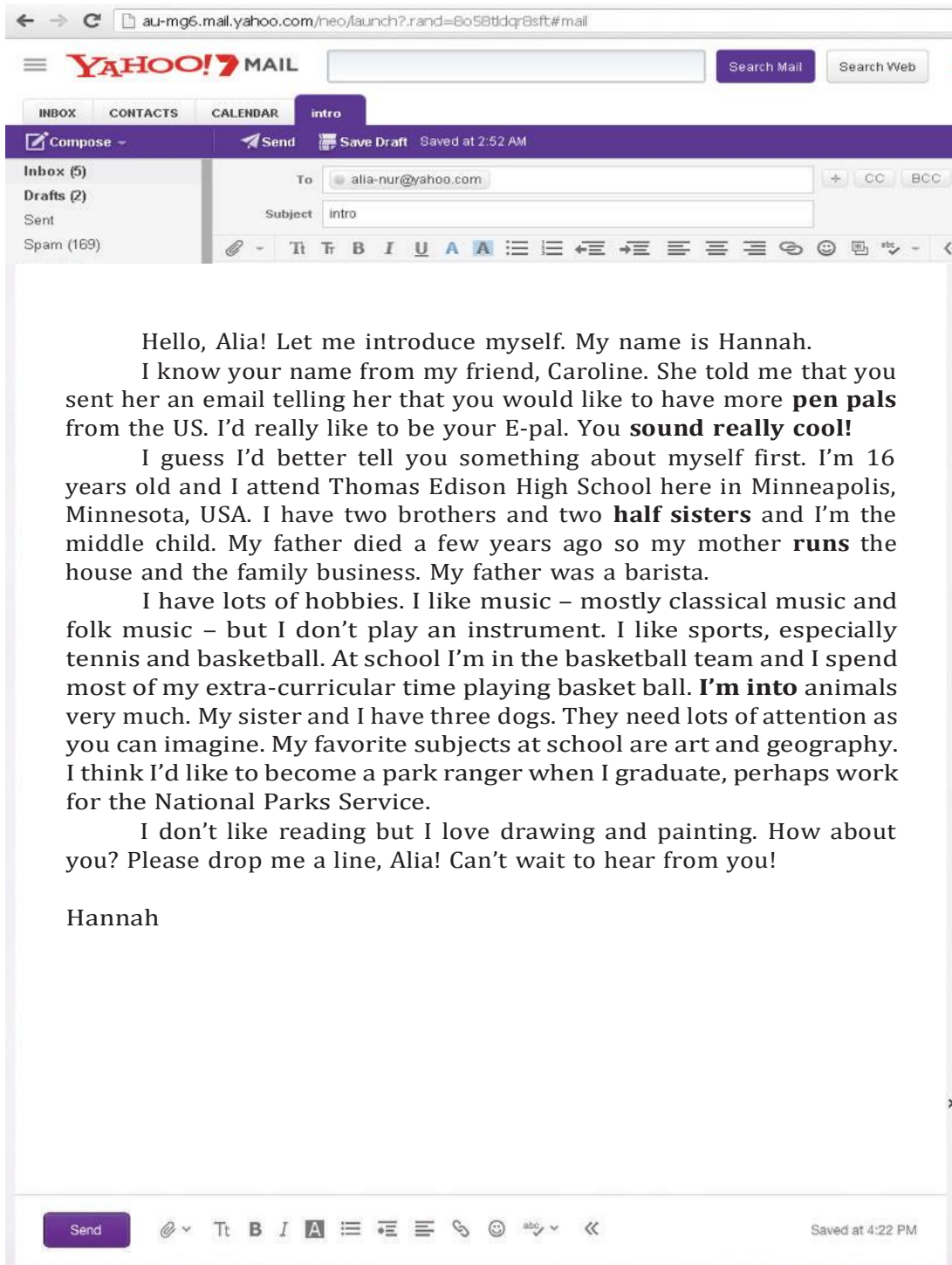
Task 1: Jigsaw

Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.



Source: www.images.solopos.com/siswa-sma-perpustakaan.jpg
Picture 1.3

Text 1: An email from Hannah



Text 2:

A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

As for hobbies, **I'm really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,
Saidah

Task 2:

After reading the text, in the chart below, identify the main idea of each paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.

Text 1

Paragraph	Main Idea	Details
1	Hannah introduces herself.	<ul style="list-style-type: none">- Hannah knew Alia from Caroline.- Caroline told Hannah that Alia wanted to have pen pals from USA.
2		
3		
4		
5		

Text 2

Paragraph	Main Idea	Details
1	Saidah was happy to receive Alia's letter.	Saidah wants to be Alia's pen friend.
2		
3		
4		
5		
6		



Source: Dokumen Kemdikbud
Picture 1.4

Task 3:

Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.

COMPREHENSION QUESTIONS I

Answer the following questions briefly.

1. How does Hannah contact Alia? Is there anybody introducing Hannah to Alia?
2. Does Hannah want to be Alia's friend?
3. Where does Hannah study?
4. Tell me about Hannah's family!
5. What are Hannah's hobbies?
6. Does she like animals? What animals does she have?
7. What profession would she like to have after graduating from her school?
8. Have you ever written an email to a penpal? When?

COMPREHENSION QUESTIONS II

Answer the following questions briefly.

1. Does Saidah want to be Alia's friend?
2. Where is she from?
3. Where does Saidah study?
4. Tell me about Saidah's family!
5. What are Saidah's hobbies?
6. Does she have favorite singers? (If yes, who are they?)
7. Does she like reading books? Which authors does she like?
8. What profession would she like to have later?
9. Is she interested in visiting Indonesia? How does she know Indonesia?
10. Have you ever written a letter to get a pen pal? When?



VOCABULARY EXERCISES

Complete the following sentences using the words in the box. Remember to use the correct forms of verbs.

E-pal	sound
half sister	(be) into
mother tongue	attend
slip back	magnificent
run	

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She really _____ reading.
2. In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that _____ cool?"
3. Hannah and her brothers learn how to manage their store every day. Later they want to _____ their own business.
4. In her letter, Alia often introduces the beauty of Indonesia to her _____. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.
5. Alia in her letter wrote that her _____ is Batakese, but she can also speak other languages, like Madurese, Indonesian, and English.
6. Unlike Saidah who _____ books, Hannah are more _____ animals. She has 3 dogs that need a lot of attention.
7. Alia, Hanna, and Saidah become good friends. They hope that someday they can _____ a traditional or modern music concert together.
8. Hannah told Alia that she was very happy when she got a _____, a baby girl from her mother's second marriage.
9. Alia has many _____, those with whom she makes friends by writing them emails. They live in other countries, so she never meets them.
10. Alia likes to try to speak in English with her classmates, but just like Saidah, she also sometimes _____ into Indonesian.



TEXT STRUCTURE

THINK-PAIR-SHARE

Task 1:

Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.

Parts of the Letter/ Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

Task 2:

Work in pairs (Students A and B) to discuss the text structure, and then share this with the class. Use the following prompts to help:

Identify the structure of the organisation of the letter.

- What details can you find in the opening?
- What's the purpose of telling the contents?
- What details can you find in the contents?
- What's the purpose of writing the closing?
- What details can you find in the closing?



GRAMMAR REVIEW

Pronouns

In self introduction and also in other communication activities, pronouns are frequently used to prevent unimportant repetition. Pronoun is a word that takes the place of a noun, such as: *I, you, me, it, they, we, she, him, us.*

Read the following sentences:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

Task 2:

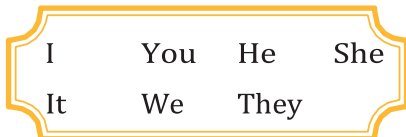
The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns: *Complete the sentences with be (am, is, are, was, were). Remember to use the correct forms.*

Alia wants to have many pen pals because she likes making friends. Her pen pals come from many parts of the world. Caroline introduces her to Hannah. Now Hannah becomes Alia's pen pals. Hannah likes her a lot.

There are several types of pronouns: *subjective, objective, possessive adjectives, and possessive pronouns.* Read the following table and the following explanation.

Subjective	Objective	Possessive adjective	Possessive pronoun
I	Me	my	mine
you	You	your	yours
he	Him	his	his
she	Her	her	hers
we	Us	our	ours
they	Them	their	theirs
it	It	its	its

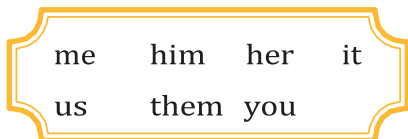
1. **Subjective pronouns** are the subjects of a sentence:



Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.

- a. I have three dogs.
- b. You like to have many pen pals.
- c. He studies in an elementary school.
- d. She will get married.
- e. We love Indonesia
- f. They need attention
- g. It barks when it is happy.


2. **Objective pronouns** are the objects of a sentence:



Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.

- a. I know Caroline. She introduced me to you via e-mail.
- b. My brother is an elementary school student. Sometimes I accompany him to go to school.
- c. My sister is a good student. Her campus gave her scholarship.
- d. We love animals. Last week our neighbour gave us a funny kitten.
- e. They run the family business seriously. Customers like them very much.
- f. The fur of the cat is soft. We like to stroke it.

3. **Possessive adjectives** are words that indicate possession. Possessive adjectives are used with nouns.

my	
your	
her	
his	
our	
their	
its	

+ noun

Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in *italics* are the noun.

- a. I have a pen pal. My *pen pal* is very kind.
- b. You have three dogs. Your *dogs* need a lot of attention.
- c. He studies in an elementary school. His *school* is not far.
- d. She loves reading books. Her *books* are in that cupboard.
- e. We run the business together. Our *business* is good.
- f. They frequently come here. This park is their *favorite* place.
- g. The kitten is funny. Its *tail* moves fast when it's happy.

4. **Possessive pronouns** also show possession but possessive pronouns are not followed by nouns.

Read the following sentences. Pay attention to the underlined words

mine	yours	his
her	ours	their

as examples of possessive pronouns.

- a. This is my book. This book is mine.
- b. These are your dog. These dogs are yours.
- c. His school is far from here. His is far.
- d. Her book is interesting. Hers is interesting.
- e. Their family business is good. Theirs is good.
- f. Our plan has many alternatives. Ours has many alternatives.

EXERCISES

I. Read the emails in the reading section again. Underline all pronouns that you can find.

II. Fill in the blanks with the right words.

A. Subjective Pronouns:

1. ____ (Me/I) come to Yogyakarta every month.
2. ____ (His/He) spends the weekend playing guitar.
3. ____ (They/Them) told me that they sent e-mail to each other every day.
4. ____ (we/ours) plan to visit Thailand next year.
5. ____ (We/It) can climb Bromo Mountain together on July.

B. Objective Pronouns:

1. I am going to introduce____(she/her) to one of my pen pals in Malaysia.
2. Lolita told____(we/me) that she wanted to send a birthday gift to her pen pal in Papua.
3. My friends and I have regular meetings with pen pal seeker group. You can join____(it/its) anytime.
4. He told me that he had many e-pals but he is no longer keep in touch with____(theirs/them)
5. It is obvious that Marina desperately wants to visit Malang very soon. She talked about____(them/it) frequently these days.

C. Possessive Adjectives:

1. I am going to wash_____hand. (my/me)
2. Do you like_____pen pals? (you/your)
3. _____hobby is reading the biography of famous people. (He / His).
4. She is sixteen and_____school is in Minneapolis (her/she)
5. They run their family business themselves because_____father died last year. (they/their)

D. Possessive Pronouns:

1. He is very diligent and loves reading. He always brings book in ____ (he/his) bag.
2. ____ (Mine/My) little brother studies in a state vocational school in my region.
3. Alice told her pen pal that she admired JK. Rowling and collected ____ (her/his) novels.
4. My pen pals have the same interest with me, which is about writing. We sometimes send ____ (their/our) piece of writings and I often give comments on ____ (it/theirs).
5. He told me about his family and I told ____ (my/mine) too.

E. Mixed (Pronouns and Possessive Adjectives):

1. Sofia told ____ (I/me) that you would like to have more pen pals from Netherlands.
2. I have several pen pals from UK. I write to ____ (they/them) via email every week.
3. Alia often tells Hannah about her rehearsal. ____ (She/Her) joins a choir club in her school.
4. As for hobbies, we are really into sport and music. So, we can share ____ (my/our) experience about football players and songs.
5. My friends and I often spend long holiday in our hometowns. ____ (They/We) keep in touch via e-mail and WhatsApp.
6. The cat licks ____ (its/it) fur many times, and it seems to enjoy doing ____ (its, it).
7. Hannah said, "This is my favorite book and I want to give it to ____ (yours/you). Now it's ____ (yours/you)."
8. Alia was sobbing when ____ (she/her) read this line in the novel ____ (she/her) got from Saidah: They know the land is not ____ (they/theirs) anymore. The landlord told ____ (they/them) to leave the land. The two brothers said to themselves, "We will work very hard to collect money. Someday ____ (we/us) will return to buy his land, and it (its/it) will become ____ (our/ours) forever."
9. The teacher tells ____ (we/us) to make friends with students

from English speaking countries so that _____ (we/us) can improve our English.

10. Alia's brother wanted to have pen pals too. Alia introduced _____ (he/him/his) to Hannah's and Saidah's brothers. Now, they have become good friends. Sometimes Alia writes about _____ (theirs/them) in _____ (hers/her) letter to Hannah and Saidah.



SPEAKING

Task 1: Guessing Games - Who Am I?

You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

Questions to ask:

-Does it relate to a family relationship?
-Am I female?
-Am I a mother?

- Does it relate to a profession?
- Do I work in a hospital?
- Am I a medical doctor?

-Does it relate to a hobby?
-Am I an outdoor activity?
-Am I related to music? etc.

Words to be written on post-it:

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

Task 2: Introduction Game - Party Time

A. Look at the picture.

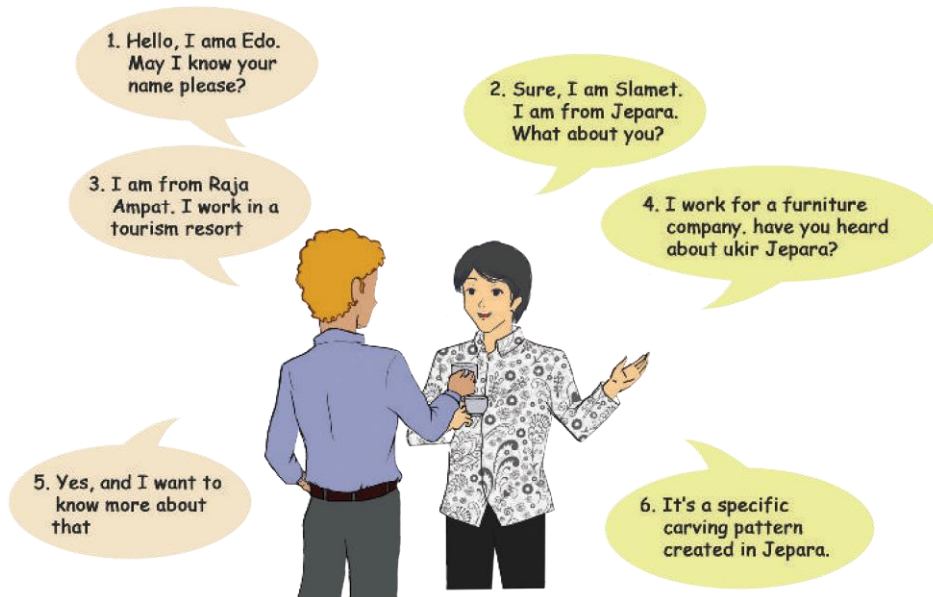
- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



Source: <http://www.spazioblendtower.it/spazio-blend-tower-sala-eventi/>
Picture 1.5

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.



Source: Dokumen Kemdikbud
Picture 1.5

B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become

your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.



WRITING

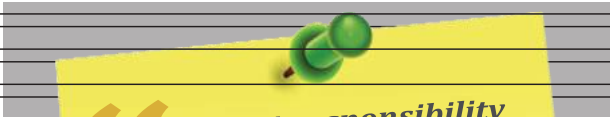
Responding to an email/a letter

Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed. Use the following questions to guide you.

1. What do you write to start your response to an email/a letter?
2. What details do you write in your email/letter? (How old are you? Where do you attend senior high school? What are your hobbies? How many siblings do you have? Etc.)
3. What do you write to end your letter/email?
4. Before you send your email/letter, read through your email/letter to find any content, grammar, vocabulary, grammar, spelling, or punctuation errors and correct them if any.



1. Can you write a letter?
2. Do you know how to describe yourself? or an email?
3. Can you write or talk about yourself?



Les Brown