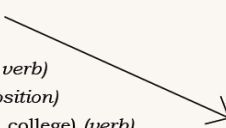


Appendix 1:

Table 1.1 The coding of writing tasks

Chapter	Task-code	Task		
1. Talking about self	WT01-1	<p><b>B. VOCABULARY BUILDER</b>  <i>Match the words with their Indonesian equivalents.</i>  <i>Compare your work to your classmate's.</i></p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>pen pal (<i>noun</i>)                      sound (<i>verb</i>)                      run (<i>transitive verb</i>)                      (be) into (<i>preposition</i>)                      attend (school, college) (<i>verb</i>)                      distant (<i>adjective</i>)                      commuter train (<i>noun</i>)                      magnificent (<i>adjective</i>)                      mother tongue (<i>noun</i>)                      half sister/brother (<i>noun</i>)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>kereta komuter                      sangat menyukai                      jauh                      nampaknya                      sahabat pena                      bahasa pertama                      bersekolah/kuliah                      luar biasa                      mengelola                      saudara tiri</p> </td> </tr> </table>  </div>	<p>pen pal (<i>noun</i>)                      sound (<i>verb</i>)                      run (<i>transitive verb</i>)                      (be) into (<i>preposition</i>)                      attend (school, college) (<i>verb</i>)                      distant (<i>adjective</i>)                      commuter train (<i>noun</i>)                      magnificent (<i>adjective</i>)                      mother tongue (<i>noun</i>)                      half sister/brother (<i>noun</i>)</p>	<p>kereta komuter                      sangat menyukai                      jauh                      nampaknya                      sahabat pena                      bahasa pertama                      bersekolah/kuliah                      luar biasa                      mengelola                      saudara tiri</p>
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	WT01-2	<p><b>C. PRONOUNCIATION PRACTICE</b>  <i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>pen pal : / pen pæl /  sound : / saʊnd /  run : / rʌn /  (be) into : / ɪntu /  attend : / ətend /  distant : / dɪstənt /  commuter train : / kəmjuətə treɪn /  magnificent : / məɡnɪfɪs ə nt /  mother tongue : / mʌðər tʌŋ /  half sister/brother : / hʌf brʌðər/sɪstər /</p>
	WT01-3	<p><b>D. READING</b>  Task 2:  <i>After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words. Students identified as A, refer to Text 1; students identified as B, refer to Text 2.</i></p>

WT01-4

E. VOCABULARY EXERCISES

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

**E-pal, sound, half sister, (be) into, mother tongue, attend, distant, commuter train, run, magnificent,**

1. Samuel and Sholeh are experienced in preparing a wide range of menus, from simple dishes like boiled eggs and fried rice to the difficult ones like the delicious rendang and rawon. They \_\_\_\_\_ really \_\_\_\_\_ cooking.
2. Is it true that you went scuba diving in Bunaken National Marine Park in your holiday? Wow, it \_\_\_\_\_ really cool. I wish I could go there too.
3. What I love about \_\_\_\_\_ is that it takes us to our workplace and brings us home quickly because it does not get caught in traffic jam.
4. The government \_\_\_\_\_ a television station which offers many useful programs and shows few commercials.
5. The teacher and the students were talking about the \_\_\_\_\_ performance of GARUDA, the Indonesian national football team.
6. Rudi does not understand the local language. His \_\_\_\_\_ is Indonesian.
7. I am a senior high school student. Now, my childhood in kindergarten feels like a \_\_\_\_\_ memory. I remember only few classmates.
8. Nina and Ami are good friends at college. They used to \_\_\_\_\_ the same schools, from elementary to secondary.
9. An \_\_\_\_\_ is someone you make friends with by writing emails. He/She might live in another country, so you might never meet him/her.
10. Firda is now very happy to have a \_\_\_\_\_, a baby girl from her mother's second marriage

WT01-5

**F. TEXT STRUCTURE**

Task1 :

*Individually, complete the following chart to find out the structure of the email or the letter above, depending on which text you have read*

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

	WT01-6	<p>G. GRAMMAR REVIEW</p> <p>Task 2:</p> <p><i>Complete the sentences with <u>be</u> or <u>have</u>. Remember to use the correct forms.</i></p> <ol style="list-style-type: none"> <li>1. The class _____ very boring because the students _____ no activities.</li> <li>2. Alia _____ a new pen pal from America. Alia _____ lucky because now she can practice writing in English.</li> <li>3. Maher Zain _____ Saidah’s favorite singer. He really _____ good voice.</li> <li>4. My hobby _____ reading novels. I _____ a collection of good novels.</li> <li>5. Bali _____ magnificent scenery. In fact, it _____ one of the most wonderful islands in the world.</li> <li>6. My younger sister and I _____ three cats. They _____ cute.</li> <li>7. Our favorite subjects _____ Math and English. We _____ a great time when we do math and English exercises.</li> <li>8. Caroline and Hannah _____ similar interests in fashion. They _____ crazy about the newest trends in fashion.</li> <li>9. Bob _____ a gadget maniac. He always _____ the latest version of mobile phone, which is actually not necessary.</li> <li>10. Sita _____ a dream of becoming one of the next female president of Indonesia. She _____ optimistic about her dream.</li> <li>11. My pen friend and I _____ a plan to meet in person. We _____ anxious to see one another.</li> <li>12. The internet _____ really useful for my life as a student. It _____ a lot of important information.</li> </ol>
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	WT01-7	<b>I. WRITING</b> responding to an email / a letter
2. Complemen ting and Showing Care	WT02-1	<b>B. VOCABULARY BUILDER</b> <i>Write down the English words for the following Indonesian words. Compare your work to your classmate's.</i>  s k _ _ _ (noun) = rok _ _ _ d e _ _ _ _ (adjective) = bagus sekali _ _ r r _ _ _ _ (adjective) = hebat _ _ _ _ i r _ (verb) = menginspirasi _ _ _ _ u d (adjective) = bangga _ _ c e _ _ _ (verb) = menerima _ _ _ _ es (noun) = salam/doa _ _ _ _ _ n g (adjective) = penyembuh _ _ o u _ _ _ (noun) = pikiran/angan/harapan _ _ le (adjective) = pucat _ _ _ r e _ _ _ _ _ (verb) = menghargai _ _ d y (verb) = merapikan _ _ _ f f (verb) = membuat empuk/lembut _ _ _ _ _ g h _ _ _ _ (verb) = menarik/merapikan

	WT02-2	<p><b>C. PRONOUNCIATION PRACTICE</b>  <i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>skirt : /skɜ:rt /  wonderful : / 'wʌndəf ə l /  terrific : / tə'rifɪk /  inspire : / ɪn'spaɪə /  proud : / praʊd /  receive : / rɪ'si:v /  wishes : / wɪʃ /  healing : / 'hi:lɪŋ /  thought : / θɔ:t /  pale : / peɪl /  appreciate : / ə'pri:ʃiət /  tidy : / 'tɑ:di /  fluff : / flʌf /  straighten : / 'streɪtn /  sheet : / ʃi:t /</p>
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WT02-3

G. WRITING

Task 1:

Write responses to the following sympathy cards. You may choose two among the four cards.

1.



Source: Dokumen Kamdikbud  
Picture 2.19

*Tony,  
There are no words that can truly ease the  
pain of a sudden loss like this...  
But if caring thoughts can help, they are  
with you there right now.*

*With Heartfelt Sympathy,  
Ana*

2.



Source: Dokumen Kamdikbud  
Picture 2.20

*Just wanted you to know, Budi...*

*I'm thinking of you  
during this difficult time.*

*Dima*



3.



Source: Dokumen Kemdikbud  
Picture 2.21

*Rina,  
I have this feeling  
there's one more star up in the sky tonight.  
And even though it's far away, its  
brightness and warmth still reach us here  
to make the night a little less dark,*

*With My Deepest Sympathy,  
Ria*

4.



Source: Dokumen Kemdikbud  
Picture 2.22

*Reaching out to you  
in sympathy and friendship  
to let you know  
how much I care.*

*Indah*

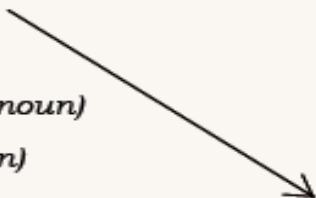
	WT02-4	<p>Task 2:</p> <p><i>Write a short letter for the following situations . The people in the situations below live far away from you. Choose 1 among the four situations.</i></p> <ol style="list-style-type: none"><li>1. Your friend's father has just passed away.</li><li>2. Your friend from England has lost his pet.</li><li>3. Your sister failed to be admitted to a university.</li><li>4. Your uncle just got an accident</li></ol>
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<p>3. Expressing Intention</p>	<p>WT03-1</p>	<p><b>B. VOCABULARY BUILDER</b>  A to Z  <i>Look at the pictures in the warmer section again. make a list of any words (nouns or verbs) that are related to the pictures. The words that you find should start with letters A to Z.</i></p> <div data-bbox="651 475 1818 1134" style="border: 1px solid black; background-color: #ffffcc; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>A:</b> _____</td> <td style="width: 50%;"><b>N:</b> _____</td> </tr> <tr> <td><b>B:</b> _____</td> <td><b>O:</b> _____</td> </tr> <tr> <td><b>C:</b> _____</td> <td><b>P:</b> _____</td> </tr> <tr> <td><b>D:</b> _____</td> <td><b>Q:</b> _____</td> </tr> <tr> <td><b>E:</b> _____</td> <td><b>R:</b> _____</td> </tr> <tr> <td><b>F: Ferris wheel (big wheel)</b></td> <td><b>S:</b> _____</td> </tr> <tr> <td><b>G:</b> _____</td> <td><b>T:</b> _____</td> </tr> <tr> <td><b>H:</b> _____</td> <td><b>U:</b> _____</td> </tr> <tr> <td><b>I:</b> _____</td> <td><b>V:</b> _____</td> </tr> <tr> <td><b>J:</b> _____</td> <td><b>W:</b> _____</td> </tr> <tr> <td><b>K:</b> _____</td> <td><b>X:</b> _____</td> </tr> <tr> <td><b>L:</b> _____</td> <td><b>Y:</b> _____</td> </tr> <tr> <td><b>M:</b> _____</td> <td><b>Z:</b> _____</td> </tr> </table> </div>	<b>A:</b> _____	<b>N:</b> _____	<b>B:</b> _____	<b>O:</b> _____	<b>C:</b> _____	<b>P:</b> _____	<b>D:</b> _____	<b>Q:</b> _____	<b>E:</b> _____	<b>R:</b> _____	<b>F: Ferris wheel (big wheel)</b>	<b>S:</b> _____	<b>G:</b> _____	<b>T:</b> _____	<b>H:</b> _____	<b>U:</b> _____	<b>I:</b> _____	<b>V:</b> _____	<b>J:</b> _____	<b>W:</b> _____	<b>K:</b> _____	<b>X:</b> _____	<b>L:</b> _____	<b>Y:</b> _____	<b>M:</b> _____	<b>Z:</b> _____
	<b>A:</b> _____	<b>N:</b> _____																										
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<b>L:</b> _____	<b>Y:</b> _____																											
<b>M:</b> _____	<b>Z:</b> _____																											
	<p><b>C. DIALOG: EXPRESSING INTENTION</b></p>																											

	WT03-2	<p>Task 2:  Later, Riri, Bayu, and Santi talk again about the plan. This time they want to do something together. Continue the conversation based on the given hint.  Riri : Let's do something together this long weekend.  Santi : It's a great idea! What about _____?  Bayu : Or we could _____?  Riri : _____  Santi : _____  Bayu : _____  Riri : We will _____  Santi : _____  Bayu : I would rather _____  Riri : _____  Santi : _____  Bayu : _____  Riri : _____  Santi : So, we are going to _____  Bayu : _____</p>
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	WT03-3	<p><b>D. VOCABULARY EXERCISE</b></p> <p>use the words you have listed in section B to make sentences. you may use more than one word in a sentence.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
	WT03-4	<p><b>F. SPEAKING</b></p> <p>Task 1:</p> <p>Make up a short dialogue for the following situations.</p>
		<p>1. you plan to do the Biology project at the library after school. you ask your best friend to do it together with you</p>
		<p>2. you plan to go to the movie this weekend. you ask several friends to go with you. Two of your friends definitely agree with you, but two others cannot make up their minds.</p>
		<p>3. School holiday is coming soon. you have a plan to go to your grandma's house in the country. You want to find out what your friend is planning</p>

		4. it will be the school's anniversary next month. you and your friends are discussing the plan for the class performance. one of them seems to disagree with the idea because he thinks that it will need a lot of money.
		5. A friend is absent because she is sick. you plan with your friends to visit her this afternoon. However, one of them makes an excuse for not going.
	WT03-5	<p>G. WRITING</p> <p><b>Write a paragraph about your holiday plan. use I would like to ..., I will .... I am going to.....and would rather .... in your paragraph. you can use the questions to guide you:</b></p> <p><b>Holiday plan</b></p> <ul style="list-style-type: none"> <li>- Where would you like to go on holiday? Would you like to go somewhere interesting or stay at home?</li> <li>- What are you going to do during holiday? Do you have any special interest?</li> </ul>

<p>4. Congratulating Others</p>	<p>WT04-1</p>	<p><b>B. VOCABULARY BUILDER</b> Match the words with their Indonesian equivalents. Compare your work to your classmate's.</p> <div style="border: 1px solid black; padding: 10px; background-color: #f9f9f9;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>settle</b> (<i>verb</i>)</p> <p><b>debts</b> (<i>noun</i>)</p> <p><b>hired servant</b> (<i>noun</i>)</p> <p><b>inherit</b> (<i>verb</i>)</p> <p><b>chase</b> (<i>verb</i>)</p> <p><b>spoiled brat</b> (<i>noun</i>)</p> <p><b>scolding</b> (<i>noun</i>)</p> <p><b>betrayed</b> (<i>verb</i>)</p> <p><b>mess</b> (<i>noun</i>)</p> <p><b>deserve</b> (<i>verb</i>)</p> <p><b>contentedly</b> (<i>adverb</i>)</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>berhak/layak</b></p> <p><b>kekacauan</b></p> <p><b>anak manja</b></p> <p><b>melunasi</b></p> <p><b>mengejar</b></p> <p><b>pembantu yang digaji</b></p> <p><b>sindiran tajam</b></p> <p><b>mewarisi</b></p> <p><b>hutang</b></p> <p><b>dengan senang hati</b></p> <p><b>dikhianati</b></p> </td> </tr> </table>  </div>	<p><b>settle</b> (<i>verb</i>)</p> <p><b>debts</b> (<i>noun</i>)</p> <p><b>hired servant</b> (<i>noun</i>)</p> <p><b>inherit</b> (<i>verb</i>)</p> <p><b>chase</b> (<i>verb</i>)</p> <p><b>spoiled brat</b> (<i>noun</i>)</p> <p><b>scolding</b> (<i>noun</i>)</p> <p><b>betrayed</b> (<i>verb</i>)</p> <p><b>mess</b> (<i>noun</i>)</p> <p><b>deserve</b> (<i>verb</i>)</p> <p><b>contentedly</b> (<i>adverb</i>)</p>	<p><b>berhak/layak</b></p> <p><b>kekacauan</b></p> <p><b>anak manja</b></p> <p><b>melunasi</b></p> <p><b>mengejar</b></p> <p><b>pembantu yang digaji</b></p> <p><b>sindiran tajam</b></p> <p><b>mewarisi</b></p> <p><b>hutang</b></p> <p><b>dengan senang hati</b></p> <p><b>dikhianati</b></p>
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	WT04-2	<p><b>C. PRONUNCIATION PRACTICE</b></p> <p><i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>settle : / 'setl /</p> <p>debts : / dets /</p> <p>hired servant : / haɪəd 'sɜ:rv ə nt /</p> <p>chase : / tʃeɪs /</p> <p>spoiled brat : / spɔɪld bræt /</p> <p>scold : / skəʊld /</p> <p>chaotic : / keɪ'ɒtɪk /</p> <p>betray : / bɪ'treɪ /</p> <p>deserve : / dɪ'zɜ:v /</p> <p>contentedly : / kən'tentədli /</p> <p>congratulate : / kən'grætʃələɪt /</p>
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	WT04-3	<p>E. VOCABULARY EXERCISE</p> <p>task 1:</p> <p><i>Complete the blanks in the following dialogs using the words in the box. If needed, you may change the parts of speech. As an example see number 1. The answer for number 1 is wonderful.</i></p> <p><b>good luck   what's new   it's good   thanks a lot   wonderful   popular   business   congratulations!   I'm glad you think   new hair cut   mentioning</b></p> <p>1. Dina : Hi, Yuni. What's your daughter doing these days?  Yuni : Oh, she's in college. In fact, she plans to graduate this June.  Dina : That's _____! (1) You must be very proud of her.</p> <p>2. Fuad : Hi Abdel. _____? (2)  Abdel : Oh, I'm going to take the driving test tomorrow.  Fuad : That's great, Abdel _____! (3)</p> <p>3. tuti : How is your business, Ria?  ria : _____ (4) I've sold 100 items these two days.  tuti : Congratulations! That's a _____ (5) right now.  ria : _____ (6).</p> <p>4. rudi : You look gorgeous in this wedding dress! _____ (7).  Ian : Thank you very much, _____ (8) so.</p> <p>5. Ihsan : You look so cute in the _____ (9)  Ali : Oh, thanks for _____ (10) that. By the way, congratulations for winning the 1st prize of the writing competition last week.  Ihsan : How nice of you to say that.</p>
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	WT04-4	<p>task 2:  <i>Complete the following conversations with your own words.</i></p> <p>Conversation 1  Rani : Hi Anisa.  Anisa : Hi, you look great in that pink head scarf. What a nice scarf!  Rani : _____ (1) to say that.  Anisa : I've never seen you in that hat. Where did you buy it?  Rani : My mom bought it for me when she went to the market.  Anisa : I see.  Rani : Look. The teacher is coming!  Anisa : Pak Sultoni.  Mr. Sultoni : Hi, how are you?  Rani : We're good. Thanks.  Anisa : Excellent.  Rani : _____ (2) hair cut, Pak Sultoni.  Anisa : Yes, you're looking good with your hair style.  Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?  Rani : Yes, I won the second prize last week.  Anisa : _____ (3)  Mr. Sultoni : _____ (4) to hear that.  Rani : Thank you very much for saying so.</p>
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Conversation 2

Rudi : Hi Ben. How are you?

Ben : Hi, you look great in that black jacket.

Rudi : \_\_\_\_\_ (1) saying so.

Ben : I've never seen you in that outfit. Is it new?

Rudi : My sister bought it for me when she went to Singapore.

Ben : Oh, I see.

Rudi : Look. What a nice new hair style! Who did your haircut? I like it a lot.

Ben : \_\_\_\_\_ (2) think so. My brother did it. I can ask him to do yours if you want to.

Rudi : Yes, please. Look! Andi is coming.

Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations!

\_\_\_\_\_ (3)

Rudi : Fantastic! It's a great job, bro!

Andi : Oh, thanks. It's \_\_\_\_\_ (4) actually.

	WT04-5	<p><b>G. WRITING</b>  <i>Write down the inside parts of the congratulation cards based on the cover. two cards have been done for you as examples. Write at least two sentences.</i></p>															
<p>5. Describing People</p>		<p><b>B. VOCABULARY BUILDER</b></p>															
	WT05-1	<p>Task 1:  <i>Look at the words in the box. Do you know the meaning? Check your dictionary.</i>  <b>Tall, eyebrow, pointed nose, friendly,</b>  <b>short, blonde hair, smart, skinny,</b>  <b>calm, shy, plump, chubby,</b>  <b>round face, kind, helpful, stubborn,</b></p>															
	WT05-2	<p>TASK 2:  <i>Now, find other adjectives that describe people's appearance and/ or personality</i></p>															
WT05-3	<p>Task 3:  <i>Then, put the words into the correct group in the table.</i></p> <table border="1" data-bbox="672 941 1657 1268"> <thead> <tr> <th data-bbox="672 941 996 1021">Facial features</th> <th data-bbox="996 941 1332 1021">Physical appearance</th> <th data-bbox="1332 941 1657 1021">Personality</th> </tr> </thead> <tbody> <tr> <td data-bbox="672 1021 996 1085">_____</td> <td data-bbox="996 1021 1332 1085">_____</td> <td data-bbox="1332 1021 1657 1085">_____</td> </tr> <tr> <td data-bbox="672 1085 996 1149">_____</td> <td data-bbox="996 1085 1332 1149">_____</td> <td data-bbox="1332 1085 1657 1149">_____</td> </tr> <tr> <td data-bbox="672 1149 996 1212">_____</td> <td data-bbox="996 1149 1332 1212">_____</td> <td data-bbox="1332 1149 1657 1212">_____</td> </tr> <tr> <td data-bbox="672 1212 996 1276">_____</td> <td data-bbox="996 1212 1332 1276">_____</td> <td data-bbox="1332 1212 1657 1276">_____</td> </tr> </tbody> </table>		Facial features	Physical appearance	Personality	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Facial features	Physical appearance	Personality															
_____	_____	_____															
_____	_____	_____															
_____	_____	_____															
_____	_____	_____															

	WT05-4	<p><b>C. PRONUNCIATION PRACTICE</b></p> <p><i>Listen to your teacher reading the following words. Repeat after him/her.</i></p> <p>tall : / tɔ:l /  short : / ʃɔ:rt /  calm : / kɑ:lm /  round face : / raʊnd feɪs /  eyebrow : / 'aɪbrəʊ /  blonde : / blɒnd /  shy : / ʃaɪ /  kind : / kaɪnd /  pointed nose : / 'pɔɪntəd nəʊz /  smart : / smɑ:rt /  plump : / plʌmp /  helpful : / 'helpf ə l /  friendly : / 'frendli /  skinny : / 'skɪni /  chubby : / 'tʃʌbi /  stubborn : / 'stʌbərn /</p>
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WT05-5

**E. VOCABULARY EXERCISE**

*Look at the puzzle below. Find 16 words related to how to describe a person and write in the space provided. When you finish, use the words in sentences.*

H	A	N	D	S	O	M	E	F	B	O	S	S	Y
C	F	G	H	J	E	R	T	Y	U	L	O	P	S
T	C	Y	E	T	K	C	R	E	A	T	I	V	E
A	R	U	A	A	A	H	P	N	Q	U	I	E	T
L	U	H	S	M	D	E	I	T	G	C	A	U	V
L	A	Z	Y	R	I	E	R	U	E	H	Z	L	F
F	T	J	G	I	L	R	I	S	K	I	N	N	Y
R	E	U	O	Y	I	F	O	E	D	L	C	Z	E
I	K	S	I	A	G	U	K	F	T	D	E	O	W
E	M	N	N	N	E	L	R	H	N	I	F	U	S
N	B	I	G	E	N	E	R	O	U	S	H	R	M
D	B	E	A	U	T	I	F	U	L	H	Y	U	A
L	K	A	D	A	L	W	E	R	T	K	O	L	R
Y	U	T	A	L	K	A	T	I	V	E	R	U	T

**List the words below**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

WT05-6

**F. TEXT STRUCTURE**

Task 2:

*Discuss with a partner and fill in the table with suitable information from the text.*

Part of text	Purpose	Details from the text
Identification part		
Description part		

	WT05-7	<p><b>G. GRAMMAR REVIEW</b></p> <p>Task 1:</p> <p><i>In the previous units, you have learned how to use adjectives in sentences. Now, observe the adjectives in the reading text excerpt below.</i></p> <p>Dinda is good-looking. She's not too tall. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company.</p>
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WT05-8

Task 2:

*Put the sentences in the pattern table below.*

**Model:**

Dinda	is	good-looking
<b>S</b>	<b>be</b>	<b>Adjective</b>

1.

<b>S</b>	<b>be</b>	<b>Adjective</b>

2.

<b>S</b>	<b>be</b>	<b>Adjective</b>

3.

<b>S</b>	<b>be</b>	<b>Adjective</b>

4.

<b>S</b>	<b>be</b>	<b>Adjective</b>

	WT05-9	<p>Task 3:  <i>Look at the adjectives in the reading text and vocabulary exercise of this unit. Use the adjectives to make up sentences on your own.</i></p> <p>1. _____  2. _____  3. _____  4. _____  5. _____  6. _____  7. _____  8. _____  9. _____  10. _____</p>
		I. WRITING
	WT05-10	<p><i>Prepare a photograph. it can be a personal photograph or a family photograph. Write a letter or email to a friend and describe the people in the picture.</i></p>
		J. FURTHER ACTIVITIES

6. Visiting  
Ecotourism  
Destination

WT06-1

A. WARMER: ODD MEN OUT

*Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.*

outdoor      camping ground      ~~air conditioner~~      sleeping bag

1 wave trees sandy breeze	2 savannah botanical garden wood jungle	3 canopy leafy green blue
4 cool hot cold fresh	5 coral clear sofa fish	6 dirty nice clean comfortable
7 ship boat raft canoe	8 fall down rock splash waterfall	9 valley amusement park hot spring crater
11 sunny wet warm hot	12 terrible amazing awesome marvelous	13 impressive interesting boring unforgettable

	WT06-2	<p><b>B. VOCABULARY BUILDER</b></p> <p><i>Read the text about Tanjung Puting National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter.</i></p> <p><i>After you find the words, compare your answer to your friends.</i></p> <p>__t____ (noun) = ekoturisme  __tin____ (noun) = tujuan  _____la (noun) = tanjung  un____ (adjective) = tidak seperti  s____ (noun) = hidung (binatang)  ____mo__ (adjective) = sangat besar  es_____ (verb) = mendirikan  h____ (noun) = pusat/inti  _____ss____ (adjective) = mengesankan  ex-_____ (adjective) = bekas tangkapan  _____tion (noun) = pelestarian  __z____ (adjective) = mengagumkan</p>
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	WT06-3	<p>C. Pronunciation Practice</p> <p><i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>destination : / ,destr'neɪʃ ə n /  peninsula : / pɪ'nɪnsjələ /  unlike : / ʌn'lʌk /  snout : / snaʊt /  enormous : / ɪ'nɔ:məs /  establish : / ɪ'stæblɪʃ /  heart : / hɑ:rt /  impressive : / ɪm'presɪv /  ex-captive : / eks 'kæptɪv /  preservation : / ,prezə'veɪʃ ə n /  amazing : / ə'meɪzɪŋ /</p>
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WT06-4

D. READING

Task 3:

*After reading the text, in the chart below, identify the main ideas of the paragraphs, and then summarize the most important details in your own words. Work individually first, then compare your answer to that of your classmate sitting next to you.*

Paragraph	Main Idea	Details
Paragraph 1	Tanjung Puting National Park offers <i>impressive</i> experience to its visitors.	- a jungle which is the habitat of orang utans and proboscis monkeys
Paragraph 2		
Paragraph 3		
Paragraph 4		

E. VOCABULARY EXERCISES

	WT06-5	<p><i>complete the following sentences using the words in the box.</i></p> <p><b>Preservation, impressive, destination, unlike, enormous, establish, ex-captive, peninsula, snout, amazing, center,</b></p> <p>1. Although Butet has never taken any private English course, she could speak English very fluently with a foreigner who visited my school yesterday. Everybody at my school admires Butet's _____ English</p> <p>2. _____ her sister who likes outdoor activities, Ni Luh likes to stay at home reading her favorite books.</p> <p>3. Bali has been the most popular tourist _____ for years, but Indonesia has many other beautiful places to offer to international visitors.</p> <p>4. The local government needs to _____ an information center to attract more tourists to visit Indonesia.</p> <p>5. The _____ dancers are dancing energetically to show some of the beautiful cultures of Indonesia.</p> <p>6. In the morning, thousands of people go to the same direction to the _____ of the city to work and that creates a long traffic jam every day.</p> <p>7. When people hear the words Tanjung Kodok, they may associate the name with a _____ like Tanjung Puting National Park.</p>
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- |  |  |   |
|--|--|---|
|  |  | <p>8. _____ orang utans may not be afraid of meeting with humans because they used to live with them as illegal pets.</p> <p>9. I always appreciate the strength ants have because although they are very small they can carry _____ load of food.</p> <p>10. Their unusually large _____ differentiates proboscis monkeys from other monkeys.</p> <p>11. We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____ site where it can live in a more natural habitat.</p> |
|--|--|---|




WT06-6

F. GRAMMAR REVIEW

Task 1:

*Study the following sentences. Identify the noun phrase by circling the adjectives and underlining the noun. Draw an arrow to show how the adjectives modify the nouns. Number 1 is done for you as an example.*

- 
1. Mount Bromo has amazing scenery. 
  2. Tanjung Puting National Park offers an impressive experience.
  3. Birute Galdikas is an important scientist.
  4. The traveling in the boat offers another unforgettable experience.
  5. At night, you can enjoy the clear sky and the bright stars.
  6. Local people call proboscis monkeys Bekantan.
  7. Fruits are orang utans' favorite food.
  8. Keeping orang utans as our pet is an illegal act.
  9. In the rehabilitation site, ex-captive orang utans learn to live a natural life.
  10. In a real jungle, we can see many incredible animals.
  11. Imagine yourself to be in the jungle and meet these special animals in their original habitat.
  12. The gigantic trees in the forest indicate that the forest is well preserved.

	WT06-7	<p>Task 2:  <i>Make noun phrases. The words on the left columns are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as an example.</i></p> <p><b>attractive, lake, memorable, waterfall, fresh, atmosphere, deep, trees, clear, people, gigantic. air, quiet, situation, relaxing, water, friendly, journey, beautiful, food, delicious, cave, large, flora and fauna, various souvenirs</b></p> <p>1. delicious food  2. _____  3. _____  4. _____  5. _____  6. _____  7. _____  8. _____  9. _____  10. _____  11. _____  12. _____  13. _____  14. _____</p>
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WT06-8

Task 3:

*Now, read the phrases below. Identify the modifiers. See number 1 as an example.*

1. large black stones → size color noun
2. a shallow small lake → \_\_\_\_\_
3. cold tiny droplets → \_\_\_\_\_
4. sweet yellow corns → \_\_\_\_\_
5. powerful small ants → \_\_\_\_\_
6. beautiful white orchids → \_\_\_\_\_
7. a unique golden monkey → \_\_\_\_\_
8. favorite thick books → \_\_\_\_\_
9. an enormous reddish snout → \_\_\_\_\_
10. misty grey morning → \_\_\_\_\_
11. a beautiful little young girl → \_\_\_\_\_
12. a nice old American woman → \_\_\_\_\_
13. breathtaking blue waves → \_\_\_\_\_

WT06-9

Task 4:

**THINK PAIR SQUARE**

*What do we need to bring?*

*What will you need to bring if you visit Camp Leaky, which is located in a jungle, in the heart of Tanjung Puting National Park? Make a list of the items that you will probably bring to make your journey successful. Be ready to explain why you need to bring them. You can choose from the following items and add other items if necessary. Remember not to bring too many things. Work individually first. After your personal list is done, compare it to your classmate's beside you. Work in pairs to produce one list. Then work in groups of four students to produce one newest list of items. Add the right adjectives to each item to make your list more informative. Do not forget to give the reason for each item you decide to bring. For example: a little yellow flashlight to use in darkness.*



	WT06-10	<p><b>G. WRITING</b>  <b>Pair Work</b>  <i>Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text? Use the guiding questions that follow to help you.</i></p> <p><i>DISAJIKAN TEXT</i></p> <p>Guiding questions for editing:</p> <ol style="list-style-type: none"> <li>1. Does the writer use indentation? What should she do?</li> <li>2. Does the writer use correct paragraphing?</li> <li>3. If you were to divide the text into some paragraphs, how would you do it?</li> <li>4. Are there any irrelevant sentences? Can you help her find out if any?</li> <li>5. Are there any misspelled words? Can you help her find out if any and correct them?</li> <li>6. Does she use correct grammar in all of her sentences? Help her check the following things: <ol style="list-style-type: none"> <li>a. whether the verbs in the sentences are suitable with the subjects,</li> <li>b. whether the places of the modifiers in the noun phrases are correct.</li> </ol> </li> <li>7. Does she begin all sentences with capital letters? Check the sentences and correct any mistakes you find.</li> <li>8. Does she end all sentences with full stops? Correct them if she does not.</li> </ol>
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	WT06-11	<b>J. FURTHERE ACTIVITIES</b> <i>Noun phrase (NP) is an important element in giving people a lot of information. That is why it is important that you learn to create noun phrases. To do that you will need to read a lot of texts, such as science texts, that often use noun phrases. Find a biology text and identify the noun phrases used. Share what you have with your classmates.</i>
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WT06-12

**B. VOCABULARY BUILDER**

*Read the text about Visiting Niagara Falls. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.*

- c r \_ \_ \_ (verb) = melewati/ melintasi
- g o \_ \_ \_ (noun) = jurang
- a t t r \_ \_ \_ \_ \_ (noun) = pertunjukan
- p o \_ \_ \_ \_ \_ (adjective) = menghantam
- s o \_ \_ \_ \_ (adjective) = terendam
- w a t \_ \_ \_ \_ \_ (adjective) = anti air
- i l l \_ \_ \_ \_ \_ (adjective) = berkilauan
- c h \_ \_ \_ (noun) = pesona
- m i \_ \_ (noun) = kabut
- s c \_ \_ \_ \_ (adjective) = indah
- e x h \_ \_ \_ \_ \_ (adjective) = mendebarkan
- p l \_ \_ \_ \_ (verb) = tercebur
- s a n \_ \_ \_ \_ \_ (noun) = penangkaran
- p r e \_ \_ \_ \_ \_ (noun) = pelestarian
- d u \_ \_ (adverb) = petang

	WT06-13	<p>C. Pronunciation Practice</p> <p><i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>niagara : / naɪ æg ə rə /  gorge : / gɔ:rdʒ /  veil : / veɪl /  bridal : / 'braɪdl /  cave : / keɪv /  hurricane : / 'hʌrɪkən /  illuminated : / ɪ'lu:məneɪtəd /  scenic : / 'si:nɪk /  boat : / bəʊt /  exhilarating : / ɪg'zɪləreɪtɪŋ /  plunge over : / plʌndʒ 'oʊvər /  sanctuary : / 'sæŋktʃʊəri /  apparatus : / ,æpə'reɪtəs /  entrance : / 'entrəns /</p>
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<p>7. Visiting Niagara Falls</p>	<p>WT07-1</p>	<p><b>E. VOCABULARY EXERCISES</b>  <i>Complete the following sentences using the words in the box. Remember to use the correct forms.</i></p> <p><b>cross, gorge, attractions,  pounding, soaked, waterproof,  illuminated, charm, mist,  scenic, exhilarating, plunge,  sanctuary, preservation, dusk,</b></p> <ol style="list-style-type: none"> <li>1. Waves are _____ against the pier. You can hear the sound very clearly.</li> <li>2. In the morning, the small town is covered in _____.</li> <li>3. Explore Cheddar _____ through photos in the internet. They inspire you to come and visit.</li> <li>4. Her shoes got _____ as she walked through the wet grass.</li> <li>5. Don't forget to bring your _____ jacket. It's dark outside, it's likely going to rain.</li> <li>6. Somerset _____ help her forget her complicated problems.</li> <li>7. Cristiano Ronaldo came to Bali to campaign for the _____ of the environment.</li> <li>8. The street lights go on at _____. Without the lights, car drivers cannot see the traffic in front of them.</li> <li>9. Look at that side. An _____ sign flashed on and off</li> <li>10. This is a region of _____ beauty. All areas are covered with trees; clean water flows uninterrupted,</li> </ol>
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and fresh air fills the sky.

11. I remember having an \_\_\_\_\_ walk to Mount Bromo two years ago.

12. The Rainbow bridge \_\_\_\_\_ Niagara river.

13. On her last vacation, her car swerved and \_\_\_\_\_ off the cliff.

14. The \_\_\_\_\_ of the nature reminds him of God's greatness.

15. Tropical forest in Borneo is the largest wildlife \_\_\_\_\_ in Indonesia.

		G. GRAMMAR REVIEW											
	WT07-2	<p>task 1:  <i>Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.</i></p> <table border="1" data-bbox="748 539 1736 794"> <thead> <tr> <th>Passive</th> <th>Active</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Passive	Active									
Passive	Active												

	<p>WT07-3</p> <p>task 2:  <i>Refer back to the text again and find five sentences written in active voices. Change the sentences into passive voices.</i></p>	<table border="1" style="margin: auto;"> <thead> <tr> <th style="background-color: #546a79; color: white;">Active</th> <th style="background-color: #546a79; color: white;">Passive</th> </tr> </thead> <tbody> <tr> <td style="background-color: #a6b8c8;"></td> <td style="background-color: #a6b8c8;"></td> </tr> <tr> <td style="background-color: #f4f4f4;"></td> <td style="background-color: #f4f4f4;"></td> </tr> <tr> <td style="background-color: #a6b8c8;"></td> <td style="background-color: #a6b8c8;"></td> </tr> <tr> <td style="background-color: #f4f4f4;"></td> <td style="background-color: #f4f4f4;"></td> </tr> <tr> <td style="background-color: #a6b8c8;"></td> <td style="background-color: #a6b8c8;"></td> </tr> </tbody> </table>	Active	Passive										
	Active	Passive												
<p>I. WRITING</p>														

WT07-4

Task 1:

Work in Pairs

*Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.*

Parts of Text	Purposes	Details
Introductory paragraph		
Supporting paragraph 1		
Supporting paragraph 2	To describe Maid of the Mist Boat Tour	
Supporting paragraph 3		
Supporting paragraph 4		
Supporting paragraph 5		
Supporting paragraph 6		
Concluding paragraph		

	WT07-5	<p>task 2:</p> <p><b>Collaborative Description</b></p> <p>your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.</p> <ol style="list-style-type: none"><li>1. Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.</li></ol> <p>When writing, pay attention to the following guiding questions:</p> <ol style="list-style-type: none"><li>1. What is the name of the place and why is it interesting?</li><li>2. What attractions are available in this place? Describe one by one.</li><li>3. What is your overall impression about the place?</li></ol>
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	WT07-6	<p><b>task 3:</b> <b>Independent Writing</b></p> <p><i>Now, rewrite your description by adding words, phrases or sentences. Change it into a descriptive essay telling your reader about an interesting place to visit. Make sure that your essay makes sense.</i></p> <p>Use the following questions to guide you:</p> <ol style="list-style-type: none"><li>1. Does the essay have an introductory paragraph?</li><li>2. Does your essay have supporting paragraphs?</li><li>3. Does your essay include a concluding paragraph?</li><li>4. Does your paragraph use clear references?</li></ol>
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<p>8. Describing Historical Places</p>	<p>WT08-1</p>	<p><b>B. VOCABULARY BUILDER</b>  <i>Read the Indonesian equivalents. Guess the English words using clues provided. Using your dictionary, check whether you guessed correctly. Compare your work with that of your friends'.</i></p> <p>c__vil__za__ion (noun) = peradaban        __b__nd__ned (adjective) = ditinggalkan        be__t-k__ow__ (adjective) = terkenal        c__ll__ag__e (noun) = sejawat        un__ar__h (verb) = menggali        e__id__nc__ (noun) = bukti        h__ly (adjective) = suci        ci__e (verb) = mengutip        off__ci__ls (noun) = pegawai        an__ie__t (adjective) = kuno</p>
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	WT08-2	<p>C. Pronunciation Practice</p> <p><i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>unearth : / ʌn'ɜ:θ /  abandoned : / ə'bændənd /  colleague : / 'kɒli:g /  evidence : / 'evəd əns /  holy : / 'həʊli /  best-known : / best noun /  cite : / saɪt /  civilization : / ,sɪv ə l-aɪ'zeɪʃ ə n /  officials : / ə'fɪʃ ə l /  ancient : / 'eɪnʃ ə nt /</p>
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	WT08-3	<p>D. READING Task 2: <i>Write words that describe Stonehenge and Durrington Walls.</i></p> <p><b><i>Stonehenge</i></b> <b><i>puzzling</i></b> _____ _____ _____</p> <p><b><i>Durrington Walls</i></b> <b><i>larger (than</i></b> <b><i>Stonhenge)</i></b> _____ _____ _____</p>
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WT08-4

E. VOCABULARY EXERCISES

*complete the following sentences using the words in the box.*

**civilization, abandoned, best-known, colleague,  
unearth, evidence, holy cite,  
officials, ancient,**

1. I have a new \_\_\_\_\_ now. She has been in this company for a week.
2. Both my father and my mother are senior high school teachers. They are government \_\_\_\_\_.
3. I love learning sociology. Through this subject, I can see how human \_\_\_\_\_ has developed from time to time.
4. Malang is \_\_\_\_\_ as an education city in East Java because there are many universities and colleges there.
5. The data that the researchers have presented in the conference provide additional \_\_\_\_\_ concerning strategies for learning English.
6. Hidden behind Beijing's \_\_\_\_\_ walls is the cultural richness of the society.
7. Authors might need to \_\_\_\_\_ from other sources to support their arguments. In order to avoid plagiarizing, they have to acknowledge this.
8. Students in this region generally do not go to schools on \_\_\_\_\_ days.
9. Archeologists have managed to \_\_\_\_\_ the remains and findings related to Stonehenge.

		<p>10. One of the theories that archeologists propose suggests that this city was once _____.</p>
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WT08-5

F. Text Structure  
THINK-PAIR-SHARE

Task 1:

*Individually, complete the following chart to find out the structure of the text about Stonehenge.*

Parts of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Stonehenge as well as Durrington Walls	
Closing comment	

WT08-6

G. Grammar Review

Participles

All over the globe are historical mysteries left to us by the ancient world – lost civilizations, abandoned cities, and puzzling monuments.

*Study the following examples.*

- lost civilizations = civilizations which are lost
- abandoned cities = cities which are abandoned
- puzzling monuments = monuments which are puzzling
- boring classes = classes which are boring
- bored students = students who are bored
- annoyed people = people who are annoyed
- exhausted workers = workers who are exhausted

**Do as the examples.**

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1. <b>annoying noise</b>          | 11. <b>a disappointing book</b> |
| 2. <b>annoyed people</b>          | 12. <b>disappointed readers</b> |
| 3. <b>exhausting work</b>         | 13. <b>an amazing place</b>     |
| 4. <b>exhausted workers</b>       | 14. <b>amazed visitors</b>      |
| 5. <b>embarrassing experience</b> | 15. <b>interesting places</b>   |
| 6. <b>embarrassed people</b>      | 16. <b>interested people</b>    |
| 7. <b>a frustrating situation</b> | 17. <b>confusing subjects</b>   |
| 8. <b>frustrated learners</b>     | 18. <b>confused students</b>    |
| 9. <b>a depressing story</b>      | 19. <b>irritating behaviors</b> |
| 10. <b>depressed children</b>     | 20. <b>irritated parents</b>    |

**Classify the words from the above exercise into the categories below.**

<b>Participles</b>	<b>Present (V-ing)</b>	<b>annoying</b>
	<b>Past (V-3)</b>	<b>annoyed</b>

		I. WRITING
	WT08-7	<p>Task 1:  <i>The following text is not written properly. Edit the text to find out the 15 misspelled words so that it makes sense.</i></p> <p>Parker Pearson goes on to explain that the houses neer Durrington Walls were probably occupied at certain times of the yeer when people gatherd for the summer and winter solstices (the longest and shortst days of the year) to celebrate certain religius ceremonies. And in fact, large amounts of pottery and annal bones have been found near Durrington, suggesting that this site was used as a place for eating and drinking. In contrst, very little pottery has been found in Stonehenge. In addition, almst no human remains have been found at Durrington, but a number of grves have been uncovered at Stonehenge.</p> <p>Paths from Stonehenge and Durrington Walls to the nearbi River Avon also suggest that the two sites were linkd. At certain times of the year, most of the ded would have been carred down the road from Durrington and put in the river. Later, remains of the society’s rulers would have been brought down the river, carried up the long avenu, and deposited at Stonehenge.</p>





9. Giving Announcement	WT09-1	<p>B Vocabulary Builder.  <i>Match the words with their Indonesian equivalents.  Compare your work to your classmates'.</i></p> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 10px; background-color: #f9f9f9;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>cancel</b> (<i>verb</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>berdasar</b> (pendaftar) yang dulu</td> </tr> <tr> <td style="padding: 5px;"><b>a stadium</b> (<i>noun</i>)</td> <td style="padding: 5px; text-align: center;">→</td> <td style="padding: 5px;"><b>stadion</b></td> </tr> <tr> <td style="padding: 5px;"><b>an approval</b> (<i>noun</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>dipesan</b></td> </tr> <tr> <td style="padding: 5px;"><b>proceed</b> (<i>verb</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>banyak; luar biasa</b></td> </tr> <tr> <td style="padding: 5px;"><b>in accordance with</b> (<i>noun</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>biaya pendaftaran</b></td> </tr> <tr> <td style="padding: 5px;"><b>unforeseen</b> (<i>adjective</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>membatalkan</b></td> </tr> <tr> <td style="padding: 5px;"><b>a first-come basis</b> (<i>noun</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>persetujuan</b></td> </tr> <tr> <td style="padding: 5px;"><b>tremendous</b> (<i>adjective</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>tidak terduga</b></td> </tr> <tr> <td style="padding: 5px;"><b>a registration fee</b> (<i>noun</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>menindaklanjuti</b></td> </tr> <tr> <td style="padding: 5px;"><b>reserved</b> (<i>adjective</i>)</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"><b>sesuai dengan</b></td> </tr> </table> </div>	<b>cancel</b> ( <i>verb</i> )		<b>berdasar</b> (pendaftar) yang dulu	<b>a stadium</b> ( <i>noun</i> )	→	<b>stadion</b>	<b>an approval</b> ( <i>noun</i> )		<b>dipesan</b>	<b>proceed</b> ( <i>verb</i> )		<b>banyak; luar biasa</b>	<b>in accordance with</b> ( <i>noun</i> )		<b>biaya pendaftaran</b>	<b>unforeseen</b> ( <i>adjective</i> )		<b>membatalkan</b>	<b>a first-come basis</b> ( <i>noun</i> )		<b>persetujuan</b>	<b>tremendous</b> ( <i>adjective</i> )		<b>tidak terduga</b>	<b>a registration fee</b> ( <i>noun</i> )		<b>menindaklanjuti</b>	<b>reserved</b> ( <i>adjective</i> )		<b>sesuai dengan</b>
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<b>reserved</b> ( <i>adjective</i> )		<b>sesuai dengan</b>																														

	WT09-2	<p>C. Pronunciation Practice</p> <p><i>Listen to your teacher reading these words. Repeat after him/her.</i></p> <p>cancel : / 'kæns ə l /  stadium : / 'steɪdiəm /  approval : / ə 'pru:v ə l /  proceed : / prə 'si:d /  in accordance with : / ɪn ə 'kɔ:d ə ns wɪθ /  unforeseen : / ,ʌnfə:'si:n /  a first-come basis : / ə fɜ:rst kʌm 'beɪsɪs /  tremendous : / trɪ'mendəs /  registration fee : / ,redʒə'streɪf ə n fi: /  reserved : / rɪ'zɜ:vəd /</p>
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WT09-3

**D. READING**

Task 2:

*After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words.*

**DISEDIAKAN TABEL**

**Text 1**

Paragraph	Main Idea	Details
1	The Faith & D Entertainment Management announces the cancellation of the concert.	<ul style="list-style-type: none"> <li>- The management has just been notified by CJes Entertainment, the artiste agency of JYJ.</li> <li>- CJes Entertainment has decided to cancel JYJ World Tour Concert in Singapore.</li> <li>- The concert is scheduled on 23 April 2011.</li> <li>- The concert is held at Singapore Indoor Stadium.</li> </ul>
2		

**Text 2**

Paragraph	Main Idea	Details
1	The McMaster Mini-Med School announces the commencement of the 2009 program.	<ul style="list-style-type: none"> <li>- The school welcomes the 2009 students.</li> <li>- The term lasts for seven weeks.</li> <li>- The term begins Tuesday, March 3, 2009.</li> </ul>
2		

	WT09-4	<p>E. Vocabulary Exercise</p> <p>Complete the following sentences using the words in the box.</p> <p><b>Proceed, unforeseen, a first-come basis, tremendous, registration fee, reserved, cancel, stadium, approval, in accordance with,</b></p> <ol style="list-style-type: none"> <li>1. This annual international conference is usually attended by many participants from various countries; therefore, the committee applies the registration on _____.</li> <li>2. This restaurant is full. We cannot get any seat as all the tables have been _____.</li> <li>3. Before arranging the examination date for their final project, the students have to get their supervisors' _____.</li> <li>4. This afternoon the football match between INDONESIA and VIETNAM is held at Gelora Bung Karno _____.</li> <li>5. The seminar participants will get a special rate for the _____ if they can pay it one month before the due date.</li> <li>6. The headmaster has to _____ some school programs due to the changes of funding policies by the newly-appointed mayor.</li> <li>7. Even though her mid-semester project is due next month, Fahmida is planning to finish it today. She does this to minimize _____ circumstances.</li> <li>8. The election committee works _____ the rules and regulations established by the government.</li> <li>9. According to the announcement, passengers of Garuda Indonesia Flight Number GA 522 are to _____ to the waiting room.</li> </ol>
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		<p>10. The announcement about the trip to Borobudur Temple has received _____ response.</p>
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WT09-5

F Text Structure  
THINK-PAIR-SHARE

Task 1:

*Individually, complete the following chart to find out the structure of the announcement above, depending on which announcement you have read.*

Parts of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

G. GRAMMAR REVIEW

	WT09-6	<p>task 2:  <i>Complete the sentences with the correct forms of the verbs in italics.</i></p> <ol style="list-style-type: none"> <li>1. They are going to <i>reserve</i> a room in a local hotel. The _____ can be done through email.</li> <li>2. The artiste agency has to <i>decide</i> on the concert cancellation. The agency's _____ has to be respected.</li> <li>3. Dany was permitted by his father to <i>try</i> a new car. The _____ period lasted for a week.</li> <li>4. The internet <i>connects</i> people around the world easily. This school has a very excellent internet _____.</li> <li>5. The beginning part of a story <i>orients</i> readers with the setting. The quality of this _____ usually determines whether readers would continue reading or not.</li> <li>6. Joe wanted to <i>bury</i> the dead body of his pet Bonnie at the backyard. He hoped that this _____ would bring good memories.</li> <li>7. The students are planning to <i>organize</i> a trip to the beach. The _____ is supervised by the vice headmaster for student affairs.</li> <li>8. Riza hopes that his supervisor would <i>approve</i> his proposal. The _____, however, is subject to the revision he is doing at the moment.</li> <li>9. The teacher will <i>divide</i> the class into two. The _____ is based on the attendance list.</li> <li>10. The students are being trained to <i>communicate</i> effectively in public. Public _____ is one of essential skills in this global era.</li> </ol>
		I. WRITING

	WT09-7	task 1: <i>The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.</i>
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**Table 1.2 Description of the coding of Writing Tasks based on Krathwohl (2002)**

<b>Chapter</b>	<b>Task-code</b>	<b>Cognitive-codes</b>	<b>Descriptions</b>
1. Talking about self	WT01-1	C1	The cognitive process of this task is considered as "remember" because in order to finish the tasks students must retrieve relevant knowledge
	WT01-2	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT01-3	C2	The cognitive process of this task is considered as "understand" because the students are expected identify the main idea of the paragraph.
	WT01-4	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use appropriate words and correct forms of verbs.
	WT01-5	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the structure of the email and letter.
	WT01-6	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use correct form.
	WT01-7	C3	this task is considered as "Apply" because the students must be able to respond the email by using correct structure.
2. Completing and Showing Care	WT02-1	C1	The cognitive process of this task is considered as "remember" because in order to finish the tasks students must retrieve relevant knowledge
	WT02-2	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher

	WT02-3	C3	The cognitive process of this tasks is considered as “ apply” because the student should be able to use the expression with variety circumstances.
	WT02-4	C3	This task is considered as “apply” because the student write short letter using the appropriate expression.
3. Expressin g Intention	WT03-1	C1	The cognitive process of this task is considered as "remember" because the students are expected to recognize words from picture.
	WT03-2	C3	The cognitive process of this task is considered as “apply” because the student should be able to use the correct expressions to fill the gap.
	WT03-3	C3	The cognitive process of this task is considered as “apply” because the student should be able to use words in sentence.
	WT03-4	C3	The cognitive process of this task is considered as “apply” because the student should be able to make simple dialogue in different kinds of circumstaces.
	WT03-5	C3	The cognitive process of this task is considered as “ apply” because the student should be able to write with the right grammar.
4. Congratul ating Others	WT04-1	C1	The cognitive process of this task is considered as "remember" because in order to finish the tasks students must retrieve relevant knowledge
	WT04-2	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT04-3	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use appropriate words and correct forms part of speech.
	WT04-4	C3	The cognitive process of this task is considered as “apply”because the student should be able to use the right expression.

	WT04-5	C3	The cognitive process of this task is considered as “apply” because the student should be able to use the expression of congratulating someone.
5. Describing People	WT05-1	C1	The cognitive process of the task is considered as “remember” because the student should retrieve their memory of the word or match it with the right meaning from the dictionary.
	WT05-2	C1	The cognitive process of the task is considered as “remember” because the student should retrieve their memory about appropriate adjective used for describing people appearance.
	WT05-3	C1	The cognitive process of the task is considered as “remember” because the student should identify the right words in the right table
	WT05-4	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT05-5	C3	The cognitive process of this task is considered as “apply” because the student are expected to be able use the word in sentences
	WT05-6	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the purpose of the text and identify the detail of information from the text.
	WT05-7	C2	The cognitive process of this task is considered as "Understand" because the students must be able to identify the purpose of the text and identify the detail of information from the text.
	WT05-8	C2	The cognitive process of this task is considered as "Understand" because the students must be able to identify the subject and to be within a sentence given.
	WT05-9	C3	The cognitive process of this task is considered as “apply” because the student expected to be able to use adjectives in sentences.

	WT05-10	C3	The cognitive process of this task is considered as “Create” because the student should be able to use right expression and structure of describing people
6. Visiting Ecotourism Destination	WT06-1	C2	The cognitive process of the task is considered as “remember” because the student should identify the word that doesn’t belong in the table
	WT06-2	C1	The cognitive process of this task is considered as "remember" because in order to finish the tasks students must retrieve relevant knowledge
	WT06-3	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT06-4	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the purpose of the text and identify the detail of information from the text.
	WT06-5	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use appropriate words in correct gap.
	WT06-6	C2	The cognitive process of this task is considered as "understand " because the students must be able to identify what is noun phrase.
	WT06-7	C3	The cognitive process of this task is considered as "apply" because the students should be able to create noun phrase based on nouns given
	WT06-8	C2	The cognitive process of this task is considered as "understand " because the students must be able to identify the modifier.
	WT06-9	C1	The cognitive process of this task is considered as "remember" because the students are expected to list of items to bring for their journey.
	WT06-10	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze error within the text.

	WT06-11	C2	The cognitive process of this task is considered as "understand " because the students must be able to identify what is noun phrase from other text.
	WT06-12	C1	The cognitive process of this task is considered as "remember" because in order to finish the tasks students must retrieve relevant knowledge from the text given.
	WT06-13	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
7. Visiting Niagara Falls	WT07-1	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use appropriate words and correct forms.
	WT07-2	C3	The cognitive process of this task belongs to “apply” because the students must be able to apply the rule of using passive and active voice
	WT07-3	C3	The cognitive process of this task belongs to “apply” because the students must be able to apply the rule of using passive and active voice
	WT07-4	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the purpose of the text and identify the detail of information from the text.
	WT07-5	C6	the cognitive process of this task is considered as “create” because the student should generate their ideas in composing descriptive text.
	WT07-6	C6	the cognitive process of this task is considered as “create” because the student should generate their ideas in composing descriptive text.
	8. Describing Historical Places	WT08-1	C1

	WT08-2	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT08-3	C3	The cognitive process of this task belongs to “apply” because the students must be able to apply the right description for Stonehenge and Durrington Walls.
	WT08-4	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use appropriate words and correct forms.
	WT08-5	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the detail of information from the text.
	WT08-6	C2	The cognitive process of this task is considered as "understand " because the students must be able to classify where the words are belonged to.
	WT08-7	C5	The cognitive process of this task is considered as "Evaluate" because the students should be able to edit the text.
	WT08-8	C6	The cognitive process of this task is considered as “create” because the student should construct different type of writing with their own words.
	WT08-9	C6	The cognitive process of this task is considered as “create” because the student should generate the information about historical places then write it.
9. Giving Announcement	WT09-1	C1	The cognitive process of this task is considered as "remember" because in order to finish the tasks students must retrieve relevant knowledge
	WT09-2	C1	The cognitive process of this task is considered as "remember" because the students are expected to repeat the words being read by teacher
	WT09-3	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the detail of information from the text.

	WT09-4	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use appropriate words and correct forms.
	WT09-5	C4	The cognitive process of this task is considered as "Analyze" because the students must be able to analyze the purpose and the detail of information from the text.
	WT09-6	C3	The cognitive process of this task is considered as "apply" because in order to finish the tasks students must use orrect form of verbs.
	WT09-7	C5	The cognitive process of this task is considered as "Evaluate" because the students should be able to edit the text.