



EDISI REVISI 2017

# Bahasa Inggris



SMA/MA/  
SMK/MAK  
KELAS  
**XI**

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Dilindungi Undang-Undang

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## KATA PENGANTAR

Pertama-tama saya ingin menyampaikan rasa syukur kepada Allah Swt (Tuhan Yang Maha Esa) karena berkat rahmat dan karunia-Nya lah buku teks pelajaran Bahasa Inggris Kelas XI ini dapat diselesaikan. Sejalan dengan Kurikulum Nasional yang dirancang untuk menyongsong model pembelajaran Abad ke-21 yang di dalamnya menekankan pembelajaran aktif yang mendorong siswa untuk mencari tahu dari berbagai sumber belajar, bukan sakadar diberi tahu. Buku ini diharapkan dapat menjadi salah satu sumber belajar yang dapat membantu meningkatkan kemampuan siswa dalam berbahasa Inggris. Kegiatan-kegiatan yang disajikan di dalamnya diharapkan dapat menginspirasi guru-guru, untuk melaksanakan pembelajaran bahasa Inggris yang aktif, kreatif, dan menyenangkan sesuai dengan tuntutan Kurikulum Nasional.

Perkembangan dunia pendidikan dan era teknologi informasi saat ini, semakin meningkatkan peran bahasa Inggris dalam pembelajaran, mengingat banyak sekali sumber belajar dalam bahasa Inggris dibanding sumber-sumber lainnya. Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak lagi dapat dibatasi oleh batasan-batasan negara, dan hal ini semakin meningkatkan kebutuhan terhadap penguasaan bahasa Inggris sebagai bahasa pergaulan dunia.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan tuntutan Kurikulum Nasional, siswa diajak untuk berani bereksplorasi mencari sumber-sumber belajar yang terbentang luas di sekitarnya, tanpa kehilangan konteks budaya di dalam negerinya sendiri. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru juga diharapkan dapat memperkayanya dengan kegiatan-kegiatan yang relevan berdasarkan kreativitas masing-masing.

Semoga keberadaan buku ini memberi manfaat bagi upaya peningkatan kualitas pelaksanaan pembelajaran di Indonesia, khususnya pembelajaran bahasa Inggris. Atas kekurangan-kekurangan yang ada pada buku ini tentu penulis menyampaikan permohonan maaf yang sebesar-besarnya dan dengan terbuka menerima masukan dari para pembaca dan pengguna buku ini.

Jakarta, Februari 2017

Penulis

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# CHAPTER 1

# Offers & Suggestions

## KOMPETENSI DASAR

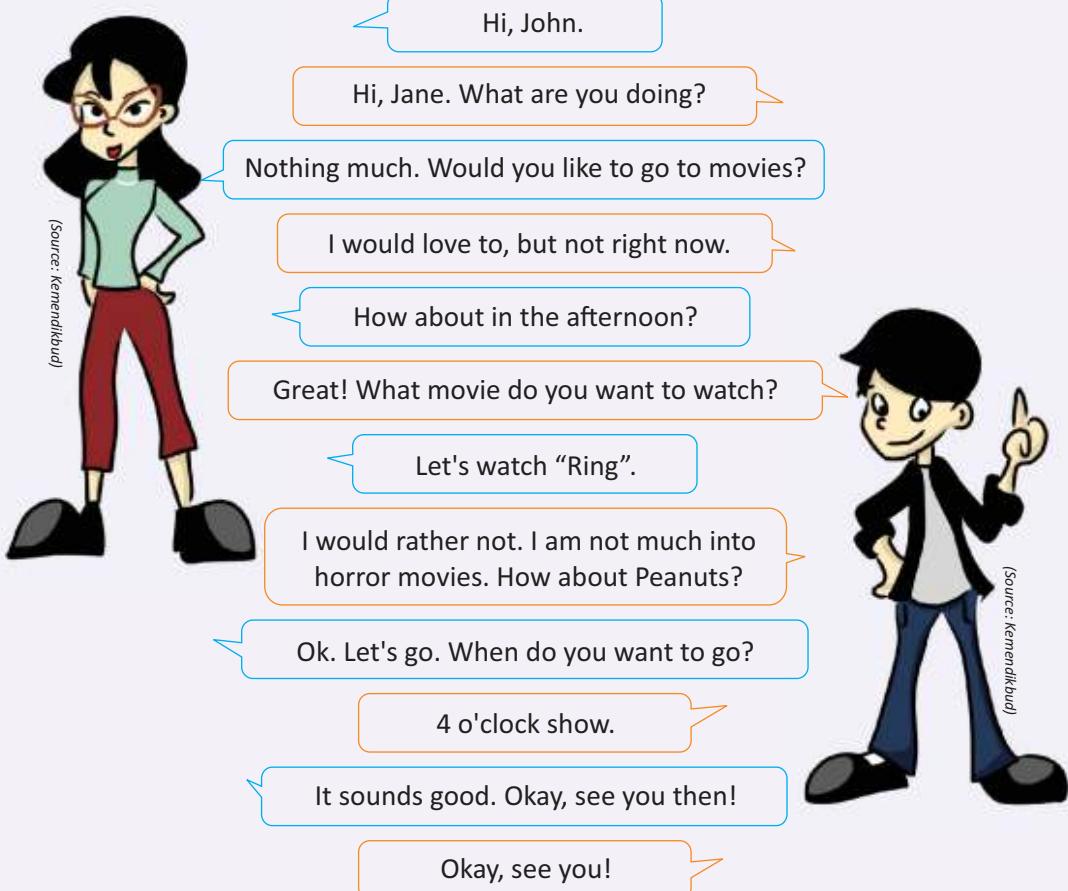
- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.  
(Perhatikan unsur kebahasaan *should, can.*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks

# A

## Pre-Activity

### Conversation 1

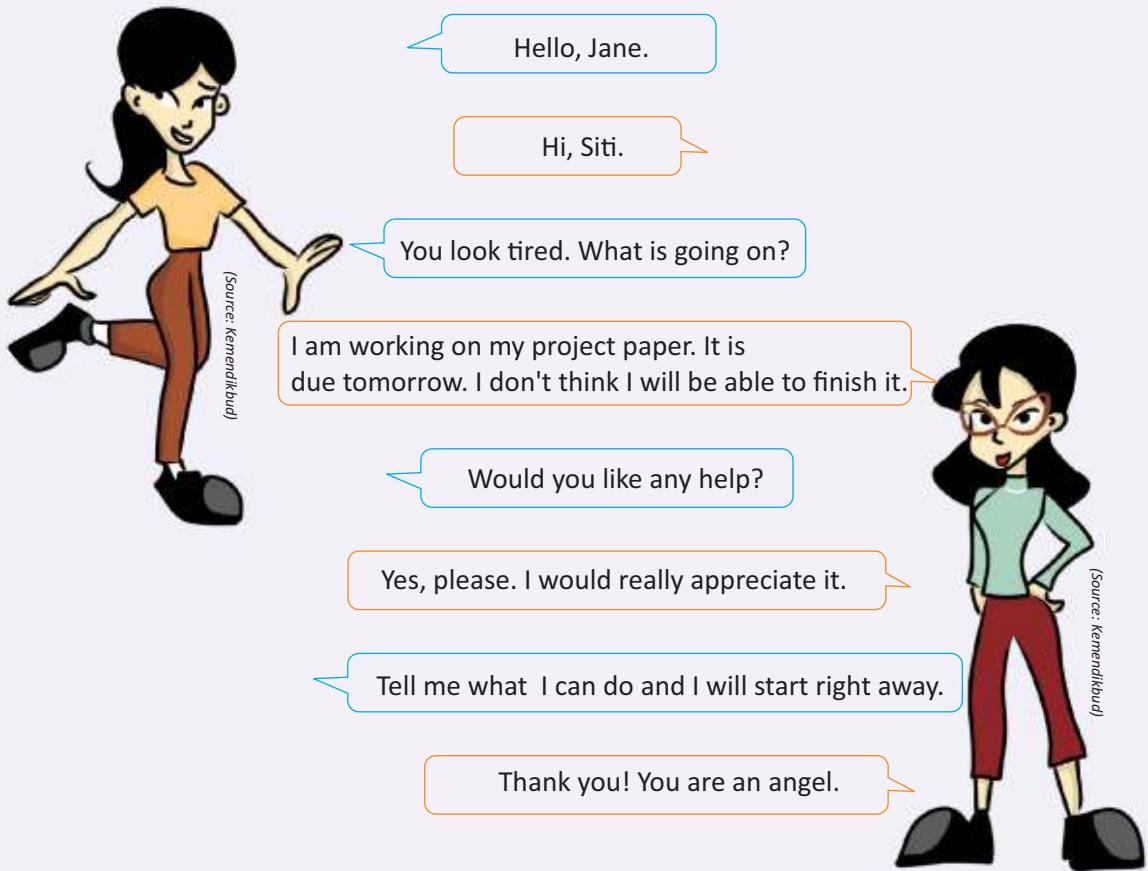
With a partner, read the conversation given below.



What kind of interpersonal transaction is going on in the conversation given above?  
Write down your answer here.

## Conversation 2

With a partner, read the conversation given below.



What kind of interpersonal transaction is going on in the conversation given above?  
Write down your answer here.

# B

## Building Blocks

### Suggesting and Offering

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

**Suggestions** are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

Social function: to facilitate interpersonal communication between different people

#### For example:

- Let's finish our home work first.
- Let's go home.

### Expressions/Gambits

When making suggestions, we often use the following expressions.

Let's ...

Why don't we ...?

We could ...

What about ...?

How about ...?

I suggest that ...

You might want to change ...

I think ...

I don't think ...

## Examples of Suggestions

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something

## Responding to Suggestions

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

Table 1.2 Responding to suggestions

**Offer** means to give something physical or abstract to someone, which can be taken as a gift or a trade.

**Offer** can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Social function: to facilitate interpersonal communication between different people.

**For example:**  
- Shall I take you home?  
- Do you want help with your homework?

## Expressions/Gambits

When making offers, we often use the following expressions.

- May I ...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I ...?

## Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

## Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentence structure to offer something

# C

## Let's Practice

### A. Choose the best option for each sentence given below.

1. Hey Siti, \_\_\_\_\_ go star-gazing tonight?

- a. are you
- b. how about
- c. shall them
- d. would you like to

2. Sam: "Would you like to go watching a movie this weekend?"

Carly: "I can't, I am low on cash right now. \_\_\_\_\_ stay at home and watch TV instead."

- a. How about
- b. Let's
- c. What about
- d. I think

3. What shall we do today? \_\_\_\_\_ we go to the library?

- a. Shall I
- b. Let's
- c. Why don't
- d. Would you

4. \_\_\_\_\_ like a cup of coffee?

- a. Can I
- b. I'll do
- c. Would you
- d. Should I

5. \_\_\_\_\_ the washing, if you like.

- a. Can I
- b. Would you
- c. I'll do
- d. Let's

6. Edo: "I have a lot of work to finish; I don't know how I will manage."

Sam: " \_\_\_\_\_ half of it if you want."

- a. Would you
- b. I think
- c. Why don't
- d. I will help you with

7. Carly: "I submitted my essay to the teacher a few days ago, but I haven't received any response from her."

Edo: " \_\_\_\_\_ go and ask her?"

- a. Shall us
- b. I'll do
- c. Why don't you
- d. I propose

8. \_\_\_\_\_ get you a drink?
- a. Would you                            c. Can I  
b. Why don't you                      d. I'll do
9. Aisyah: "I am so thirsty."  
Annie: "\_\_\_\_\_ get you something to drink?"  
a. How about                            c. Why don't  
b. What about                         d. Can I
10. \_\_\_\_\_ like me to clean your car?
- a. How about                            c. Would you  
b. Let's                                  d. I think

**B. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.**

1. Let's to go to the sushi of restaurant for lunch.

2. Shall we do have a meeting on afternoon Saturday?
- 
- 

3. Can I do get you a glass juice of?

4. Let me take you home.
- 
- 

5. If you want, I'll car the wash for you.
- 
-

6. Shall home we go now?

---

7. Would like you another glass of juice?

---

8. You should finish you work today.

---

9. Can I take help you with something?

---

10. Shall I bring your jacket?

---

**C. Respond to the suggestions and offers given below.**

1. Can I help you?

---

2. Why don't you go and get something to eat?

---

3. Why don't you join us for lunch?

---

4. Shall I bring a book to read?

---

5. Why don't we meet at the bookstore tomorrow at 5 p.m.?

---

6. Let's all eat together.

---

7. Would you like a glass of water?

---

8. Would you like me to do the ironing for you?

---

9. I will wash the car, if you like.

---

10. I think we should go and pick your father up from the airport.

---

**D. Complete the transactional conversations based on the suggestions and offers given below. The first one is done for you.**

### **1. At the Airport**

This is a conversation between an airline counter attendant and a customer.

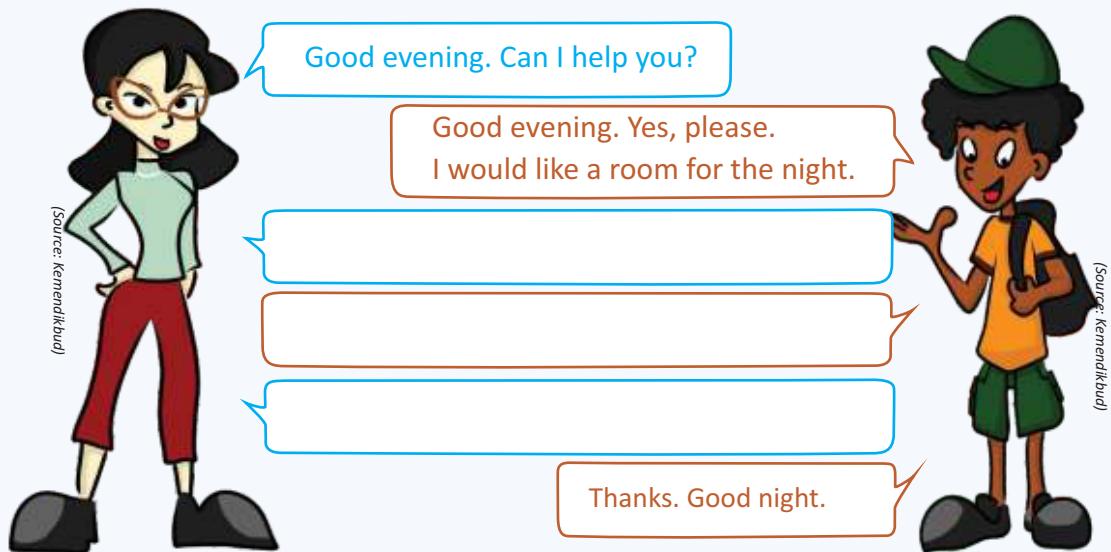
A: Good morning. Can I have your ticket, please?  
Do you have any luggage?

B: Yes, one suitcase.

A: Please place it here.  
Would you like a window or an aisle seat?  
Ok, sure. Is there anything else I can do for you?  
You are welcome. Here is your boarding pass. Please be at gate B  
30 minutes before boarding. Have a nice flight!

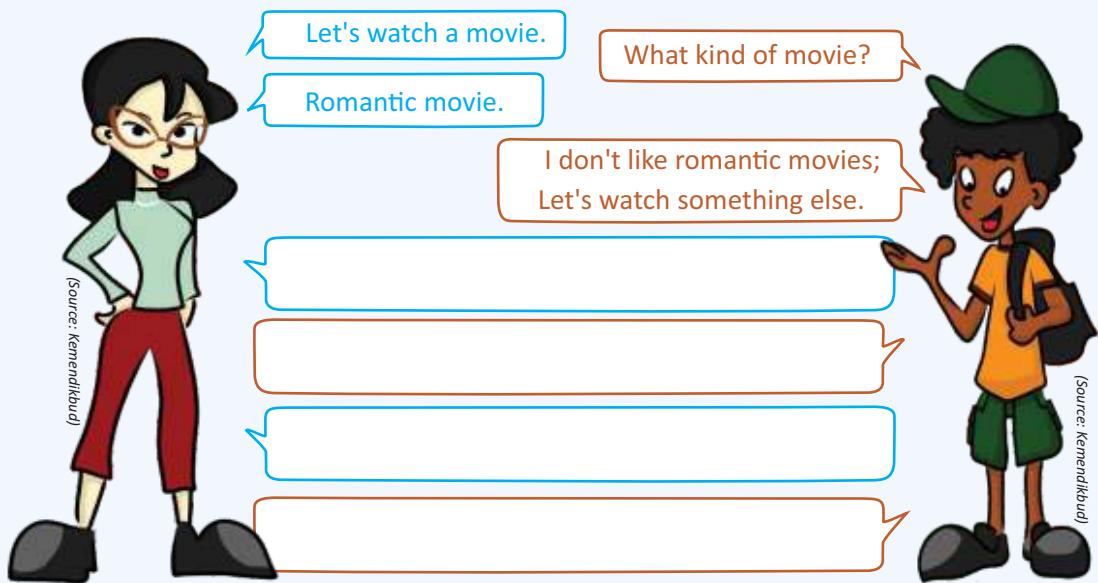
### **2. At the Hotel**

This conversation is between a concierge at a hotel and a customer:



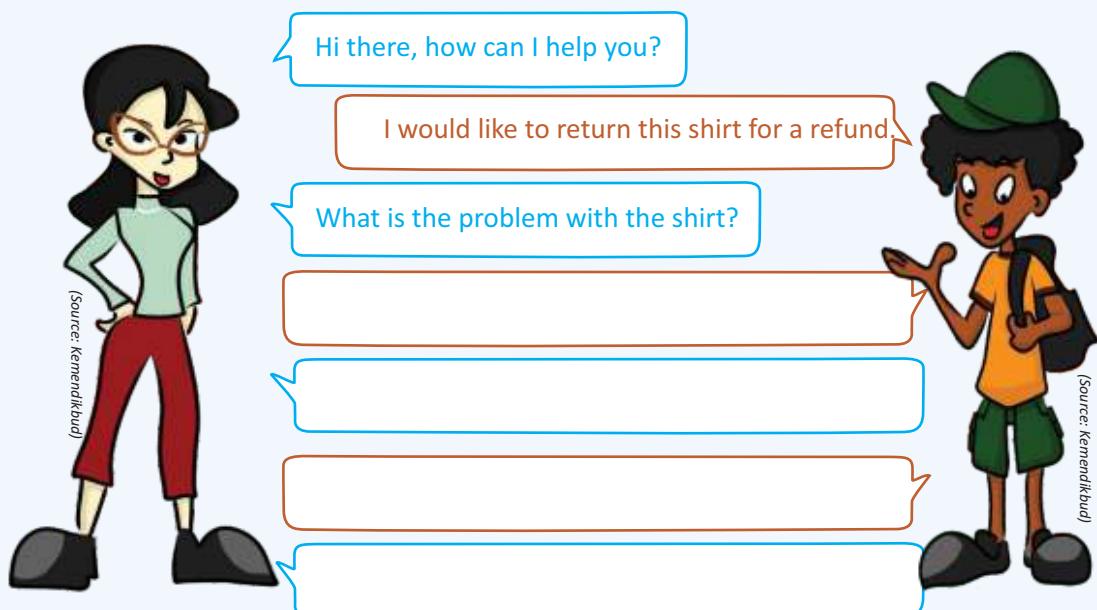
### 3. What Movie Should We Watch?

This is a conversation between two friends.



### 4. At a Store

This conversation is between a store attendant and a customer.



**D**

## Active Conversation

Use the thinking technique, “**THINKPAIRSHARE**” to offer and suggest a solution to the problem given below.

You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

### THINK

About the suggestions and offers you can make to solve the problem.

### PAIR

In pairs, discuss the best suggestions and offers. Give at least four.

### SHARE

Then share the outcome of your discussion by acting it out in front of your teacher and classmates.

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## Writing Connection

With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.

Handwriting practice lines for writing a dialogue.

# F

## Let's Create/Contribute

**Choose one of the following activities for your project.**

1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.
4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes.

For creating the postcard, consider the following aspects:

- you can consider the fact that there is an enchanted fish in the waters;
- you can consider suggesting them visit the place;
- you can offer them incentives if they visit the place.

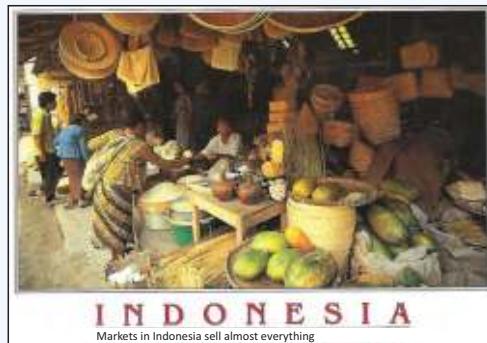
**Example of poster**



Picture 1.6 (Source: [lazuardiinternasional.blogspot.com](http://lazuardiinternasional.blogspot.com))

Figure 1.1 Poster

**Example of postcard**



Picture 1.8 (Source: [lunainternational.blogspot.com](http://lunainternational.blogspot.com))

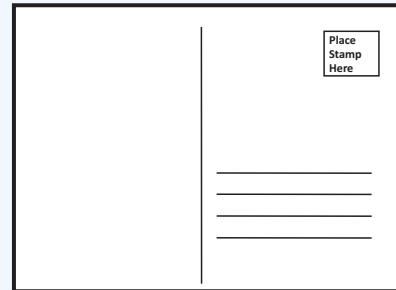


Figure 1.2 Postcard



## 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 story was easy to understand.					
I can tell the difference between offer and suggestion.					
I could write a dialogue between two people.					

My plan to overcome the difficulties of this chapter

# CHAPTER 2

# Opinions & Thoughts

## KOMPETENSI DASAR

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion.*)
  
- 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

# A

## Pre-Activity

With a partner, read the conversational text given.



(Source: Kemendikbud)

Siti



(Source: Kemendikbud)

Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Jane

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

Discuss these questions with your partner.

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

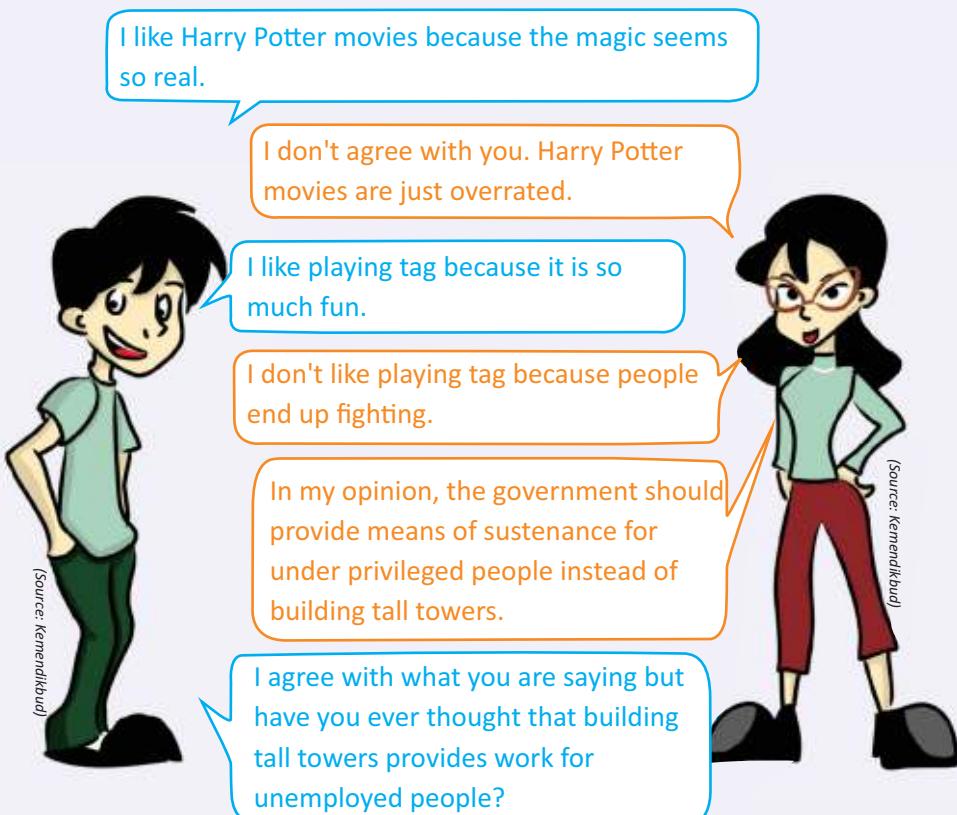
# B

## Building Blocks

### Opinions

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

#### Some Opinions:



### DID YOU KNOW



We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance, quite strongly.

**Let's look at the sentence structure to express opinions.**

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

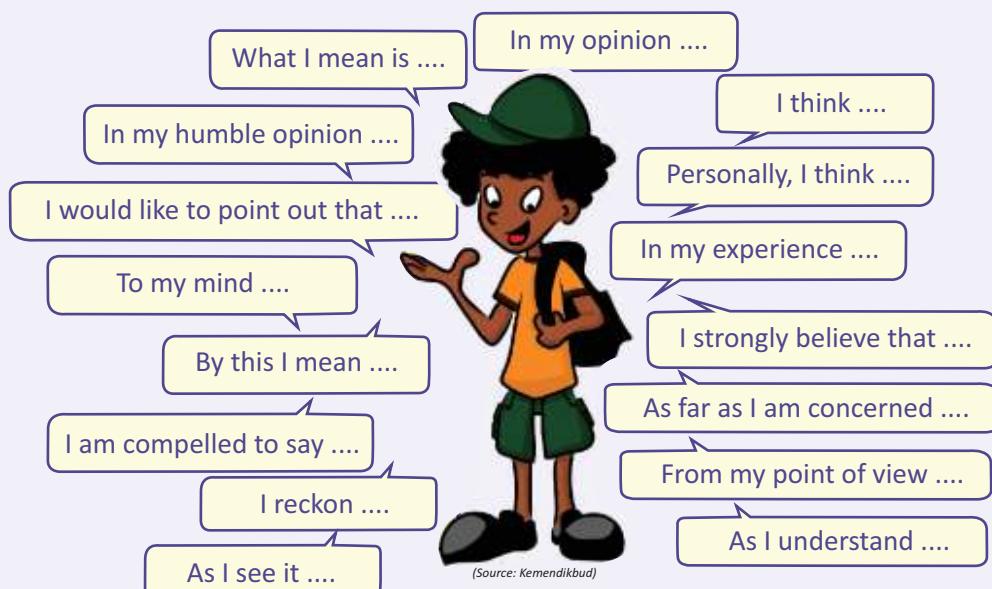
Table 2.1 Sentence structure to express opinions

### Expressions

Opinions can be expressed in the ways given below.

#### Personal Point of View

These expressions are used to show personal points of view.



### **General Point of View**

These expressions are used to show a general point of view. A general point of view creates a balance in writing and helps avoid absolute statements.

Most people do not agree ....

Generally it is accepted ....

Almost everyone ....

The majority disagree with ....

Some people say that ....

The majority agree with ....

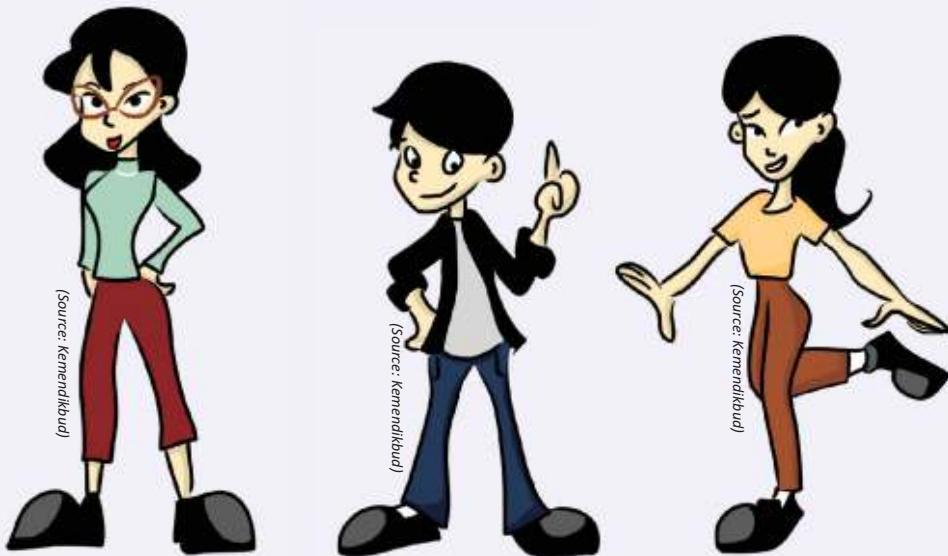
Some people believe ....

It is sometimes argued ....

Of course, many argue ....

It is considered ....

While some people believe ....



**DID YOU  
KNOW**

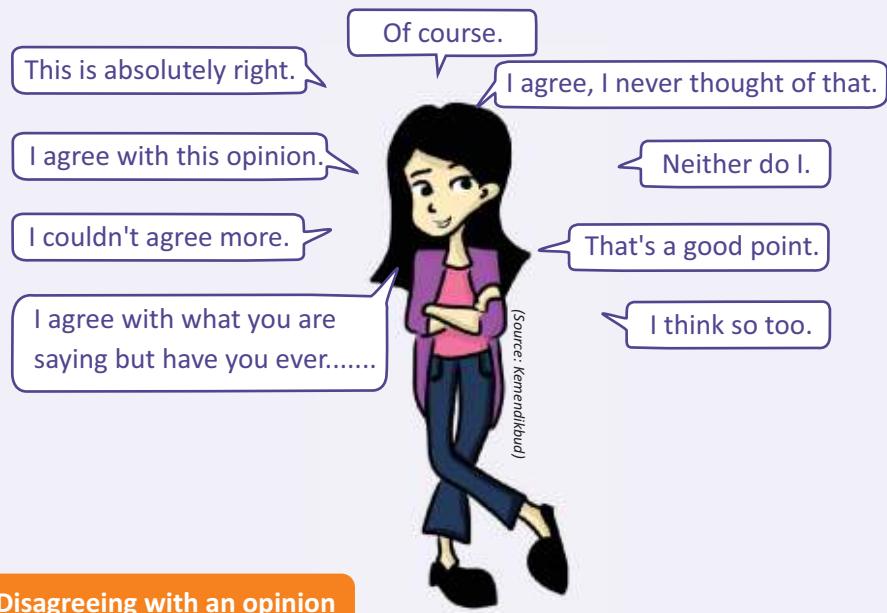


You can agree or disagree as  
long as you have a reason for  
your opinion.



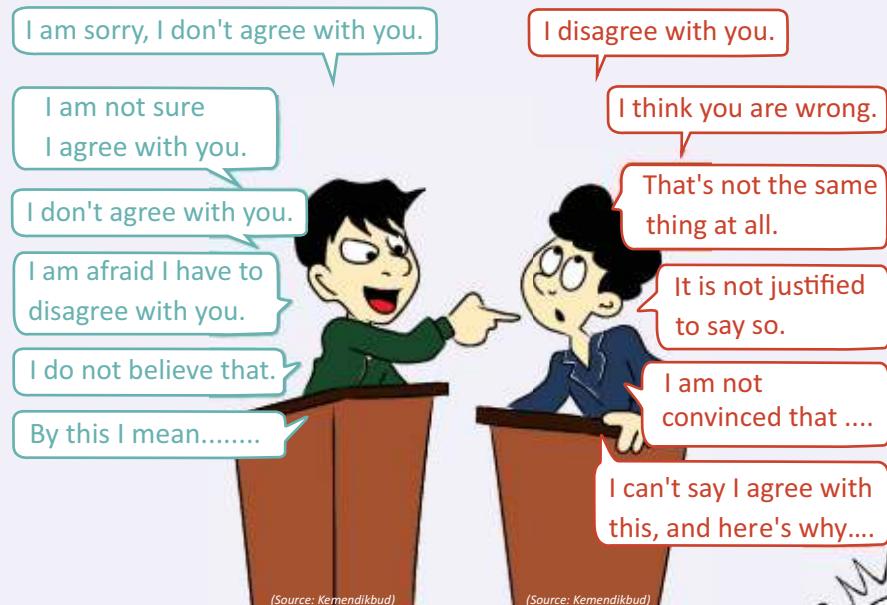
## Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.



## Disagreeing with an opinion

These are the expressions used to express disagreement with an opinion.



Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.



### Examples of Opinions:

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

### Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

Table 2.2 Agreeing and disagreeing with opinions

# C

## Let's Practice

**A. Fill in the blanks using the opinion expressions given in the box below.**

1. I \_\_\_\_\_ with you bullying should be banned.
2. It is all right if you don't agree with me but I have every right to my \_\_\_\_\_.
3. As far as I \_\_\_\_\_, I will not support bullying in my school.
4. I \_\_\_\_\_ that medical care should be free for everyone.
5. Some people\_\_\_\_\_ eating fish and yogurt at the same time causes a severe skin disease.
6. I feel quite \_\_\_\_\_ about this issue.

totally agree, opinion, am concerned, strongly believe,  
believe that, strongly

**B. Below are several opinions. Some of them are polite and some impolite.  
Highlight an opinion with:**

**red: if it is an impolite way of disagreeing.**

**blue: if it is a polite way of disagreeing.**

**green: if it is a polite way of giving an opinion.**

**yellow: if it is an impolite way of giving an opinion.**

1. I am afraid, I don't agree with you on this matter.

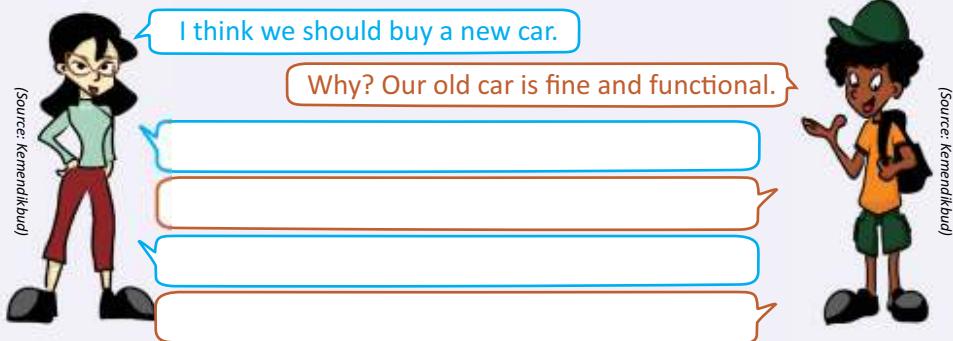
2. I agree with you to a certain point but I would appreciate if you look at it from another point of view.
3. That's an interesting idea but I think our idea is much better.
4. Do you really think like that?
5. Rubbish! Nonsense! I don't agree with this.
6. Actually, as a matter of fact, I think we can look at it again and decide.
7. This is what I am getting at.
8. You want to know what I think? Let me tell you what I think.
9. I feel compelled to disagree with you on this matter.
10. I find it rather silly that you think like this.
11. I think we should all work together to rid our society of social evils.
12. It occurs to me that you have closed your mind against any right opinion.
13. As far as I can say, this club is going to dogs.
14. You make a strong case for changing all the rules, but I think you might have overlooked the fact that it is not possible.
15. This is the most distasteful book I have ever read.
16. To my mind, this is the truth and I believe it.
17. The food here is absolutely inedible.
18. I understand where you are coming from, but you have to look at it from our perspective as well.
19. You have a point, but have you ever thought how poor people on the street feel?
20. This opinion is absolutely useless. Please get out of here.

# D

## Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

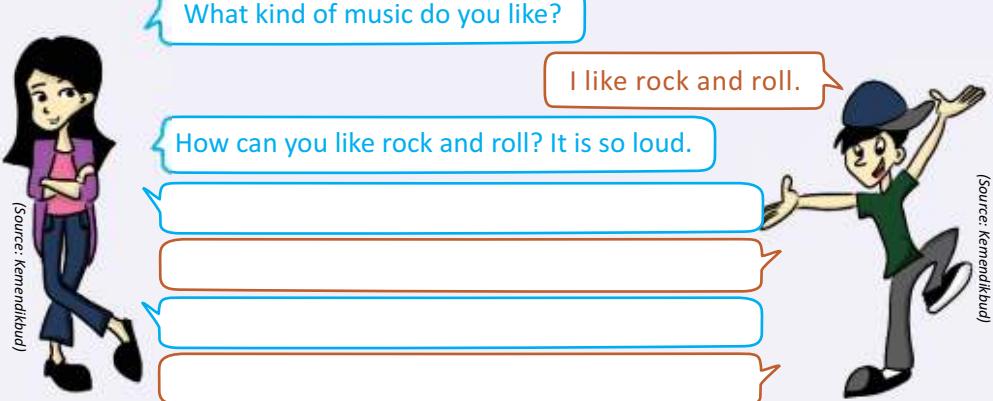
### Buying a New Car



### Banning of Cigarettes



### Songs

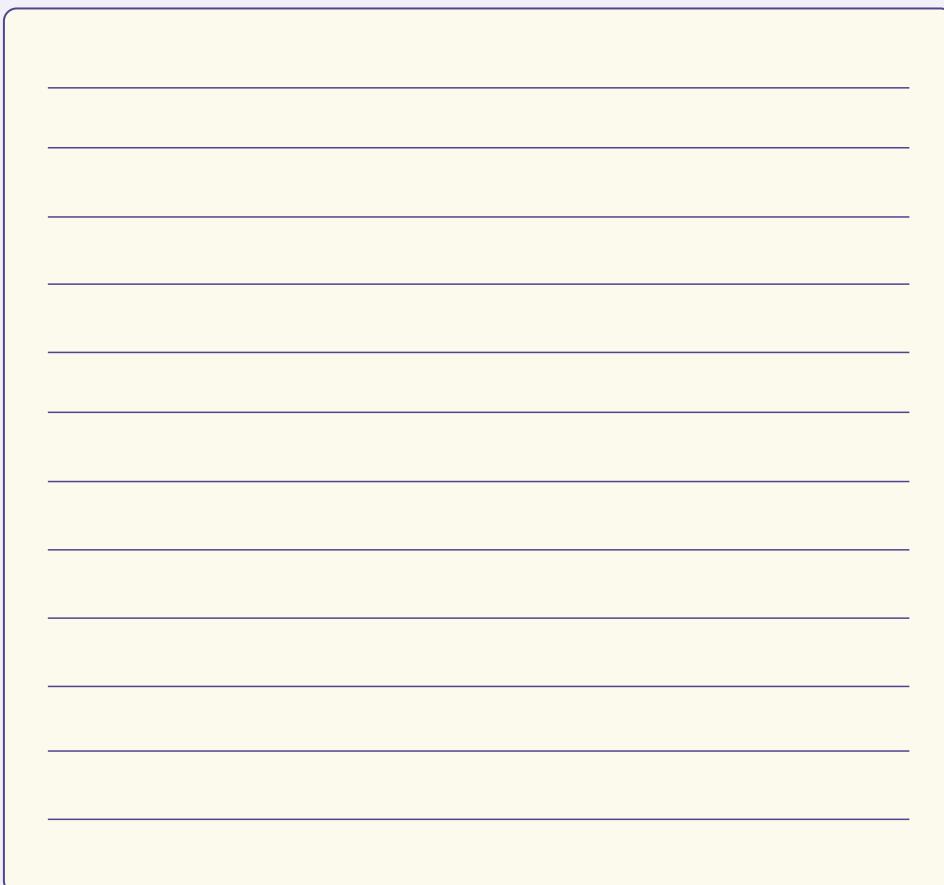




## Writing Connection

**Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.**

- Do you think education is a right or a privilege? Support your opinion with reasons and examples.
- Do you think conservation of wildlife is important? Support your opinion with reasons and examples.
- Time is more important than money. Support your opinion with reasons and examples.
- Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples.
- Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples.



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## Let's Create/Contribute

**Choose one of the activities given below.**

1. The objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.

**Sample questions on the issue of corruption for the interview:**

- What is corruption (in your opinion)?
- Do you think that corruption is prevalent in our society?
- How would you define corruption?
- Do you think corruption should be a punishable crime?
- Do you think the government is making enough efforts to eradicate corruption from our society?
- What are you doing to help eradicate corruption?

2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.
3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or “Reporter’s Notebook” to identify and separate facts and opinions from this article. Work in groups of five.

Focus on the following points:

- Identify an issue or dilemma from the article.
- Identify facts and opinions.
- See if you understand them or you need more information.
- After the discussion with your group members and teacher, express your opinion based on the information you have at hand.

4. Smoking should be banned in public places. What is your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.

**G****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 conversation was easy to understand.					
I know how to express opinions.					
I could debate with my classmates.					
I can write an opinion article.					
I could write a dialogue.					

**My plan to overcome the difficulties of this chapter**

# CHAPTER 3

# Party Time

## KOMPETENSI DASAR

- 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya
- 4.3 Teks undangan resmi
  - 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja
  - 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

# A

## Pre-Activity

Read an excerpt of the play given below.

MONSIEUR LOISEL: *Sweetheart, I have a surprise for you.*

MADAME LOISEL : *Really, what is the surprise?*

MONSIEUR LOISEL: *See for yourself.*

(He places the invitation on the table.)

Swiftly, she tears open the envelope and draws out a printed card and reads out

*"The Minister and Madame Ramponneau request the pleasure of the  
company of  
Monsieur and Madame Loisel at the Ministry on the evening of Monday,  
January the eighteenth."*

MONSIEUR LOISEL: Isn't it wonderful?

MADAME LOISEL: What do you mean? What can I do with it?

(She tosses the invitation on the table.)

### Discussion

1. Why do people write and send invitations?
2. Why do you think invitations have become important in our society?
3. What kind of invitation do you think is in the excerpt given above?

How can you say that?

Write down your thoughts here.

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**Informal**

## Types of Invitations

**Formal**

### Formal Invitation

A formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).

For example:

- An invitation to the opening of a school
- An invitation to a graduation ceremony
- An invitation to a wedding, etc.

### Common Format of a Formal Invitation

- The first line is the name(s) of the person(s) who invite(s).
- The second line is the request for participation.
- The third line is the names of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

## **Social Function:**

Inviting people to formal and social events

## **Linguistic Characteristics:**

Simple, precise, and concise words

Detailed information

The tone should be friendly and sincere. Words should be chosen carefully.  
The style of writing should be formal.

## **Format of Layout:**

Addresses of the addresser and the addressee

Salutation

Body

- State for whom the invitation is and by who it is given.
- Reasons of invitation
- Date
- Time
- Place
- R.S.V.P (it is a French word -"repondez s'il vous plait" which means "please reply")

Signature

The format of the envelope for the invitation is addressed the same way as the envelope of a letter (i.e. with the recipient's address in the middle of the envelope and addresser's address on the left hand corner of the envelope).

## **Ways of Organizing Information:**

Reasons for inviting others

Detailed information about the party or event

Ask friends to come by using a sincere tone

**Example of a Formal Invitation**

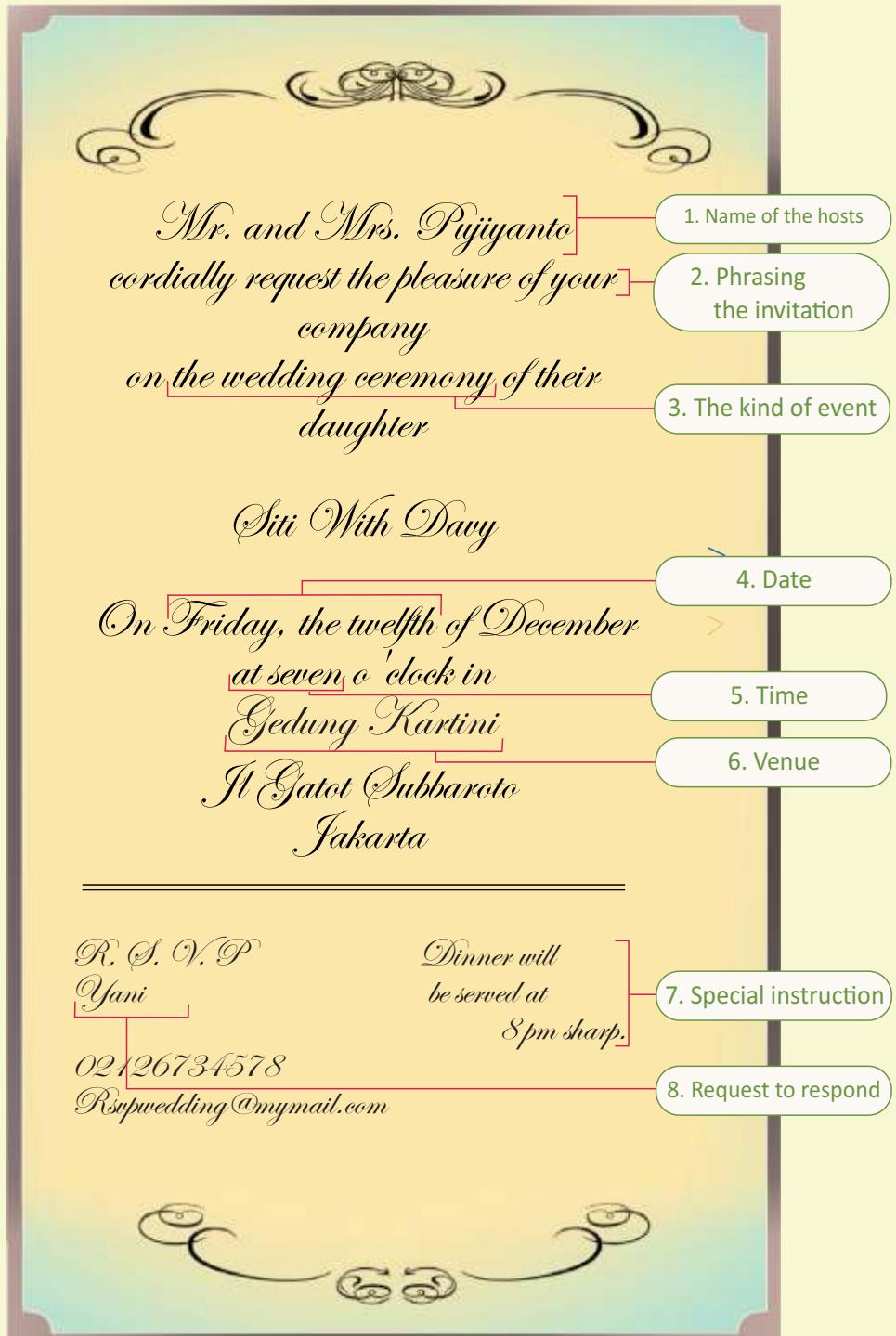


**DID YOU  
KNOW**



**Formal invitations are  
written on cards.  
The text is written in  
calligraphic style.**

## Invitation to a wedding



### **Responding to formal invitations**

Formal invitations should be responded to within 3 days.

Replies are written in third person.

Replies have to be handwritten.

Reason should be briefly stated for declining the invitation.

#### **Example:**

##### **1. Acceptance**

- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o' clock.
- Mr. and Mrs. Wibowo accept the invitation with pleasure.

##### **2. Declining/Regretting**

- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o' clock due to prior engagement.
- Mr. And Mrs. Wibowo regret to decline the invitation due to health reasons.

##### **3. Responding card**

The responding card comes with the invitation card. This card should preferably be handwritten.

Reply is requested by First of December

*Mr. & Mrs. Eri Utomo*

\_\_\_\_\_ attend

\_\_\_\_\_ unable to attend

**C**

## Let's Practice

A. In the invitation card below, find out what is missing.



Now rewrite the invitation properly in the space given below.



Now respond to the invitation.



## D

### Active Conversation

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.

#### Invitation to dinner

- Joko: Would you like to come over for dinner tonight?  
Yeni: Thank you! I'd love to. Would you like me to bring something?  
Joko: No, nothing, just come.  
Yeni: OK. What time?  
Joko: At 7 p.m.  
Yeni: OK, see you then.

#### Invitation to the grand opening of ABC software company

- Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company.  
Mr. Budi: When and where?  
Ariyanto : This Saturday at 10 a.m.  
Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

### Invitation to anniversary dinner

Yanti : Mr. Suharto, my husband and I are celebrating our 3<sup>rd</sup> wedding anniversary. We would like you to join us.

Mr. Suharto: Oh, thank you! I would be delighted to. When is it?

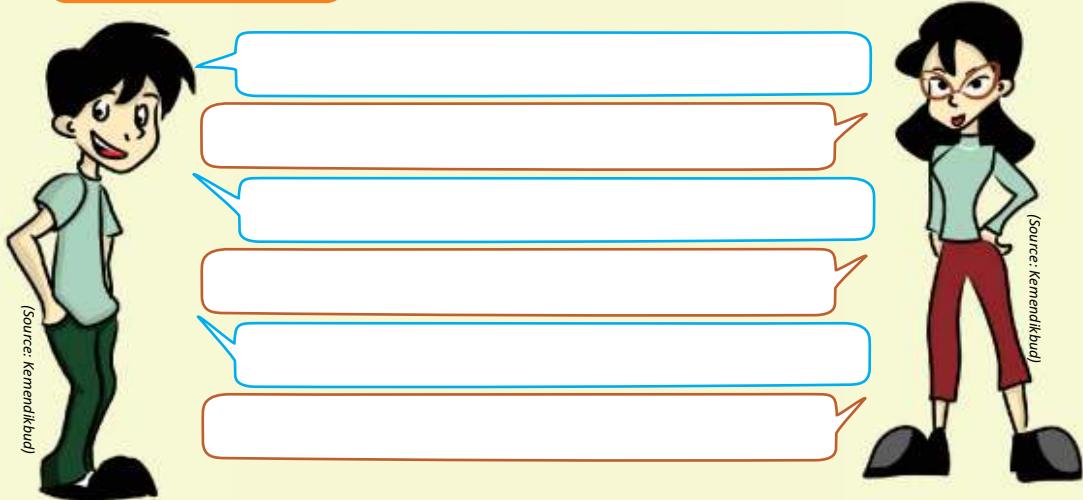
Yanti : On Sunday at 8 p.m in the Balai Kartini.

Mr. Suharto: OK, I will be there.

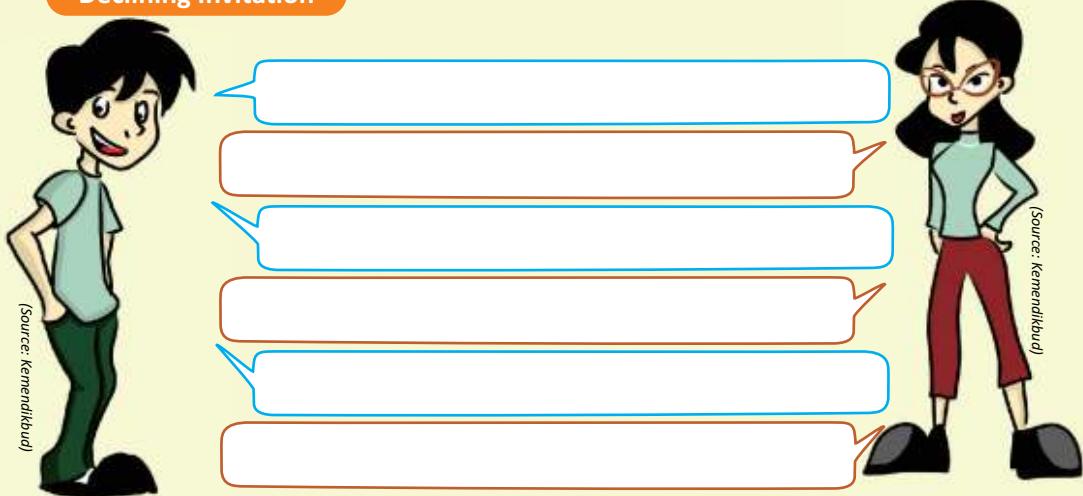
Yanti : Thank you. See you then!

Mr. Suharto: My pleasure. See you then!

### Accepting an invitation



### Declining Invitation





## Writing Connection

Write a formal invitation for your brother's wedding.

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## Let's Create/Contribute

**Choose one of the activities given below.**

- With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks.
- With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks.
- Design and create a formal invitation card template.

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## 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 play was easy to understand.					
I can tell the difference between formal and informal invitations.					
I could write a dialogue between two people.					
I like creating and working with my classmates.					

My plan to overcome the difficulties of this chapter

(A large empty rectangular box for writing a plan.)

# CHAPTER 4

## Natural Disasters-An Exposition

### KOMPETENSI DASAR

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *eksposisi analitis* lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *eksposisi analitis* lisan dan tulis, terkait isu aktual
  - 4.4.2 Menyusun teks *eksposisi analitis* tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

# A

## Pre-Activity

Read the text below.

# Global Warming

## Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Green-peace report, 2007).

The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.



Picture 4.1 Effect of global warming (Source: nationalgeographic.com)

### Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

# B

## Building Blocks

### Analytical Exposition Text

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

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

### Social Function

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

Legal Defenses

Speeches/Lectures

Editorials

Letters

Examples of  
exposition texts are

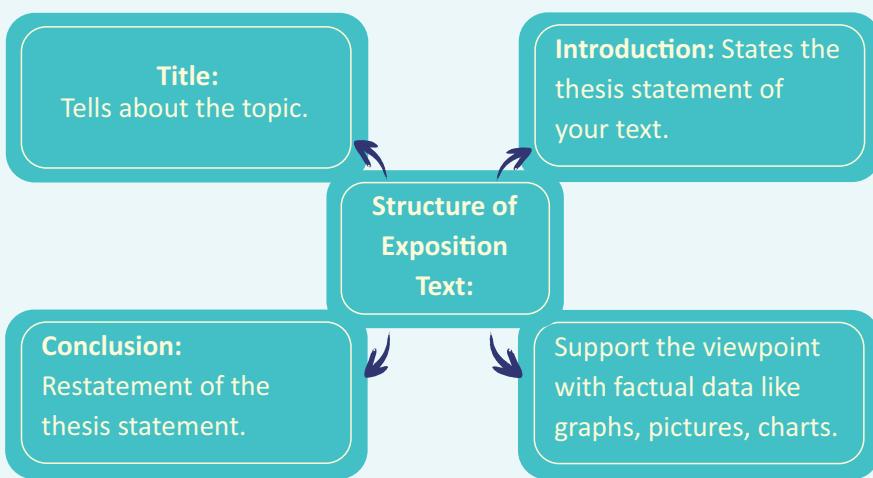
Political Leaflets

Essays

Newspaper Articles

### 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 an 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 a 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 conjunctions to persuade the audience.
- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

**Conclusion:**

- Reiterates or restates the thesis statement.
- Summarizes 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 the 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 the arguments is logical and fluent.

Some examples are:

additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

**Use causal conjunctions** to indicate a cause or reason of what is being stated.

For example:

because, consequently, despite, due to, for that reason, in that case, even though, yet, otherwise, 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 opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

### Example of an exposition text

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

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

Table 4.1 The example and structure of an exposition text



## 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 television too much especially soap operas and dramas can have negative impacts on the viewers.

### **Argument 1 + Elaboration**

### **Argument 2 + Elaboration**

### **Conclusion (restatement of 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 arguments or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like these:

- 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 ....

#### A. Passive smoking is a silent killer

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 A:

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

## B. Why is learning English important?

State your arguments 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:

# E

## Writing Connection

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

When you are done writing your first draft, consult your teacher to get a feedback on your writing.

**Draft 1:**

**Draft 2:**

**Final Draft:**

# F

## 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 the 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 or a movie to educate people in your school on “Dangers of drug abuse and cigarette smoking.”

Make sure to put lots of pictures in your pamphlet.



Picture 4.2 Pamphlets (Source: designstore.ir)

# G

## 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 an exposition text.					
I can create a pamphlet.					

My plan to overcome the difficulties of this chapter

# CHAPTER 5

# Letter Writing

## KOMPETENSI DASAR

- 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya
- 4.6 Teks surat pribadi
  - 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya
  - 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

# A

## Pre-Activity

Read the letter given below.

35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur

12<sup>th</sup> January 2014

My Dear Lovely Siti,

Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love

XOXO

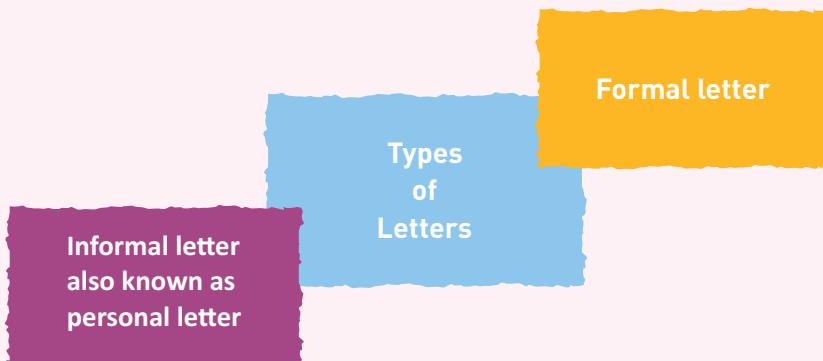
Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Discuss with your partner, what kind of letter is this and how can you say that.

# B

## Building Blocks



### Personal Letters

Social Function	
Personal letters are letters that are written to people we know such as friends, parents, siblings, and cousins. Letters are not only written to inform but to strengthen the bond between two people writing to each other.	
Linguistic Features	
Sentence structure	<ul style="list-style-type: none"><li>- Accuracy of grammar is important.</li><li>- Complete sentences are expected.</li><li>- Slang can be used.</li><li>- Use the contractions such as "I'll", "I'm", "we'll".</li><li>- Use personal pronouns such as "I", "we", "you".</li><li>- Use active voice.</li></ul>
Style:	<ul style="list-style-type: none"><li>- Language use may be personal like first and second person pronouns.</li><li>- Be warm.</li><li>- Use the person's name you are writing to.</li><li>- Vary sentence length.</li><li>- Write in a natural, conversational style.</li><li>- Let your personality shine through in your writing.</li></ul> <p>(Bly, 2004).</p>

Table 5.1 Linguistic features of personal letter

Structure of Personal Letter	
Date	Date when the letter is written (top left).
Address	Place where you are writing from (top right).
Salutation & Name	Greeting and the person's name you are writing to
Introduction	The opening of the letter usually starts with how are you or refers to previous letter.
Body	The main part of the letter. It includes what you want to write to the other person.
Closure	The part indicates the letter is going to end.
Complimentary close	Short expressions like "love you", "sincerely yours", "love".
Signature	Signature or initials of the writer.
Postscript P.S.	After thought in a letter. You begin with P.S. and end it with your initials.

Table 5.2 Structure of personal letter



# DID YOU KNOW

**World's longest letter**  
In 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3.200 feet of the narrow tape. It took her one month to write the letter.

**World's shortest letter**  
In 1862, Victor Hugo wanted to know how his book "Les Miserables" was selling. He wrote to his publisher:  
"?"  
The publisher replied:  
"!"

## Some useful expressions for letter writing

### Gratitude

- I'm just writing to thank you for ....
- It was very kind of you to ....
- Thanks very much for ....
- I am very grateful for ....

### Giving advice

- Well, I thought about it and if I were you, I would ....
- Have you thought about ....?
- In your last letter you said you weren't sure what course of action to take, I suggest ....
- I think you shouldn't ....
- In your last letter you asked me about ...., I think ....

### Delivering good news

- I'm sure you will be happy to hear that ....
- I am sure that you'll be interested to know that ....
- By the way, did you know that ....?
- OMG!! You'll never guess what happened!
- I am totally ecstatic to hear about ....
- I was happy beyond limits to read that ....

### Delivering bad news

- I'm sorry but I have to tell you that ....
- Bad news, I'm afraid, but no way to avoid it, so here it goes ....
- I'm extremely sorry to hear that ....
- It was heart wrenching to read about ....

### Asking for help

- I wonder if you could help me.
- I hope it's not too much to ask but ....
- I wonder if I could ask you a favor. Could you ....?

### Apologizing

- I would like to apologize for ....
- I'm so sorry that ....
- Words are not enough to erase the pain I have given you but I want to say how sorry I am ....

<b>Examples of expressions used in personal letters</b>	
<b>Salutations</b>	<p>“Dear”, “Dearest”, “sweetheart”, “darling”, “My dear”, “My love”, etc.</p> <p>Salutations depend on how well you know the person you are writing to.</p>
<b>Closing</b>	<p>“Yours”, “with love”, “sincerely yours”, “all the love”, “all the best”, “affectionately”, “much love”, “best wishes”</p>
<b>Starting the letter</b>	<p>How are you?</p> <p>Hope this letter finds you ....</p> <p>Thank you for your last letter.</p> <p>It was so good to hear from you.</p> <p>Sorry for answering late.</p> <p>I'm sorry I should have written earlier ....</p> <p>Haven't heard from you in a while so I thought ....</p> <p>I am sorry to inform you that ....</p>
<b>Conclusion</b>	<p>I am looking forward to seeing you soon.</p> <p>I am looking forward to hearing from you soon.</p> <p>My best wishes for the coming test.</p> <p>See you.</p> <p>I will write soon.</p> <p>I will have to stop now.</p> <p>I am waiting for a quick reply.</p> <p>Looking forward to seeing you again.</p> <p>Bye.</p>

Table 5.3 Expressions used in personal letters

## Example of a personal letter

35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur

12<sup>th</sup> January 2014

My Dear Lovely Siti,

Salutation

Date

Address

Hello! Greetings Introduction

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight in the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Closure

Lots of love

XOXO

Closing

Lana Signature

P.S. I'm bringing you lots of souvenirs and pictures!!

Postscript

The content of the letter

# C

## Let's Practice

### A. Look at the expressions and match them with the purpose of the letter.

The first one has been done for you.

Expressions	Purpose
I am so happy to share this with you.	To apologize
Thank you so much for remembering me.	To ask for reply
Did you know....	To ask a favor
I am so sorry.	Closing
I will be waiting for your letter eagerly.	To give advice
Can I ask you for this favor.	To give bad news
Love always,	Changing topic
I think you should think it over before.	To share some information
I am so sorry but I have to tell you.	To thank the person
That reminds me of....	To share good news

### B. There are several mistakes (grammatical as well as in the format of the letter) in the letter given below. Highlight the mistakes and then rewrite the letter properly in the space provided.

Jl Cinangka Raya  
2014  
Ciputat - Tangerang Selatan

31<sup>st</sup> March

My dearest Lana,  
Hey sweetie

I hope all is well with you. It's been a while since you moved to the new city for college. It is so sad that you are not few houses away anymore. I hope your new life is going well. It must be exciting living on your own in the hostel college. Everything is fine here. You know nothing much happens here. Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood? I can't believe you live on boarding. I will be starting college soon as well but my parents insisted that I live at home.

Anyway, a bunch of us were talking about a reunion in summer holidays. So you better keep your calendar free. Nothing has been decided so suggestions are welcome!!!

That reminds me if you need anything let me know. I will gladly help. Have fun and don't stay out late. we miss you so much!!!

P.S. I saw your mother the other day she misses you a lot and wishes that you called more often.

Take care and stay safe. Write as soon as you can.

Love always,

Jane



**D****Active Conversation**

Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

**Situation No. 1**

You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.

You

:

Friend

:

You

:

Friend

:

You

:

**Situation No.2**

Your friend is mad at Lucy's cousin, you want to convince her to write to her cousin.

You

:

Lucy

:

You

:

Lucy

:

You

:

Lucy

:

You

:



## Writing Connection

**Choose one of the following activities.**

- Write a letter to your friend telling her/him all about your adventures during your trip to the Bromo mountain. Use the proper letter-writing format you have learnt in the building blocks.
- Write a letter to your uncle telling him about the birthday party you organized for your grandmother. Use the proper letter-writing format you have learnt in the building blocks.

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# F

## Let's Create/Contribute

Choose one of the activities given below.

- Write a letter to your parents, thanking them for everything they have done for you.
- With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or, if you want to, you can take it to the local post office and show it to the staff of the post office.

### Example of postage stamp and letter pad



Picture 5.2 (Source : m7network.wordpress.com)



(Source : about.usps.com)

Table 5.1 Postage stamp & letter pad

DID YOU  
KNOW



The first postage stamp was invented by a British teacher in 1840.  
The first two stamps were called Penny Black and Twopence Blue.





## 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 can tell the difference between formal and personal letters.					
I can write personal letters.					
I like writing reflections.					
I will continue writing reflections					

My plan to overcome the difficulties of this chapter

# CHAPTER 6

# Cause and Effect

## KOMPETENSI DASAR

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ..., due to ..., thanks to ...*)
  
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

# A

## Pre-Activity

With a partner, read the conversation given below.



### Discuss with your partner

What do you think is happening in the above conversation?

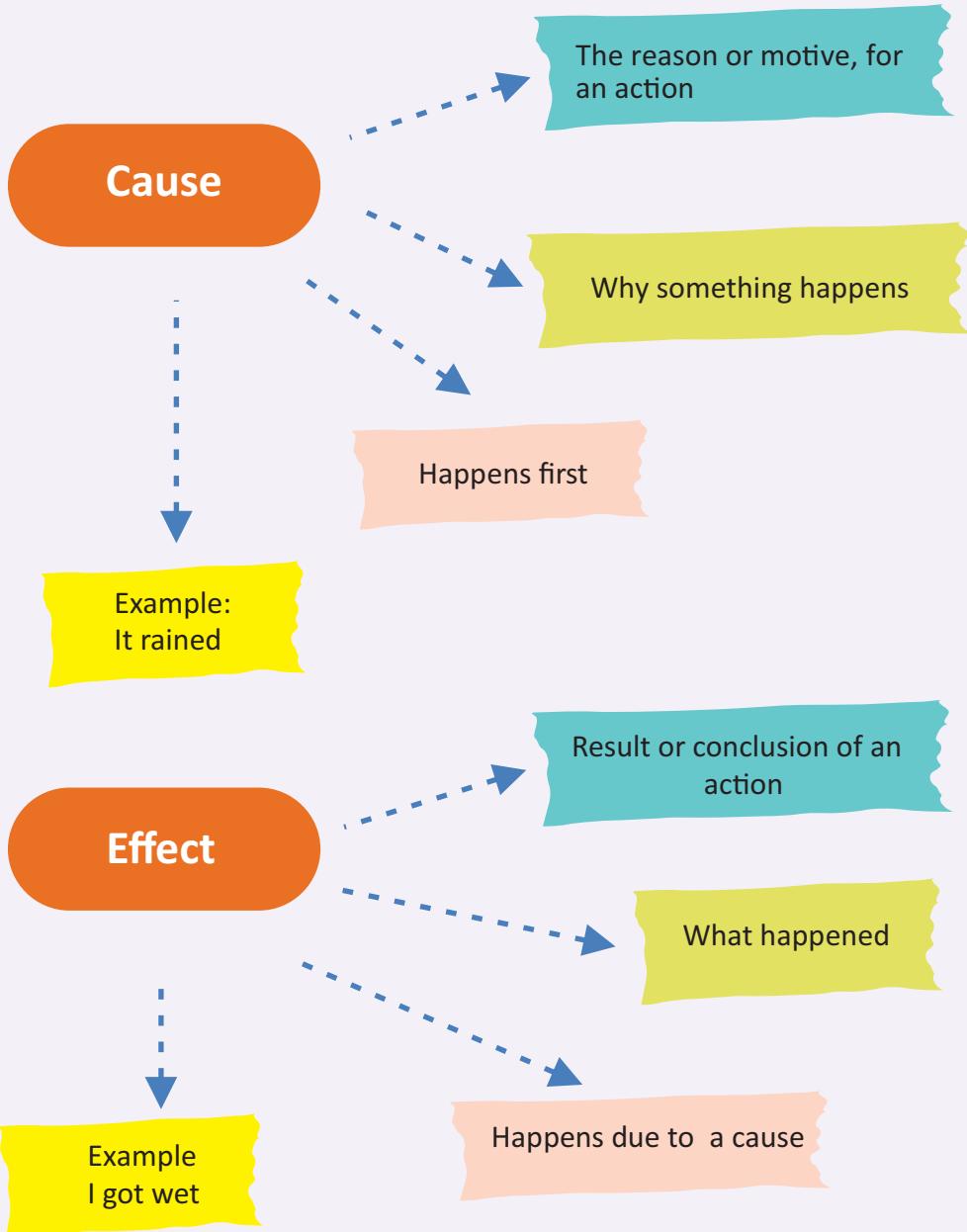
Do you think smoking is dangerous?

Do you think it should be banned?

# B

## Building Blocks

### Cause & Effect





**A Led To B**



**Cause Led to Effect**

- ✓ To find a cause, ask, why did this happen?
- ✓ To find an effect, ask, what happened?
- ✓ Example:  
It rained, so I got wet.



#### Signal words

When we talk about cause, we use the following signal words:

- Because
- The reason for
- On account of
- Bring about
- Give rise to
- Created by
- Contributed to
- Led to
- Due to
- For this reason
- Unless



#### Signal words

When we talk about an effect resulting from a certain cause, we use the following signal words:

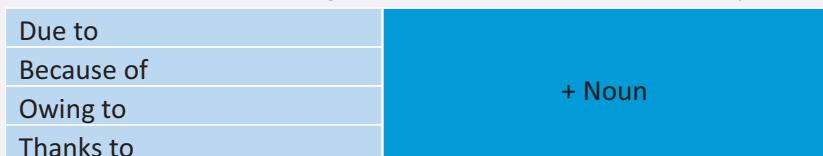
- As a result
- Then
- Hence
- For this reason
- Therefore
- Outcome
- So
- Consequently
- Finally
- Therefore
- in order to

## Some examples of Cause and Effect relationships

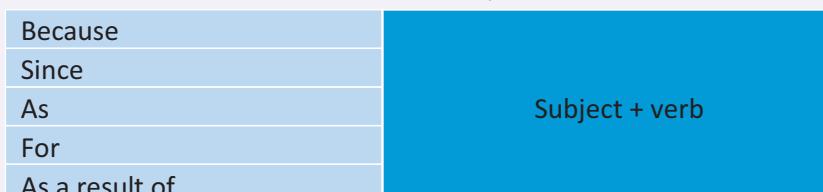
Sentence	Cause & Effect Relationship
Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

Let's take a look at the sentence structure of cause and effect.

- a. Due to, because of, owing to and thanks to are followed by a noun.



- b. Because, since, as, for are followed by a verb.



Examples:

1. Owing to her hard work and intelligence, we won the trophy.
2. Thanks to Siti and John's effective planning, the event went well.
3. Because of his hard work, he managed to get the best student award.
4. I have a stomachache because I ate too much food.
5. There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.



# C

## Let's Practice

- A. Read the following sentences. Decide if the words in bold are the cause or the effect. Write **cause** or **effect** on the line. Then, underline the "signal" word or phrase.

1. Early man used weapons because **they needed to find food**.
2. The glaciers began to melt; therefore, **the land bridge between Asia and North America became flooded**.
3. **Because they wanted to learn about different civilizations that existed**, archaeologists studied artifacts.
4. **Early man slowly started to grow food**, and as a result, their lives became easier.
5. **My sister was very tired** because she stayed up past midnight.

- B. Read the cause, write the effect, then write the complete sentence using signal words. The first one has been done for you.

1. Cause: It was very windy.

Effect: All the flights were cancelled.

Sentence: It was very windy; therefore, all the flights were cancelled.

2. Cause: She ate too much.

Effect: ...

Sentence: ...

3. Cause: I ran out of money.

Effect: ...

Sentence: ...

4. Cause: He is afraid to fly.

Effect: ...

Sentence: ...

5. Cause: After the car accident

Effect: ...

Sentence: ...

**C. Read the sentences and find the cause and effect. The first one has been done for you.**

1. The milk spilled all over the floor, so Jane got a mop and cleaned it up.

Cause: milk spilled

Effect: Jane mopped

2. Siti has planned a trip to her uncle's house because she loves her cousins.

Cause: ...

Effect: ...

3. The green house gases trap the heat in the air, so the Earth becomes warmer.

Cause: ...

Effect: ...

4. Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species.

Cause: ...

Effect :...

5. Animals are becoming extinct because humans are moving into their habitats.

Cause: ...

Effect: ...

D. Complete the cause and effect transactional conversation given below. Use signal words like *because*, *due to*, *so*, *therefore*, *the reason for*, *then*, etc.

- A. This conversation between two friends is about the effects of exercise on our body.

Siti: Hey! Why are you wearing your sports wear?

Edo: I am going for exercise.

Siti: Why? I have never seen you exercising before.

Edo: ...

Siti: ...

Edo: ...

Siti: ...

- B. Write a cause and effect conversation on forest fires in Sumatra.

A: ...

B: ...

A: ...

B: ...

A: ...

B: ...

A: ...

B: ...

**D**

## Active Conversation

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.

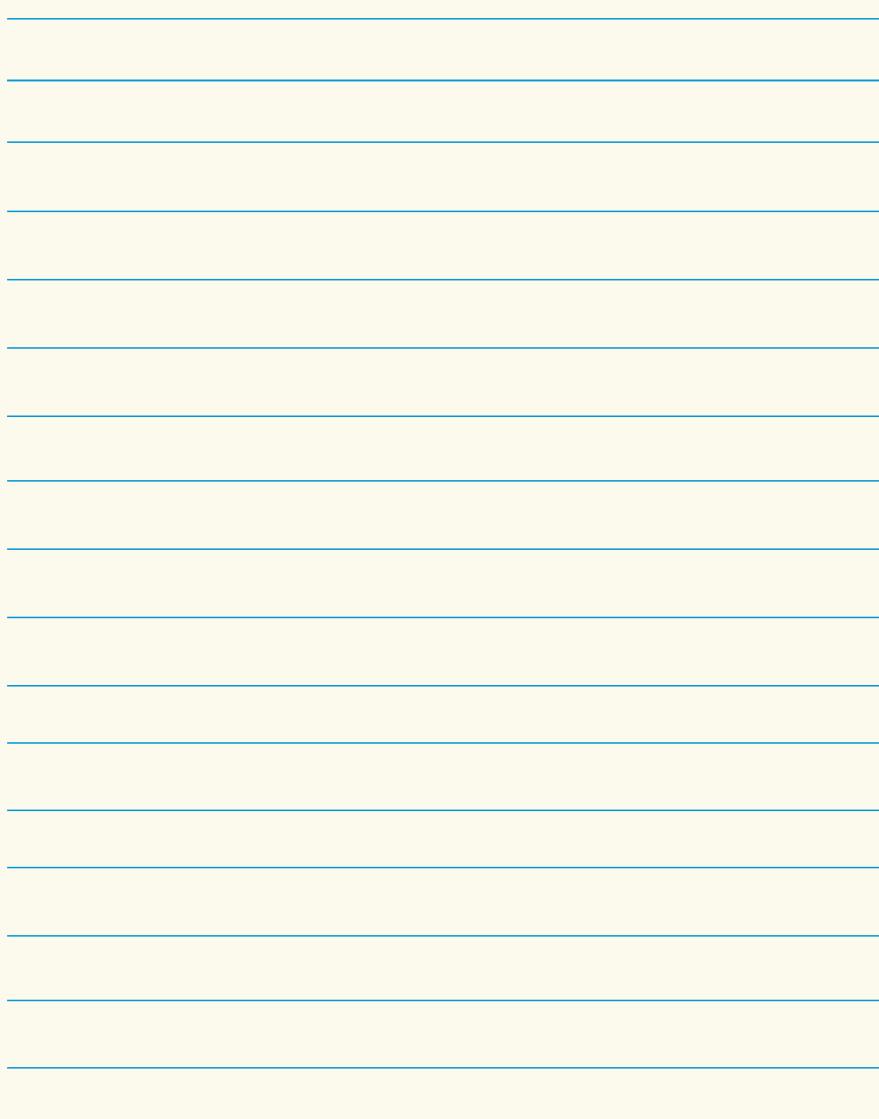




## Writing Connection

**Choose one of the topics given below and create a dialogue.**

1. Causes and effects of flooding in Jakarta
2. Causes and effects of corruption
3. Causes and effects of bullying on teenagers



# F

## Let's Create/Contribute

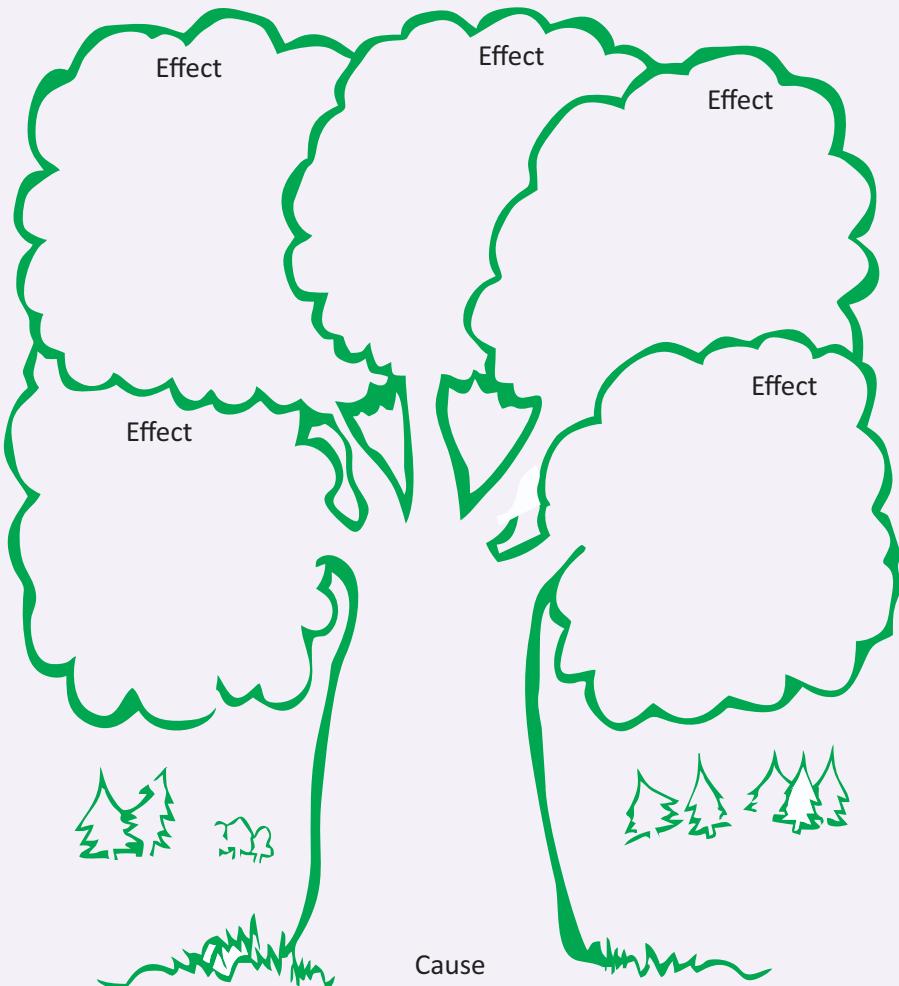
### Cause and Effect Tree

Choose one of the following topics for your project.

1. Effects of smoking
2. Extreme weather due to global warming
3. Effects of global warming

With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.

Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.





## 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.

	Yes	Maybe	No	No at all
The chapter was easy to understand.				
I know what cause is.				
I know what effect is.				
I can differentiate between cause and effect.				
<b>My plan to overcome the difficulties I faced in this chapter</b>				

# CHAPTER 7

## Meaning Through Music

### KOMPETENSI DASAR

- 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
- 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

# A

## Pre-Activity

With a partner, study the lyrics of the following songs. Then, discuss the questions.

### ***"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



### 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?

### Discussion 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.

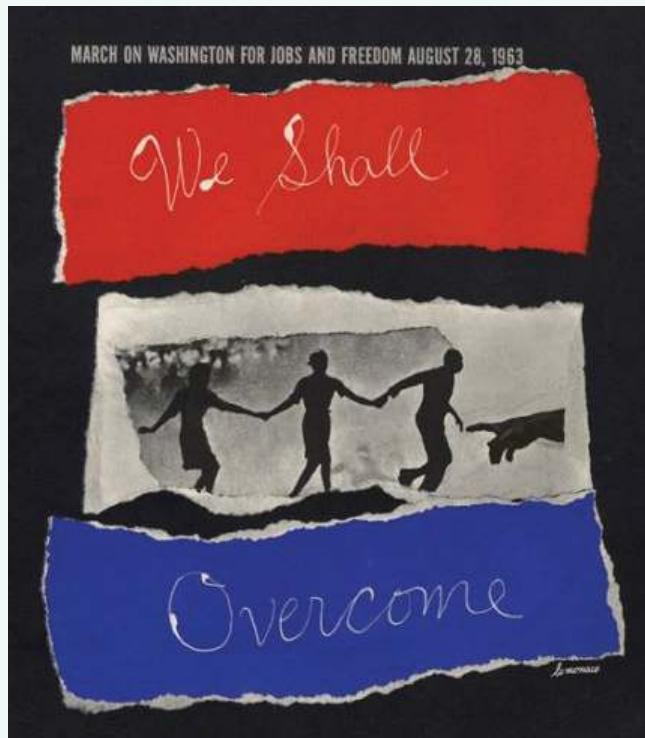
The whole wide world around  
The whole wide world around  
The whole wide world around some day

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

## Discussion Questions for We Shall Overcome

1. What do you think is the theme of this song?
2. Is this an inspiring song? Does 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.citipages.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

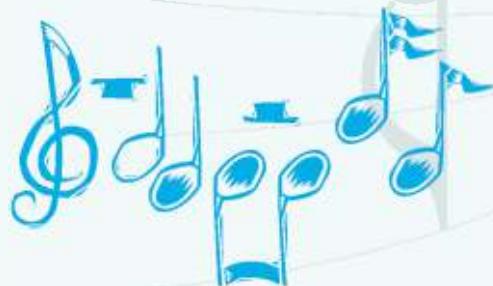
### **[Chorus]**

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



### 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 :



# “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.

## Discussion Questions for Invictus

1. **Invictus** is a latin word that means unconquered . 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?

# “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.

## 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 reasons to support your answer.

# “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.

## 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 like a wingless bird without dreams? Discuss!
4. How does the poem make you feel?
5. What do you think the poet is saying? Do you agree? Give reasons.

# B

## Building Blocks

### How to figure out a song's meaning

Artists write songs and poems to express their feelings. Finding the meaning of a song is a 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 in 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 re-examine 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/>)

# C

## Active Conversation

In groups of five, discuss each other's favourite songs, poems, singers and poets.

You can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite 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 moral values?
- 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?

**D****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 poems and songs were easy to understand.					

**My plan to overcome difficulties of this chapter**

# CHAPTER 8

# Explain This !!

## KOMPETENSI DASAR

- 3.5 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*.)
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

# A

## Pre-Activity

Read the text given below.

### Earthquakes

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 tremor) is a kind of vibration through the 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 a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are 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.

Earthquakes are dreaded by everyone.



Figure 8.1 Earthquake disaster

### Discussion

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

# B

## Building Blocks

### Explanation Text

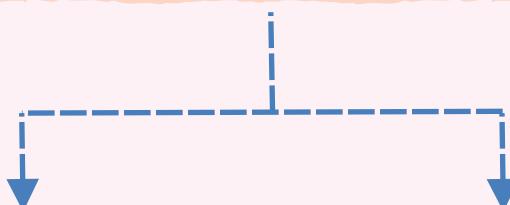
An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For example:

- Rain
- The water cycle
- Earthquakes

### Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.



#### Sequential Explanation

Explanations that describe natural and non-natural phenomena, for example life cycles.

#### Cause and Effect Explanation

Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

## Structure of an Explanation Text

### Social Function

An explanation text is used to describe how or why a certain phenomenon happens.

### General Structure

- A title that identifies the topic to be explained
- An opening statement that identifies the process to be explained
- A clear order of paragraphs that describe how and why
- A concluding paragraph that puts all the information together
- Finally, a visual text (a labeled image)

### Linguistic Features

- Focuses on general group rather than specific.
- Use of Linking words like **in general, rather, for instance**.
- Use of action verbs like **breaks, erupts**.
- Use of present tense like **is, wake, are**.
- Reference to people should not be given.
- Passive voice may be used.
- Use of technical terms and language relevant to the subject.
- Conjunctions should be used to make connections like **and, but**.
- Gives a detailed description to create a rich meaning.

## Passive Voice

When emphasis is on the action (verb) and the object of a sentence rather than the subject of a sentence.

It means that

Action is more important than the subject.

Subject is unknown.

Even when the subject is known, it is put at the end.

## Examples

- A letter is written by me.
- America was discovered by Columbus.
- Macbeth was written by Shakespeare.
- The door was opened by his son.
- The new ideas were suggested by Edo.

## Changes of Pronouns from Active Voice to Passive Voice

Pronoun in Active Voice	Pronoun in Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

Table 8.1 Pronouns in active & passive voice

## Rules for Changing Active Voice to Passive Voice

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.
- Change the verb into the past participle form.
- Add the preposition "by".
- Change the subject into object.

## Example

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

## Forming Passive Voice

Tense	Be +Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.2 Formating of passive voice

## An annotated explanation text

Structure	How volcanoes are formed	Linguistic features
Introduction	Have you ever wondered how volcanoes are formed?	
Opening statement	A volcano <del>is</del> a vent or an opening on the earth's surface which allows molten rock called <b>magma, volcanic ash</b> and gas to escape out onto its surface.	Present tense
Explanation Sequence 1	Volcanoes are formed whenever there is a <del>crack</del> in the crust of the earth. A tube-like passage <del>connects</del> a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms
Explanation Sequence 2	When the pressure <b>builds</b> up in the chamber, the magma, gases <b>and</b> ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs
Explanation Sequence 3	<b>The red-hot magma that escapes to flow</b> over the Earth's surface is called lava which, when cools, forms into rocks.	Conjunction
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

Table 8.3 Description of explanation text



# C

## Let's Practice

The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

### Opening Statement

Have you ever wondered how rain is formed? Rain is nothing but droplets of water from the air.

**D**

## Active Conversation

Choose one of the topics given below.

Formation of rainbows

Life cycle of any animal

How tsunamis are formed

Do research on any one of the above given topics and explain to a friend or present it in class.

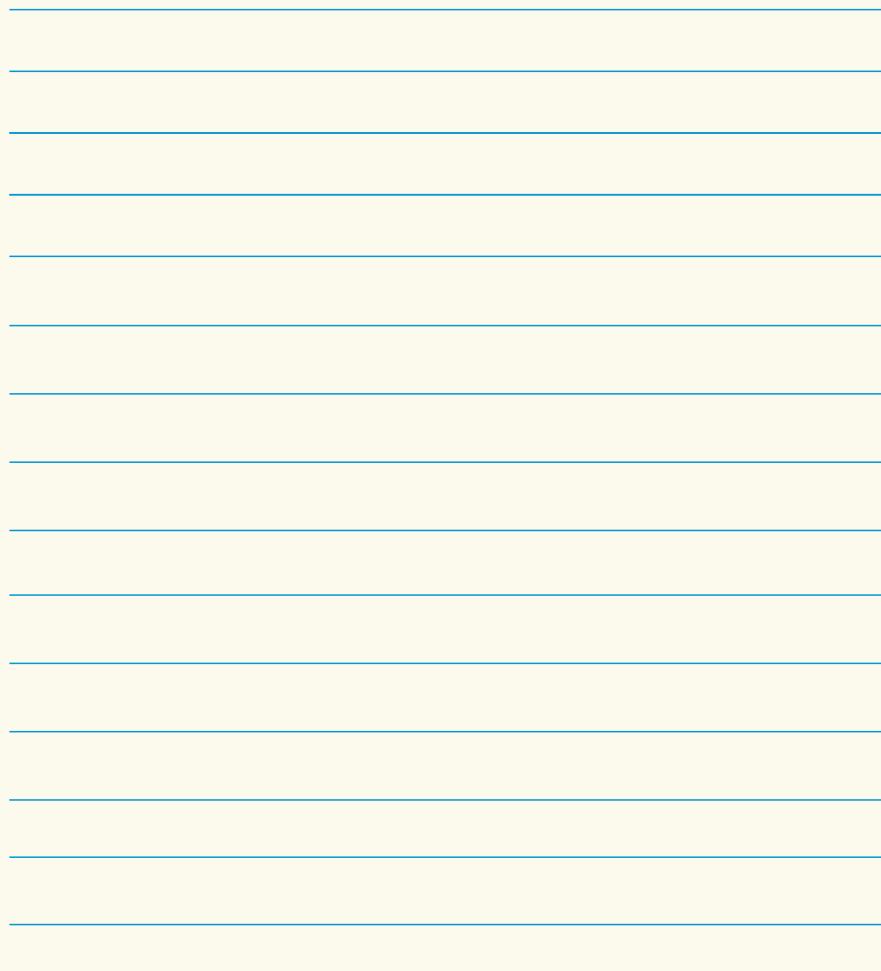
Use the explanation text format.

# E

## Writing Connection

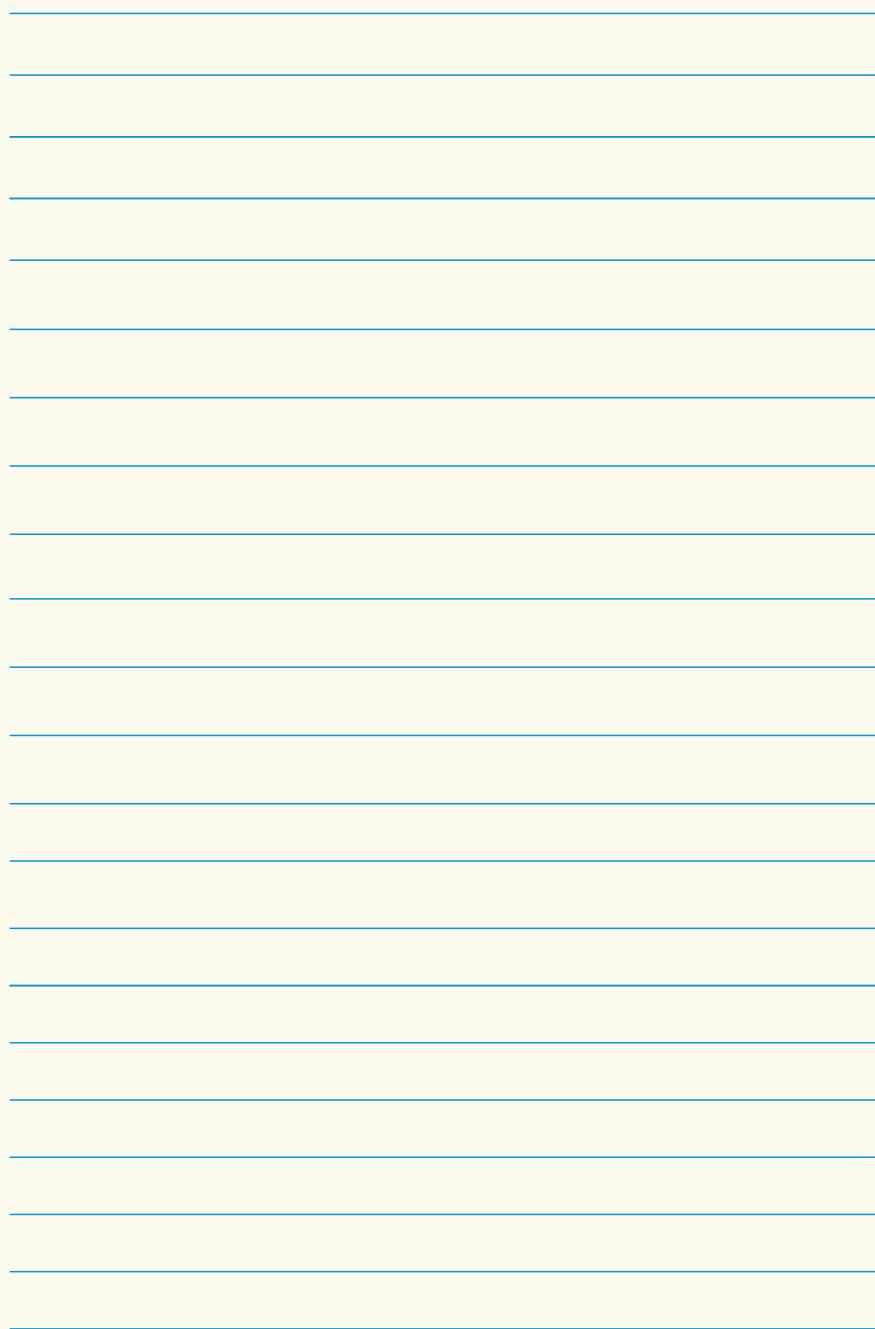
Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).

**Draft 1 (Show this draft to your teacher for the feedback.)**

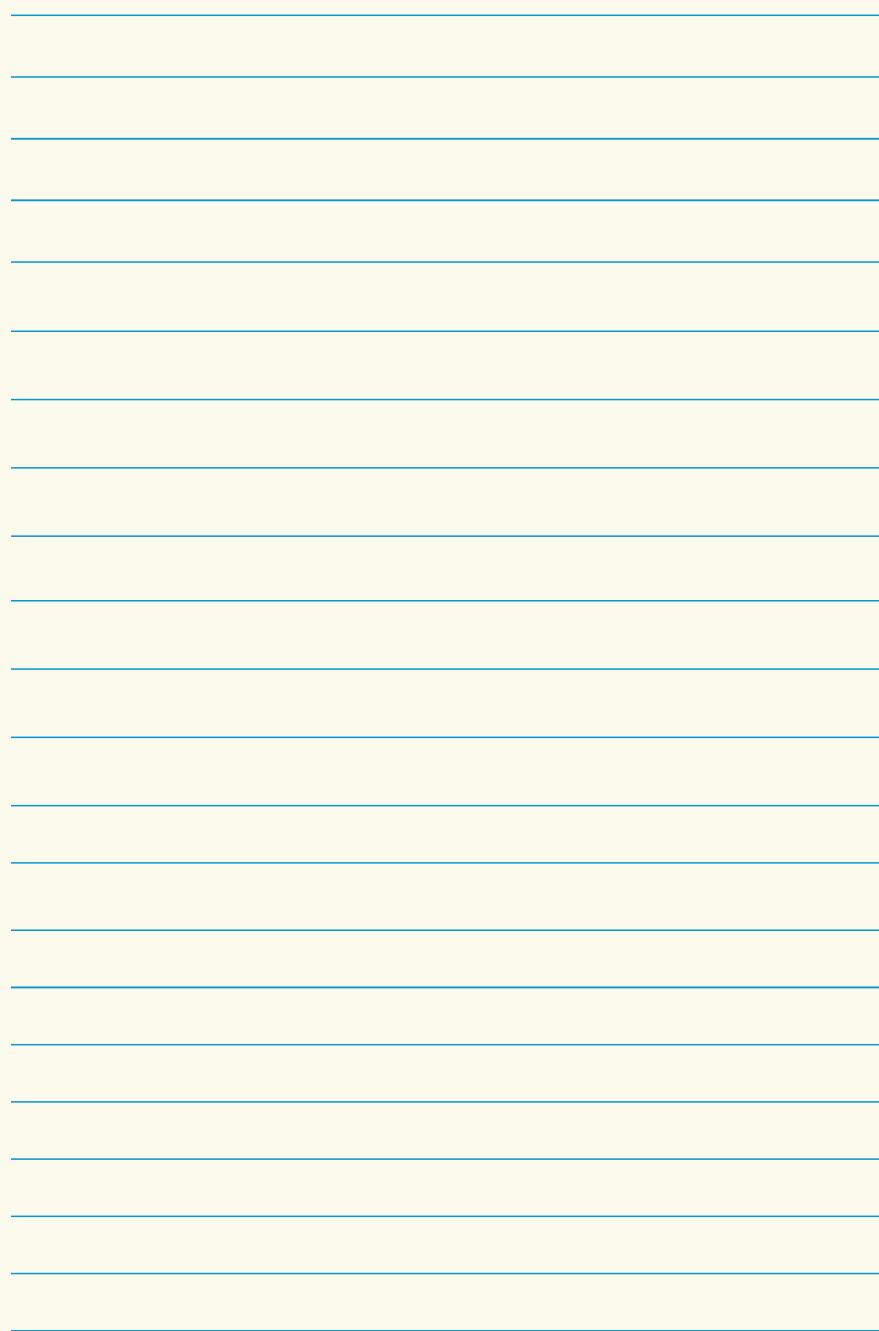


A large rectangular area with a light green background and a blue double-line border, designed for writing a draft.

**Draft 2 (Make changes according to the feedback given by your teacher.)**

A vertical column of 15 blank blue-lined horizontal lines for writing.

**Final Draft (Revise and publish – share with your teacher, friends, and on your blog.)**



A large, light green rectangular area with a thin blue border, containing 15 horizontal blue lines for writing.



## Let's Create/Contribute

Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.



# G

## 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.**

	Yes	Maybe	No	Not at all
The chapter was easy to understand.				
I know what an explanation text is.				
I know why explanation texts are written				

**My plan to overcome the difficulties I faced in this chapter**

# ENRICHMENT

# 1. Can Greed Ever be Satisfied?



# A

## Pre-Reading Activities

### Personal Connection

If you get three wishes from a magical creature, what will you wish for?

Write down your wishes in the space given below and share with your teacher and classmates.

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### Genre Connection

Folklores or tales are traditional stories that are passed on from one generation to another. These stories teach lessons of life. Every culture around the world has a unique way of expressing traditions, beliefs and values through folklores. Folklores are a way of passing on tradition and culture from one generation to another. Folklores can be classified as fairy tales, legends, oral history, tall tales, and fables. The study of folklores is called folkloristic and people who study folklores are known as folklorists. Folklores usually have morals and lessons for life. English antiquarian, William Thoms first coined the word folklore and used it in a letter to the periodical "The Athenaeum". (Encyclopedia Britannica)

Famous folklores include: Grimm's fairy tales, The Arabian Nights, Aesop's Fables, Atlantis, etc.

**B**

## Reading Activity

# The Enchanted Fish

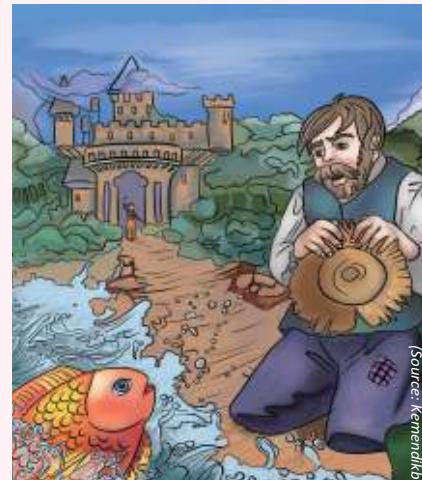
There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*"O enchanted beautiful fish!  
Hear my plea!  
My wife wants not what I want,  
and she won't give up till she has her own will,  
so come forth and help me!"*



Picture E.1 The fisherman talking to the fish

Source: Kemenarabu

The fish immediately came swimming to him, and said, “*Well, what is her will? How can I help your wife?*” “Ah!” said the fisherman, “*she says that when I had caught you, I ought to have asked you for something before I let you go. She does not like living in our little hut, and wants a snug little cottage.*” “*Go home, then,*” said the fish, “*She is already in the cottage!*” So the fisherman went home, and saw his wife standing at the door of a nice trim little cottage. “*Come in, come on in! Look at the beautiful cottage we have.*” Everything went fine for a while, and then one day the fisherman's wife said, “*Husband, there is not enough room for us in this cottage, go back to the fish and tell him to make me an emperor.*” “*Wife,*” said the fisherman, “*I don't want to go to him again. Perhaps he will be angry. We ought to be happy with what the fish has given us and not be greedy.*” “*Nonsense!*” said the wife; “*The fish will do it very willingly, I know. Go along and try!*” With a heavy heart the fisherman went to the middle of the sea and said:

“*O enchanted beautiful fish!  
Hear my plea!  
My wife wants not what I want,  
and she won't give up till she has her own will,  
so come forth and help me!*”

“*What would she have now?*” said the fish. “Ah!” said the fisherman, “*she wants to be an emperor.*” “*Go home,*” said the fish; “*She is an emperor already.*”

So he went home and he saw his wife sitting on a very lofty throne made of solid gold, with a great crown on her head full two yards high. And on each side of her stood her guards and attendants in a row. The fisherman went up to her and said, “*Wife, are you an emperor?*” “*Yes*”, said she, “*I am an emperor.*” “Ah!” said the man, as he gazed upon her, “*What a fine thing it is to be an emperor!*” “*Husband,*” said she, “*it is good to be an emperor.*” They were happy for a while.

Then a time came when she was not able to sleep all night for she was thinking what she should ask next. At last, as she was about to fall asleep, morning broke, and the sun rose. “*Ha!*” thought she, as she woke up and looked at it through the window, “*after all I cannot prevent the sun from rising.*” At this thought she was very angry, and wakened her husband, and said, “*Husband, go to the fish and tell him I must be Lord of the sun and the moon.*” The fisherman was half asleep, but the thought frightened him so much that he fell out of the bed. “*Alas, wife!*” said he, “*cannot you be happy with being such a powerful emperor?*”

"No," said she, "I am very uneasy as long as the sun and the moon rise without my permission. Go to the fish at once!" "I don't think this is a good idea," said the fisherman but his wife wouldn't listen to him. "Why don't you just go and ask the fish to make me the Lord of everything?" she said.

Then the man went shivering with fear. As he was going down to the shore a dreadful storm arose. The trees and the very rocks shook and the sky became black with stormy clouds. There were great black waves, swelling up like mountains with crowns of white foam upon their heads. Unfortunately, the fisherman did not have any choice, so he got onto his boat and rowed to the middle of the sea and cried out as loud as he could:

*"O enchanted beautiful fish!  
Hear my plea!  
My wife wants not what I want,  
and she won't give up till she has her own will,  
so come forth and help me!"*

"What does she want now?" said the fish. "I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon. "Go home," said the fish, "to your small hut." And it is said that they live there to this very day.

(Adapted from Grimm Brothers, 1812. "The fisherman and his wife")



(Source: Kemendikbud)

Picture E.2 Fisherman and wife at their small hut

**C**

## 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. Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?
2. The story doesn't reveal how the prince was turned into a fish. What do you think might have happened?
3. Do you think the prince will stay a fish forever?
4. What happened at the end of the story? Please describe.
5. Why did the fisherman's wife keep asking her husband to go back to the fish?
6. What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.
7. If you had a chance to rewrite the story, how would the story end? Write your ending of the story.
8. Imagine you are the fish in the story. Can you narrate the story from his point of view?
9. What lesson did you learn from this story?

**Discussion Notes :**

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