



# **APPENDICES**

## DATA RECAPITULATION

Book : Bahasa Inggris, Studi dan Pengajaran  
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Class : X

No.	Speech Acts	Page
1.	Discuss with your classmates what character your group needs in order to do the activity successfully and to become the winner.	2
2.	Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you	2
3.	Listen to your teacher reading aloud these words. Repeat after him/her.	3
4.	Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; student identified as B, read text 2	3
5.	After reading the text, in the chart below, identify the main idea of each paragraph, 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.	6
6.	Work in pairs. If you have read text 1, refer to question II; if you have read text 2, refer question I. Read the questions for your partner to answer.	8
7.	Answer the question briefly	8

8.	Answer the following question briefly	8
9.	Complete the following sentences using the words in the box. Remember the correct forms of verbs.	9
10.	Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.	10
11.	Work in pairs (students A and B) to discuss the text structure and then share this with the class. Use the following prompts to help.	10
12.	Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.	12
13.	Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.	12
14.	Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in italics are the noun.	13
15.	Read the following sentences. Pay attention to the underlined words	13
16.	Read the emails in the reading section again. Underline all pronouns that you can find	14
17.	Fill in the blanks with the right words.	14
18.	You'll play a kind of guessing game 'who Am I'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the work on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.	16
19.	Hallo, I ama Edo. May I know your name please?	17
20.	Sure, I Slamet. I am from Japara. What about you?	17

21.	I am from Raja Ampat. I work in a tourism resort	17
22.	I work for a furniture company. Have you heard about ukir Japara?	17
23.	Yes, and I want to know more about that	17
24.	It's a specific carving pattern created in Japara	17
25.	Look at the picture.	17
26.	Imagine that you and your classmate are all invited to a party and become the guests there. For instance, you can pretend to become your favorite football player, singer, or scientist, etc. the new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:	17
27.	Think of the questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself on your friends to at least two people.	18
28.	At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.	19
29.	Do this game in group. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.	21
30.	Write down the English words for the following Indonesian words. Compare your words to your classmate's.	21
31.	Listen to your teacher reading these words. Repeat after him/her.	22
32.	Read text 1 carefully. Pay attention to the expression used to congratulate people (in this case, Alif). Pay attention also to the responses.	23

33.	Alif, congratulations. You deserved it, Man.	23
34.	Thank you very much. This is because you always help me.	23
35.	I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.	23
36.	(replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.	23
37.	That's wonderful, Alif.	23
38.	Oh, thanks.	23
39.	Good for you. Good luck.	23
40.	Thank you very much.	23
41.	Well done.	23
42.	Very good, you deserved it. man.	23
43.	That was great. You must be very proud of your achievement.	23
44.	Thanks. I'm glad you think so. But I still have to learn a lot.	23
45.	Please accept my warmest congratulations, Sir.	23
46.	It's very kind of you to say so. Thank you.	23
47.	I must congratulate you on your success.	23
48.	Thank you very much for saying so.	23
49.	Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well.	24

50.	Thanks, Ditto.	24
51.	I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?	24
52.	Yes, you're right.	24
53.	I hope you will win as well in the next competition.	24
54.	I hope so. But I'm nervous.	24
55.	Don't worry, you're a very good story teller. Good luck.	24
56.	Thanks. I'll do my best. Wish me luck.	24
57.	Answer the following questions.	24
58.	Read the dialogue silently. Pay attention used to congratulate people. Discuss the meaning with your classmate. After that read the dialog in pairs. One of you become Cita, the other become Dito. Then, discuss the answer to the questions.	24
59.	Answer the following questions.	25
60.	Complete the following table with the expression of congratulations and the responses you find in the preceding dialogs. The first row is done for you.	25
61.	Complete the blanks in the following dialogs using the words in the box. As an example see number 1. The answer for number 1 is wonderful.	26
62.	Complete the following conversations with your own words.	28
63.	Let's play rock, paper, and scissors.	29
64.	Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as	29

	example. Write least two sentences.	
65.	Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses	32
66.	Hello. How are things going on, Sinta?	33
67.	Hi. Good, and you?	32
68.	I'm feeling great today. How was your weekend with your family in Batu?	32
69.	Excellent! We had a lovely time there. You should have gone there with us.	32
70.	Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.	32
71.	Thanks a lot. My sister bought it for me last month.	32
72.	Wow! That's wonderful.	32
73.	Oh, Rahmi, can I ask you something?	32
74.	Oh, sure. Please.	32
75.	Have you finished writing the book we discussed two months ago?	32
76.	Yes. Come to my room. Look at this. What do you think?	32
77.	Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.	32
78.	Thanks a lot. You've inspired me to do this.	32
79.	Your publisher should send it to all bookstores here.	33
80.	Yes, you're right. The publisher will do it for me.	33
81.	Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day!	33

82.	You, too.	33
83.	Read a load the dialog with classmate. Pay attention to the complimenting expressions and the responses too	33
84.	Read the following notes about complimenting expressions. After that perform the dialogs in the following that with your classmates.	33
85.	What a wonderful performance!	34
86.	Thank you	34
87.	I must express my admiration to you!	34
88.	Thanks a lot for your appreciation.	34
89.	What a nice dress!	34
90.	Thank you very much.	34
91.	You look gorgeous!	34
92.	It's very kind of you to say that.	34
93.	Great job!	34
94.	I'm glad you like it.	34
95.	Work in pairs and practice complimenting to the compliments. One of you become A and the other become B.	34
96.	Let's play rock, paper, scissors	35
97.	Let's play ball throwing.	36
98.	Your teacher will tell you how to do ball throwing activity in groups.	36



99.	In turn, give a compliment to your classmate and respond to that nicely.	36
100.	At the end of this chapter, ask yourself following questions to see how well you have learned.	37
101.	Look at the pictures bellow. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why?. Share it with your friends.	39
102.	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 word that is you find should start with letters A to Z.	40
103.	Read a load the following conversation. Take turn with your classmate doing the roles. Then answer the questions following that.	40
104.	A long weekend is coming. Riri, Santi, and Bayu are talkingabout their holiday plans. Pay attention to the pronunciationand intonation of the dialog below.	40
105.	It will be a long weekend soon. Do you have any plans?	40
106.	Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.	41
107.	Stay at home? Well, you could do something moreinteresting!	41
108.	So, what about you Bayu? Do you have any plans?	41
109.	Definitely! My dad and I are going to go fishing.	41
110.	Fishing? Are you going to go fishing in the river near yourhouse?	41
111.	No. We plan to go fishing in a lake near my uncle's house.Would you like to come with us?	41
112.	Fishing? That sounds great. But I would rather stay at home than go fishing.	41

113.	What about you, Riri? What would you like to do on the long weekend?	41
114.	I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.	41
115.	That sounds like a very good plan!	41
116.	Are you going to bake choco chips cookies like the last time?	41
117.	Well, yes. That is my favorite. But we will also try to make ginger cookies.	41
118.	Lucky you. Your mom is a real baker, isn't she?	41
119.	Ha ha, ha. Do you still want to stay home alone?	41
120.	Or, would you like to join me to learn baking cookies? You can come to my house.	41
121.	It's a good idea! Or will you go fishing with me and my dad?	41
122.	I think I would like to bake cookies with Riri. Thanks for inviting me, Riri.	41
123.	No problem. I will tell you the time on Friday.	41
124.	Thanks a lot. I can't wait to join you.	41
125.	Have a nice long weekend, everyone.	41
126.	You too.	41
127.	Continue the conversation based on the given hint.	42
128.	What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.	42
129.	Look at the excerpt from dialog below. Pay attention to the bold-typed expressions.	43

130.	So, what about you, Bayu? Do you have any plans?	43
131.	Definitely! My dad and I are going to go fishing. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?	43
132.	I don't really like fishing. I would rather stay at home than go fishing. What about you, Riri? What would you like to do on the long weekend?	43
133.	I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.	44
134.	Are you going to bake choco chips cookies like the otherday?	44
135.	Well, yes. That is my favorite. But we are going to try to make ginger cookies too.	44
136.	Oh, would you like to join me to learn baking cookies? You can come to my house.	44
137.	It's a good idea! Or will you go fishing with me and my dad?	44
138.	Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.	44
139.	Read the previous dialog again. Identify the bold-typed expression and fill in the table below and with the question and statement forms of the expressions	44
140.	Make up short dialogs for the following the situations. Read the answer of number 1 as an example.	44
141.	Act one of the dialogs for the class	47
142.	Make formal speech and perform if in front of the class. Follow the steps given.	47
143.	Write a paragraph about your holiday plan. Used I would like to... and I am going to... in your paragraph. Used the given questions to guide you.	47

144.	At the end of this chapter, ask your self the following questions to know how effective your learning process have been.	48
145.	Let's play old man out game.	51
146.	Read the text about Tanjung Puting National Park.	52
147.	Listen to your teacher pronouncing the following words. Repeat after him/her	52
148.	Now, read text 1 carefully, what do you think about place described below?	53
149.	Answer the following question briefly.	54
150.	Tourist probably bring food and snacks in paper of plastic packages when they visit Tanjung Puting National Park. What should they do about the wastes? If you were also a tourist, what would you do?	54
151.	Rearrange the places of the main ideas in the night column to match it with the purposes of each paragraph.	54
152.	Complete the following questions using the words in the box	56
153.	Rearrange the letters on the left to get the right words for the definitions on the right. Use the first letter as the clue. After you get the words, read text 2 and check whether themeaning of the words suits the context of the sentences.	57
154.	Listen to your teacher reading aloud the following words. Repeat after him/her	57
155.	Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.	58
156.	Answer the following questions briefly.	59
157.	After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized.	

158.	Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area [B] and the differences in the separate areas [A] or [C]	60
159.	Fill in the blanks with the right word from the list below	60
160.	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.	62
161.	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.	62
162.	From the previous task, you have reviewed noun phrases made by combining adjectives and nouns, such as pristine jungle, beautiful garden, precious stones, expensive marble, etc. Those kinds of adjectives are called opinion adjectives because the adjectives tell about our opinion about something. If we want to give more information, we can add more modifiers to the thing (noun) we describe. For instance, in addition to the opinion adjectives, we can also inform people about the size, and the color, the age, and nationality of the thing (noun). Look at the following examples. Pay attention to the order of the modifiers. Where is the position of the opinion adjectives?	63
163.	Try to find as least 10 (ten) noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases	64
164.	Task 1: Editing - Pair Work	65
165.	Task 2 – Rewriting description Pairwork	66
166.	Task 3 – Writing a descriptive essay	67

167.	After you finish writing, ask yourself the questions used in the editing section (writing-task 1).	67
168.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	67
169.	Draw and Guess	70
170.	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'.	70
171.	Listen to your teacher reading these words. Repeat after him/her.	71
172.	Match paragraphs 2-7 above with pictures a-f as follows. Paragraph 4 is done for you as an example.	74
173.	Answer the following questions by referring to the text 'Visiting Niagara Falls.'	74
174.	Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.	75
175.	Complete the following sentences using the words in the box. Remember to use the correct forms.	75
176.	Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.	77
177.	Refer back to the text again and find five sentences written in active voices. Change the sentences into passive voices	77
178.	Work in pairs: Try to remember one interesting place you've visited. Tell your friends about the place.	77
179.	Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.	78

180.	Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.	79
181.	Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stopwriting 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.	79
182.	Read your and your friends' description. What do you think? Is it a funny description? Does your paragraph make sense? If not, then go to the next activity.	79
183.	Now, rewrite your description by adding words, phrases or sentences. Change it into a short descriptive text telling your reader about an interesting place to visit. Make sure that your text makes sense.	80
184.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	80
185.	Close your book. Listen to your teacher reading an announcement. Refer to these questions while listening.	82
186.	Match the words with their Indonesian equivalents. Compare your work to your classmates'.	82
187.	Listen to your teacher reading these words. Repeat after him/her.	82
188.	Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.	83
189.	An Announcement about McMaster Mini-Med School	83
190.	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.	85

191.	Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.	86
192.	Answer the following questions briefly.	87
193.	Answer the following questions briefly.	87
194.	Complete the following sentences using the words in the box.	88
195.	Individually, complete the following chart to find out the structure of the announcement on page 83 and 84, depending on which announcement you have read.	89
196.	Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.	89
197.	Study the following pairs of sentences to identify how the words printed in italics are related.	89
198.	Complete the sentences with the correct forms of the verbs in italics.	90
199.	Open these two links. Discuss with your classmates to respond to these questions.	91
200.	Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.	92
201.	The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.	92
202.	Use the following questions to help you re-write the above announcement.	93
203.	At the end of this unit, ask yourself the following questions to know how effective your learning process is.	93
204.	Look at the pictures below! Do you know the people in the picture? Compare the two airplanes? What are the	95



	similarities? What are the differences? Discuss with your classmates!	
205.	Look at the list of the words below. Find their meanings in a monolingual dictionary.	95
206.	Look at the list of the words below. Find their meanings in a monolingual dictionary.	95
207.	Read the following conversation.	97
208.	Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?	97
209.	We invented airplane.	97
210.	Airplane? What is the tool for?	97
211.	It's a tool that will help human being to fly!	97
212.	Oohhh, is it like a flying car? How did you get the inspiration?	97
213.	Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.	97
214.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	97
215.	But that was only a toy, what about the actual plane?	97
216.	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903	97
217.	Why did you choose Kitty Hawk?	97
218.	Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.	97
219.	We have worked and experimented with gliders to perfect the wing design and controls since then.	97

220.	I see. So you've had the newest version of your airplane?	97
221.	Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.	97
222.	How amazing! I think this invention will be a big thing soon.	97
223.	Our father has asked us not to fly together. He said it's for the safety reason.	98
224.	Yes, we will continue making more experiment so that airplane will be available for everyone soon.	98
225.	Okay, we wish you good luck with the next experiments.	98
226.	Supply the dialog with the correct expressions based on the conversation above.	98
227.	Supply the dialog with the correct expressions based on the conversation above.	98
228.	Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed and bold-italic typed expressions.	102
229.	Our dad gave us a toy helicopter that flew with the help of rubberbands. We've been interested in the idea since then.	102
230.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	102
231.	But that was only a toy, what about the actual plane?	102
232.	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.	102
233.	Why did you choose Kitty Hawk?	102
234.	Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.	102
235.	We have worked and experimented with gliders to perfect the wing design and controls since then.	102

236.	Can you tell what pattern is written in bold type?	102
237.	What about the pattern in the bold italic type?	102
238.	Complete the diagram below. Place this symbol (X) and lines at the diagram that can show Simple Past Tense and Present Perfect Tense.	102
239.	Think of yesterday. What did you do? What didn't you do? List the verbs of your activities yesterday.	103
240.	Use the words in Task 1 to make sentences in the simple past tense.	103
241.	Look at the sentences you made for Task 2 of this section. Now, make extended statements using Present Perfect Tense. Look at the example below.	104
242.	Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using what,where, why, who, when or how. Look at the example below.	105
243.	Look at the sentences that your partners make for the present perfect tense. Ask further questions about him/her using what, where, why, who, when or how. Look at the example below.	105
244.	Interview with an inventor	105
245.	Work in pairs. One of you will be the interviewer. Another will be the interviewee.	105
246.	Discuss a popular person (it can be an inventor, popular people in the past like actresses, actors, athletes, etc.) who is going to be interviewed. The interviewee will pretend to be this person.	105
247.	As an interviewer, you are going to prepare some questions that cover questions about his/her past activities (for example past experiments, albums, films, etc) and the recent and continuing activities.	106

248.	As an interviewee, prepare to answer the questions with some accurate details. While the interviewer is preparing the questions, you can find information about the person you are pretending to be. Of course you can add any fun details to the answers.	106
249.	Write the interview report in the form of a paragraph in the form below. Look at the example below:	106
250.	How did you get the inspiration?	106
251.	Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.	106
252.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	106
253.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	107
254.	Can you identify the forms and uses of the simple past tense and the present perfect tense?	107
255.	Can you make statements or questions using the simple past tense and the present perfect tense?	107
256.	Can you write/do an interview?	107
257.	Independently, read newspaper or Internet articles about a biography and pay attention to the uses of the simple past tense and the present perfect tense. Also, you can ask your classmates about their past activities and activities that started in the past but continue until now.	107
258.	Look at the pictures below. Do you know these people? What are they famous for? Discuss with your classmates!	109
259.	Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates.	109
260.	Listen to your teacher reading the following words. Repeat after him/her.	110
261.	Read the following text, and then answer the comprehension questions.	110

262.	Use the appropriate words in the box to complete the dialog. The first letters of the words are provided to help you. Then, practice reading the dialog with a partner.	112
263.	Use the words in the box again to complete the sentences reflecting other contexts.	113
264.	Answer the questions below about the text on page 96.	114
265.	Individually, complete the following chart to find out the structure of the recount text on page 96	114
266.	Discuss your answer with a partner, and then share it to the class.	115
267.	Read the excerpt from the reading text and study the uses of past verbs.	115
268.	Read the text “meeting idol” again. Underline all the past verbs. Check with your classmates.	115
269.	Retell the experience of meeting Afgan using your own words. Use the following questions to help you retell.	116
270.	If I met Afgan/If I were Afgan	116
271.	Now, find a classmate to be your speaking partner. Take turns using the questions above to talk about and listen to things you would do if you met Afgan, or if you yourself were Afgan.	116
272.	Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences.	116
273.	Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of your story below:	118
274.	At the end of this chapter, ask yourself the following questions to know how well you have learned.	119
275.	Think about an interesting activity that you did last week. Can you retell that activity to your friends?	119

276.	Observe the crossword puzzle below. In the puzzle, there are 10 regular and 10 irregular verbs in past tense. Work in pairs to find them as fast as possible. Write your answer on a piece of paper. Post your answer on the white/black board or on a wall of your classroom as soon as you finish doing it. Those who can finish the earliest are the winners. As the winners, you can tell the class to sing an English song that you like and tell them to dance, too.	121
277.	Check whether these words have been matched to the correct meaning in Bahasa Indonesia. Compare your work to your classmates'.	122
278.	Listen to your teacher reading the following words. Repeat after him/her.	122
279.	As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.	123
280.	Answer the following questions briefly based on the text above.	124
281.	Now, together with your partner, complete the following sentences that show how The Battle of Surabaya happened.	124
282.	Fill in the blanks with the right word. Don't forget to change the verbs into past tense when necessary.	126
283.	Read the following incomplete sentences. Complete them with am/is/are (present) or was/were (past).	127
284.	Complete the sentences. Choose the right words and change them into the simple past or present tense according to the context of the sentences.	128
285.	Your teacher is going to read you an experience of a boy who had to go out of Surabaya when the city was surrounded	129

	by the British Army. Listen carefully. You may take notes if necessary. Then, answer the teacher's questions.	
286.	Read the following dialog. Take turns reading it.	129
287.	Riza, look! That heroic monument stands high and strong.	129
288.	Hmm.... It is a remembrance for us to our heroes' struggle on this country.	129
289.	Yeah, many of them became casualties of the war.	129
290.	I had an unforgettable experience there.	129
291.	Really? What was it?	129
292.	When I was in Junior High School, my school held a program called "Keep our city clean and green!"	129
293.	What did you do?	129
294.	My schoolmates, my teachers, and I rallied in the monument area at 6 A.M and began to clean the area around the monument until it's clean and tidy.	129
295.	That's a very good program.	129
296.	Yes, it was. We also planted some trees around it.	129
297.	Read the following dialog. Take turns reading it.	129
298.	Do you still remember the boy's experience you just listened to? You can make a new recount text based on the boy's experience, treating it as if it were your own experience.	129
299.	Remember the story you just listened to.	129
300.	Retell the story. Each member of the group takes turns saying one sentence.	129

301.	The first student says one sentence to begin retelling the story. (The first sentence should serve as the orientation).	130
302.	The second student continues saying the next sentence containing the next event.	130
303.	The third student goes on saying the following event and so does the fourth student.	130
304.	Continue doing that until the story is finished.	130
305.	After that, based on the last part of the story, the group begins to make up the group's own story.	130
306.	Do that by taking turns saying one sentence.	130
307.	When the teacher says that the time is up the group stop doing the activity.	130
308.	Present 'your experience' during the battle of Surabaya in front of the class.	130
309.	Imagine that you were the boy who had to continue the trip after staying overnight in the village. Tell your imaginary experience based on the last part of the story. Do that in groups of four students. Follow the instructions below:	130
310.	Play this game in groups of four students. Divide each group into halves. Each half opposes the other half. Now do the following things:	130
311.	Read the Battle of Surabaya again carefully.	130
312.	Choose the words that you like. You must know the meaning of the chosen words.	130
313.	Then, take turns telling your opposing partners to make sentences based on the words that you chose. Those who can make communicative sentences get score. Each communicative sentence will get 100. Don't forget to count the minutes used to make it. You can decide the length of time for making one sentence.	130



314.	The winners are those who can make more sentences in less time.	130
315.	Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and the task on text structure on page 124, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words. You can also rewrite the experience of the boy you listened to (LISTENING on page 129), or the one your group created (SPEAKING task 3 on page 130), or write your own experience. The experience can be a real or an imaginary one.	130
316.	Study again the following arrangement of ideas in a recount text to help you write the recount text:	130
317.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	131
318.	Your teacher will tell you how to play Hangman. You have to guess what words that your teacher has in mind.	133
319.	Match the words with their Indonesian equivalents. Compare your work to your classmate's.	133
320.	Listen to your teacher reading the following words. Repeat after him/her.	134
321.	Fill in the blanks with information about B.J. Habibie mentioned in the reading text.	136
322.	Answer the following questions by referring to the reading text about B.J. Habibie.	136
323.	Complete the following sentences using the words in the box.	137
324.	Recounts are used to tell about past events. Remember that a recount consists of orientation (opening), a series of events, and reorientation (closing).	138
325.	Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.	138
326.	Observe the italicized verbs in the following sentences in the left and the right columns. What's the difference?	139

327.	Make a sentence from each of the following irregular verbs.	139
328.	Read the following dialog. Take turns reading it.	140
329.	Who is your idol, Rima?	140
330.	My parents. What about you?	140
331.	BJ Habibie. I like him very much.	140
332.	He is one of geniuses from Indonesia. He studied in Germany.	140
333.	You're right.	140
334.	He worked and stayed in Germany, right?	140
335.	He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.	140
336.	He relinquished his good job in Germany to develop his own country.	140
337.	He promised that he would share his knowledge to everyone needing it.	140
338.	Now, he seems to enjoy his retirement with family.	140
339.	That's why I love him.	140
340.	Talking about Someone Who has Made a Difference	140
341.	With a partner, find from the Internet someone who has made a difference (e.g., MotherTheresa, Thomas Alva Edison, Albert Einstein, Habibie, etc.). When you have chosen the figure, use the plan to develop your notes.	140

342.	Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.	140
343.	Using Habibie's biography as a reference, write a biographicalrecount about your idol. Use your notes on the speaking activities to help you write.	141
344.	Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from yourclassmate and the one you give to your classmate.	141
345.	Use the following guide to give feedback for your classmate.	141
346.	After getting feedback from classmates, rewrite your biographicalrecount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.	141
347.	At the end of this chapter, ask yourself the following questions to know how much you have learned.	142
348.	Read more biographies of famous people. Reading this kind of texts may inspire you to be a better person.	142
349.	Your teacher will tell you how to play this game. You have to guess what words that your teacher has described. For example: 'A person who is forced to leave his/her place.' He/she is an 'exile'.After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.	144
350.	Match the words with their Indonesian equivalents. Compare your work to your classmates'.	144
351.	Listen to your teacher reading the following words. Repeat after him/her.	144
352.	Fill in the blanks with information about Cut Nyak Dhien mentionedin the reading text.	147
353.	Answer the following questions by referring to the reading text about Cut Nyak Dhien!	147
354.	Complete the following sentences using the words in the box. If needed, you may change the parts of speech.	148

355.	The text about Cut Nyak Dhien is a recount. Recounts are used to tell or write about past events. Remember that a recount consists of an orientation, a series of events, and a reorientation. Individually, complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien. Then, please discuss with your classmates which part of the text is orientation, a series of events, and a reorientation.	150
356.	Observe the following sentences. Compare the sentences in column A to those in column B.	151
357.	Discuss the answer to the following questions with your classmate.	151
358.	Change the following adverbial clauses to adverbial phrases.	152
359.	Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.	153
360.	Work in groups of 4: Choose a fragment from Cut Nyak Dhien's life.	153
361.	Write a scenario and decide who plays what	153
362.	Role play your scenario for a maximum of 10 minutes.	153
363.	Your teacher will assign you to sit in a big circle and ask you to write a biographical recount collaboratively with your classmates. Follow her/ his instructions:	153
364.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	154
365.	Read more biographies of female famous people. Then identify what plan you will do to imitate their success.	
366.	Your teacher will read you a familiar story.	156
367.	Use the following headings to discuss the story.	156

368.	Match the words with their Indonesian equivalents.	
369.	Compare your work to your classmates’.	
370.	Listen to your teacher reading the following words. Repeat after him/her.	156
371.	Read the text carefully.	157
372.	Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then, exchange your questions with a classmate sitting next to you. Discuss them together.	159
373.	In the story ‘Issumboshi’ there are words that describe the characters and the setting. Find them in the story and list them below.	160
374.	In the story there are also words that tell us what happen. These words are doing words (verbs). They tell us what the characters do. Thinking verbs are verbs that describe how the characters feel or what the characters think. Find the doing and thinking verbs in the story. List them in the following table.	161
375.	Complete the following sentences using the words in the box.	162
376.	The text about Issumboshi is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.	163
377.	Individually, complete the following chart to find out the structure of the story about Issumboshi.	163
378.	Work in pairs to discuss the result of your work in Task 1, and then share it with the class.	163
379.	Study the following pairs of sentences carefully.	164
380.	Put the following direct sentences into reported speech.	165

381.	Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so?	166
382.	Fill in the blanks with appropriate words.	166
383.	Have you ever written a story?	167
384.	Imagine that you were Issumboshi. Write two diary entries, one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.	167
385.	This is the beginning part of a story about Kanchil. The text is not written properly. Edit the 15 words in the text so that the story makes sense.	167
386.	Discuss with your classmates the many possible problems (complication) following the beginning part above.	167
387.	Discuss with your classmates the many possible ways of ending the story.	167
388.	Write down the results of your discussion below to make a story about Kanchil of your own.	167
389.	At the end of this unit, ask yourself the following questions to know how effective your learning process is.	168
390.	Look at the pictures below! Do you know who or where they are? Discuss with your classmates!	170
391.	Match the words with the Indonesian equivalents. Compare your work to your classmate's.	171
392.	Listen to your teacher reading the following words. Repeat after him/her.	171
393.	Read the following text, and then answer the following questions.	172
394.	Complete the sentence using the words from the box. You may need to use more than one word for one sentence.	173
395.	The text about Malin Kundang is narrative. Narratives are told or written using this text structure: orientation,	173

	complication, and resolution.	
396.	Discuss with a partner the answer to the following questions!	174
397.	Write the result of your discussion in the table below. Use the information that you can find in the text “Malin Kundang”.	175
398.	Compare your work with other pairs. Share the result with the class.	176
399.	Look at the excerpt from the text below. Pay attention to the words in the bold type and italic.	176
400.	The words in the bold type are called the adverb of time i.e. adverbs to show the time signals of the events that happened in the past. Write the adverb of time that you see in the excerpt on the list below. Note that some adverbs of time are in thephrase form.	177
401.	Now, try to find other adverbs of time for the simple past tense that you know.	177
402.	Write sentences with the adverbs of time you have from the previous section.	178
403.	Make groups of 8 members.	178
404.	Read the text again. Prepare a simple performance.	178
405.	Each student in the group is cast to be one character in the story.	178
406.	Discuss together the sentences that you will say when performing the Malin Kundang Story.	178
407.	Have you ever heard any legend in your local area? What is it about? Try to write an outline of the story by answering the questions below!	179
408.	Write the outline into a paragraph in the space below.	179
409.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	180

410.	Independently, you can try to find stories of legends from many sources. For example, you can read from the books in the library or read legends from other countries from the Internet. Also, you can find some stories that are told in Youtube. Try to read and listen and enjoy them.	180
411.	Your teacher will tell you how to play this game. You have to guess what words that your teacher has shown you through a pantomime. 1	182
412.	Match the words with their Indonesian equivalents. Compare your work to your classmate's.	182
413.	After you know how to play the game, your teacher will divide you into two groups to play the game. The group who can guess more words will be the winner.	182
414.	Listen to your teacher reading the following words. Repeat after him/her.	183
415.	Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.	183
416.	Answer the following questions:	185
417.	Complete the following sentences using the words in the box. If needed, you may change the parts of speech.	186
418.	Individually, complete the following chart to find out the structure of the story 'Strong Wind'.	187
419.	Look at these sentences taken from the reading text. Focus your attention on the verbs in italics.	188
420.	Completed Action Before Something in the Past	188
421.	Duration before something in the Past (non-continuous verb)	188
422.	Read the following sentences and change the bracketed verbs into correct forms.	189



423.	Discuss with your classmates: 1) important stages in Strong Wind story. 2) discuss whether they have similar story to Strong Wind folktale.	190
424.	Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.	190
425.	In your groups, do the following: 1) rehearse for your performance, 2) perform in the class for maximum of 10 minutes.	190
426.	Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:	191
427.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	192
428.	Read other stories available in your school library. You can also read them from the internet.	192
429.	Look at the pictures below. List any words that are related to the picture. Then, make a short description of the picture.	194
430.	Complete the gaps with the appropriate letters to make up good English words.	194
431.	You can use the description on the right column as a hint.	194
432.	Look at the words again. Do you know the meaning? You can check your dictionary to look up the Indonesian meaning for the words.	195
433.	Listen to your teacher reading the following words. Repeat after him/her.	196
434.	Listen to the following song. You can connect to the following link in the internet: <a href="http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html">http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html</a>	196
435.	While listening, fill in the gaps with the words that you hear in the song.	196

436.	Now, check the complete lyrics by connecting to the following link: <a href="http://www.youtube.com/watch?v=trEwDejTKRY">http://www.youtube.com/watch?v=trEwDejTKRY</a> .	
437.	After that, you can sing the song together with your classmates.	197
438.	Complete the sentence using the words from the box. You may need to use more than one word for one sentence.	198
439.	Paraphrasing is telling or writing the meaning of an expression in different words but still keeping the same meaning. Look at the verses from the song again. Do you know their meanings? Write them in the form of sentences!	199
440.	Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.	201
441.	Read one of your poems in front of the class.	202
442.	Look at the lyric of “You’ve got a friend” at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.	202
443.	Now, think about your favorite song! What is the song about? Write a short description of your favorite song below!	202
444.	GUESSING GAMES: What song?	203
445.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	203
446.	Listen to any songs in English that you like. Try to catch the words in the song while you are listening to them. You can take a note on the words that you hear. Also, try to understand the meaning of the songs.	204
447.	We will call this child “Issumboshi” the old couple said.	204
448.	I’m going now, Issumboshi said	204

449.	There is a fine palace over there, Issumboshi said.	204
450.	Issumboshi said, "I want to meet the feudal lord"	204



### Recap of Searle's Classification of Speech Act

<b>Directives</b>	<b>Commissive</b>	<b>Expressive</b>	<b>Declaratives</b>	<b>Assertive</b>
1. Ordering	1. Guaranteeing	1. Apologizing	1. Declaring	1. Describing
2. Requesting	2. Promising	2. Thanking	2. Approving	2. Classifying
3. Telling	3. Refusing	3. Condoling	3. Disapproving	3. Stating
4. Advising	4. Threatening	4. Congratulating	4. Resigning	4. Explaining
5. Praying	5. Offering	5. Deploring	5. Blessing	5. Clarifying
		6. Welcoming	6. Confirming	
		7. Forgiving	7. Naming	
		8. Boasting	8. Cursing	
		9. Complimenting		
TOTAL = 32				

## 1. DIRECTIVE ACT

No	Types	Definition	Verb Synonym	Structure	Example
1.	Ordering Act	According to Trosborg (1995), order is asking someone to do something or say that something has to be done, this shows that you have authority. It is usually used to give order thereby causing the hearer to take a particular action.	<ul style="list-style-type: none"> <li>• Commanding</li> <li>• Instructing</li> <li>• Enjoining</li> <li>• Summoning</li> </ul>	<ul style="list-style-type: none"> <li>• Command can end with a period (.) or an exclamation mark (!).</li> <li>• Subject + Verb + Object</li> <li>• Verb + Object</li> <li>• Verb !</li> </ul>	<ol style="list-style-type: none"> <li>1. “You, give me your money, now!”</li> <li>2. “Open the door!”</li> <li>3. “Go out!”</li> </ol>
2.	Requesting Act	According to Trosborg (1995), a request is a speech act by which a requester conveys his or her wants to a requestee in order to perform an act which is for the benefit of the requester.	<ul style="list-style-type: none"> <li>• Asking</li> <li>• Demanding</li> <li>• Wishing</li> <li>• Supplicating</li> </ul>	<ol style="list-style-type: none"> <li>1. Request indicate by the word like could, would, can, may, will, and should.</li> <li>2. Formulation: <ul style="list-style-type: none"> <li>• Asking for permission: Can/Could/May/Might + I + bare infinitive +/- complement?</li> <li>• Asking for assistance: Can/Could/Will/Would + you (please) + bare infinitive +/- complement?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. “Can you give me some cakes?”</li> <li>2. “Could I use your computer to print and scan?”</li> </ol>

				<ul style="list-style-type: none"> <li>• Would + you mind + <u>gerund</u> +/- complement?</li> </ul>	
3.	Advising Act	According to Brown and Levinson (1987) giving advice is regarded as a face threatening act although the speaker's intentions do not hinder hearer's freedom of action (Brown and Levinson, 1987). Advising function of directive speech offers someone what should do or how to act in a particular situation. An advice tends to be positive.	<ul style="list-style-type: none"> <li>• <u>Recommending</u></li> <li>• <u>Suggesting</u></li> <li>• <u>Lecturing</u></li> <li>• <u>Advocating</u></li> <li>• <u>Admonishing</u></li> <li>• <u>Exhorting</u></li> </ul>	<ul style="list-style-type: none"> <li>• Using <u>modal auxiliaries</u> "must, ought to, and should".</li> <li>• Formulation: <ul style="list-style-type: none"> <li>• If I were you I should + Verb</li> <li>• You had better + Verb</li> <li>• Why don't you + Verb ...</li> <li>• <u>It's time you + Verb 2 (Past Form)</u></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. "It will be better if you do your work in your home"</li> <li>2. "You must take care of yourself carefully!"</li> <li>3. "If I were you I should work at the hospital"</li> <li>4. "You had better brush your teeth"</li> <li>5. "Why don't you go home now?"</li> <li>6. 'It's time you stopped smoking'</li> </ol>
4.	Telling Act	According to Trosborg (1995), tell a hearer to do something is to direct him in a manner (or mode) which does not give him the option of refusal. It is more detail and complex than just	<ul style="list-style-type: none"> <li>• Reporting</li> <li>• Notification</li> <li>• Saying</li> <li>• Claiming</li> <li>• Stating</li> <li>• Mentioning</li> </ul>	<ol style="list-style-type: none"> <li>1. Subject + Verb/Adj + Object</li> <li>2. Subject + Verb/Adj</li> <li>3. Adj + Object</li> <li>4. Subject + have/has + Object</li> <li>5. Subject + is/am/are +</li> </ol>	<ol style="list-style-type: none"> <li>1. "This is mine, not yours."</li> <li>2. "In this school, we have 3 classes."</li> <li>3. "My cat has a</li> </ol>

		stating something or giving information only. It can make someone understand about something easier.		Object	short tail, small eyes, flat nose and very soft fur.”
5.	Praying act	To pray is to entreat God (or some other sacred person or entity)	<ul style="list-style-type: none"> <li>• Asking</li> <li>• Beseeching</li> <li>• Reciting</li> <li>• Urging</li> </ul>	<ol style="list-style-type: none"> <li>1. The sentence is always giving thanks to the God, soul, father, deity and any religious thing.</li> <li>2. Usually used phrase like: <ul style="list-style-type: none"> <li>• Let us pray before....</li> <li>• Before we.... Lets pray for a moment.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. “Hopefully the god blessed us”</li> <li>2. “Let us pray for a moment”</li> </ol>

## 2. COMMISSIVE ACT

No	Types	Definition	Verb synonym	Structure	Example
1.	Guaranteeing act	To guarantee something is to perform a complex speech act. A speaker who guarantees a certain object or state of affairs both asserts that this object or	<ul style="list-style-type: none"> <li>• Assuring</li> <li>• Ensuring</li> <li>• Insuring</li> <li>• Maintaining</li> <li>• Protecting</li> <li>• Proving</li> </ul>	<ol style="list-style-type: none"> <li>1. Usually used phrase like : <ul style="list-style-type: none"> <li>• I guarantee you will....</li> <li>• ..... Prove that.....</li> </ul> </li> <li>2. Usually used with: <ul style="list-style-type: none"> <li>• Used with adjectives</li> <li>• Used with verbs</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. “I guarantee you will pass the exam if you study hard”</li> <li>2. “If you get</li> </ol>

		state of affairs will continue in a certain condition and promises the hearer a certain compensation (for example exchange or repair) if this turns out not to be the case.	<ul style="list-style-type: none"> <li>• Securing</li> <li>• Supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Used with prepositions</li> <li>• Used with adverbs</li> <li>• Used with nouns</li> </ul>	<p>good score it prove that you are study hard”</p> <p>3. “The head master assured me all the students will pass the graduate”</p>
2.	Promising act	Promising act is usually used to assure the listeners that they will definitely do, arrange, or give something. Promise is always made to a hearer to do something for his benefit it involve a rather special kind of commitment namely an obligation.	<ul style="list-style-type: none"> <li>• Auspiciousing</li> <li>• Encouraging</li> <li>• Gifting</li> <li>• Talenting</li> <li>• Up and coming</li> </ul>	<ol style="list-style-type: none"> <li>1. The common word used is “will” and followed with promise</li> <li>2. It formed by the speaker only.</li> </ol> <ul style="list-style-type: none"> <li>• I would + promise</li> <li>• I will + promise</li> </ul>	<ol style="list-style-type: none"> <li>1. “If you active in my class I promise I will give you good score”</li> <li>2. “You are not really promising in this class”</li> </ol>
3.	Refusing act	A refusal is the illocutionary denegation of an acceptance. Refuse has the additionally preparatory condition that one has been	<ul style="list-style-type: none"> <li>• Declining</li> <li>• Ignoring</li> <li>• Protesting</li> <li>• Rebuffing</li> <li>• Rejecting</li> </ul>	<ol style="list-style-type: none"> <li>1. The sentence contains about the speaker’ refusal of the suggestion or an obligation</li> <li>2. It usually stated with the</li> </ol>	<ol style="list-style-type: none"> <li>1. “I cannot answer the question sir”</li> <li>2. “I am afraid I cannot finish</li> </ol>



		<p>given the option of acceptance or refusal.</p> <p>When one refuses to obey an order or command, one can't say that one refuses the order or command but rather that one refuses to obey it, for example offers and invitation</p>	<ul style="list-style-type: none"> <li>• Turn down</li> <li>• Withdrawing</li> <li>• Withholding</li> </ul>	<p>word "sorry"</p> <p>3. The common phrase that are used in the beginning of the sentence are like:</p> <ul style="list-style-type: none"> <li>• Sorry I can't...</li> <li>• Sorry I don't ....</li> <li>• Sorry I could not....</li> <li>• I am afraid I cannot...</li> </ul>	<p>your task"</p> <p>3. "Sorry I can't come to your home tonight I have to finish my homework."</p>
4.	Threatening	<p>Threatening is an act to threat the hearer to do something or not</p>	<ul style="list-style-type: none"> <li>• Intimidating</li> <li>• Menacing</li> <li>• Bluffing</li> </ul>	<p>1. Conditional type 1 + subject + modals</p> <p>2. Don't + verb or subject + modals...</p>	<p>3. "If you don't finish it in five minutes I will get you zero score"</p> <p>4. "Don't cheating or you will get zero score in my class "</p>
5.	Offering	<p>This type of commissive act is use to present or proffer something for the listeners to accept or reject as so desired.</p>	<ul style="list-style-type: none"> <li>• Presenting</li> <li>• Giving</li> <li>• Proffering</li> <li>• Lodging</li> </ul>	<p>1. In this sentence the speaker want to offer for help, assistance, or something to be accepted or not by the listener</p>	<p>1. "What can I do for you?"</p> <p>2. "May I help you?"</p> <p>3. "Do you want</p>

				<p>2. The common phrase that used such as:</p> <ul style="list-style-type: none"> <li>• What can I do...</li> <li>• May I + an offer</li> <li>• Do you want + an offer</li> <li>• Could I + an offer</li> <li>• Allow me to + an offer</li> </ul>	a pen?"
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### 3. EXPRESSIVE ACT

No	Types	Definition	Verb synonym	Structure	Example
1.	Apologizing Act	Apologizing is an act of apologize in order to appease people we have injured, avoid accusation and revenge, to implicate contrition, and elicit acts of forgiving and be freed from guilt.	<ul style="list-style-type: none"> <li>• Apologizing</li> <li>• Excusing oneself</li> </ul>	<p>1. Common Expression:</p> <ul style="list-style-type: none"> <li>• I do apologize for...</li> <li>• I apologize for (+ ing form of verb)</li> <li>• I'd like to apologize for...</li> <li>• I am so sorry for...</li> </ul>	1. "I'm sorry, I can't help it"
2.	Thanking Act	Thanking act is an act of expressing positive feeling of having benefited (service) from the action of another person. The point is	<ul style="list-style-type: none"> <li>• Thanks</li> <li>• Thanking</li> </ul>	<p>1. Common Expression:</p> <ul style="list-style-type: none"> <li>• Thank you (<u>for</u> + noun / <u>-ing</u>)</li> </ul>	1. "Thank you for sending my postcard"

		express gratitude.		<ul style="list-style-type: none"> <li>• Thank you very much</li> <li>• Thank you so much</li> <li>• Thank you a lot</li> <li>• Thanks a lot</li> </ul>	
3.	Condoling Act	Condoling act is opposite act of congratulating, this act is expressing sympathy to someone who is suffering sorrow, misfortune, ill, or being orphan. (Norrick, 1978:287)	<ul style="list-style-type: none"> <li>• Sorrowing</li> <li>• Mourning</li> <li>• Grieving</li> </ul>	<ol style="list-style-type: none"> <li>1. The expressions: <ul style="list-style-type: none"> <li>• I was heartbroken by this sad news.</li> <li>• I will never forget when he/she...</li> <li>• You were such a dedicated friend/mother/sister to .....</li> <li>• He / She will be sadly missed.</li> <li>• I'm sorry, but I am at a loss for words.</li> <li>• If you need anything, please ask.</li> <li>• When you are feeling up to it, let's have coffee together.</li> <li>• I'm here for you if you need anything.</li> <li>• Thanks for taking the time</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. "I am so sorry to hear about your loss."</li> </ol>

				<p>to let me know about....</p>	
4.	Congratulating Act	<p>Congratulating act is an expression of pleasure in order to encouraging the addressee to continue his efforts and the relation to the condition is beneficial or good for the hearer. (Norrick, 1978:287)</p>	<ul style="list-style-type: none"> <li>• Wishing</li> <li>• Complimenting</li> <li>• Praising</li> </ul>	<p>1. The expressions:</p> <ul style="list-style-type: none"> <li>• Congratulation</li> <li>• Congratulations</li> <li>• Congratulations on your succeeds</li> <li>• Happy Birthday</li> <li>• Happy New Year</li> <li>• Happy Anniversary</li> <li>• Let me congratulate you</li> <li>• That's great!</li> <li>• Pretty Good</li> <li>• I'd be the first to congratulate you on.</li> <li>• I'd like to congratulate you on ...</li> <li>• Please accept my warmest congratulations.</li> <li>• May I congratulate you on ...</li> <li>• I must congratulate you.</li> <li>• It was great to hear about ...</li> <li>• Well done!</li> </ul>	<p>1. "I congratulate you on winning the competition"</p>

				<ul style="list-style-type: none"> <li>• Nice one!</li> <li>• Fantastic!</li> </ul>	
5.	Deploring Act	Deploring act or censoring act is an act of judge or criticize the addressee by blaming or condemning sternly. (Norrick, 1978:287)	<ul style="list-style-type: none"> <li>• Denouncing</li> <li>• Complaining</li> <li>• Lamenting</li> <li>• Blaming</li> <li>• Regretting</li> </ul>	<p>1. The Expressions:</p> <ul style="list-style-type: none"> <li>• It was your fault!</li> <li>• You are the one to blame!</li> <li>• How could you do such a thing?</li> <li>• It's your mistake/fault.</li> <li>• I think you are to blame.</li> <li>• I think you are the one who could have done it.</li> <li>• Are you out of your mind?</li> <li>• I can't believe that you did it.</li> <li>• I hope you're sorry.</li> <li>• I hope you are sorry for....</li> <li>• What on earth were you thinking?</li> </ul>	<p>1. "I hope you are sorry for not listening to my explanation."</p>
6.	Welcoming Act	Welcoming act is an act of expressing positive feeling to someone arrival (Norrick, 1978:289)	<ul style="list-style-type: none"> <li>• Welcoming</li> <li>• Greeting</li> <li>• Receiving</li> <li>• Accepting</li> <li>• Hailing</li> </ul>	<p>1. The expressions:</p> <p>It could be a:</p> <ul style="list-style-type: none"> <li>• Warm welcome</li> </ul> <p><i>"Luckily the weather is on our side today! The sun and</i></p>	<p>1. "Good morning class"</p> <p>2. "How are you today?"</p>



*I am pleased to offer you a warm welcome."*

- Hearty welcome  
*"Here's a hearty welcome, big and warm enough to encompass you all! To say we are thrilled to see you is an understatement."*
- Cheerful welcome  
*"It's my pleasure to extend a cheerful welcome to you all! Your presence makes us very happy."*
- Glad welcome  
*"It's a glad welcome we bring to you this morning, filled with the desires, hopes and dreams we all share."*

Then there's a:

- Pleasant welcome  
*"You know what's great about these events? You are*



*always assured of a pleasant welcome. This is feel-good central and we aim ..."*

- Grateful welcome  
*"Many of you have made a huge effort to join us today. On behalf of us all, we are deeply appreciative and offer you our most grateful welcome."*
- Friendly welcome  
*"Today is the day we begin to learn to look through the eyes of others; to find out and experience what the world is like for them. It is also the day we grow bigger than our differences and offer to everyone regardless of historical rights and wrongs, a friendly welcome, an outstretched hand."*

				<ul style="list-style-type: none"> <li>• Appreciative welcome  <i>"Wow, what a gathering we have here tonight. We've got dignitaries, celebrities, fans, and organizational members all brought together for one cause. Ours. Here's an appreciative welcome to you all."</i> </li> </ul>	
7.	Forgiving Act	Forgiving act is an act of express a response from apologies (Norrick, 1978:290)	<ul style="list-style-type: none"> <li>• Condoning</li> <li>• Excusing</li> <li>• Pardoning</li> <li>• Remitting</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Usually expressed by uttering "sorry"</li> <li>• Expressing regret, (I am sorry).</li> <li>• Accepting responsibility (I was wrong).</li> <li>• Making restitution (I will make it right).</li> <li>• Genuinely repenting (I will not do that again).</li> <li>• Requesting forgiveness (Will you forgive me?).</li> </ul>	<ol style="list-style-type: none"> <li>1. "Never mind "</li> <li>2. "Never mind."</li> <li>3. "It's okay."</li> <li>4. "No problem."</li> <li>5. "I am sorry."</li> </ol>

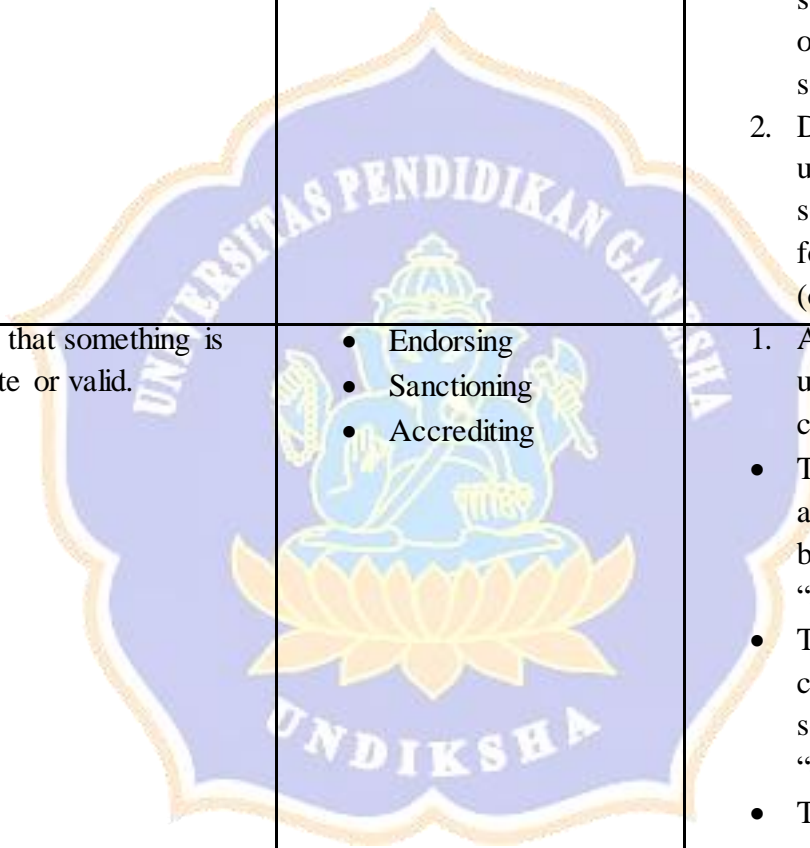


8.	Boasting Act	Boasting act is an act of expressing positive feeling by the speaker about what he or she done (Norrick, 1978)	<ul style="list-style-type: none"> <li>• Bragging</li> <li>• Havering</li> <li>• Prating</li> <li>• Proud of</li> </ul>	<ul style="list-style-type: none"> <li>• Boast + to infinitive</li> <li>• Boast + NP</li> <li>• Boast + of + NP</li> <li>• Boast + in + NP</li> <li>• Boast + Reflexive + to-infinitive</li> <li>• Boast + that-clause</li> <li>• Boast + poss. pronoun + -ing</li> </ul>	1. “When I was as a student in Senior High School, I got some achievements”
9.	Complimenting Act	Compliment act is an act of express approval of the hearer for something good that she or he done (Norrick, 1978)	<ul style="list-style-type: none"> <li>• Praising</li> <li>• Crediting</li> <li>• Commendation</li> <li>• Accolade</li> </ul>	<p>Here are some standard expressions for giving compliments:</p> <ul style="list-style-type: none"> <li>• I really like / love your + (possession/object).</li> <li>• Your + (noun) is/looks + (intensifier) + (adjective).</li> <li>• That’s + (such) a + (adjective) + (noun).</li> <li>• What a (adjective) + (noun)!</li> <li>• You have a (adjective) + (noun).</li> <li>• You + (really) + did a (great / amazing / fantastic</li> </ul>	<p>2. “You did an excellent job on that presentation”</p> <p>3. “Very good, you did a great job”</p>

				<p>/ awesome / excellent) job on that (presentation / project / assignment / test).</p> <ul style="list-style-type: none"> <li>• You look + (adjective).</li> <li>• Where did you get your...?</li> <li>• Great + (noun)!</li> <li>• Nice + (noun)!</li> <li>• You have a great + (characteristic).</li> <li>• You have great + (non-count noun).</li> <li>• That + (noun) + looks good on you.</li> </ul>	
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#### 4. DECLARATIVE ACT

No	Types	Definition	Synonym	Structure	Example
1.	Declaring Act	Stating something steady or officially.	<ul style="list-style-type: none"> <li>• Stating</li> <li>• Asserting</li> <li>• Establishing</li> </ul>	<p>1. Declare + for can has meaning:</p> <ul style="list-style-type: none"> <li>• To tell that someone will involve in</li> </ul>	<p>1. "A girl who declared for NSS School is beautiful."</p> <p>2. "I declared for</p>



				<p>something</p> <ul style="list-style-type: none"> <li>• To state that someone supports others or something.</li> </ul> <p>2. Declaration is also used to state something in formal way (officially).</p>	<p>the development of this building.”</p> <p>3. “I declare the war to be started.”</p>
2.	Approving Act	Agreeing that something is appropriate or valid.	<ul style="list-style-type: none"> <li>• Endorsing</li> <li>• Sanctioning</li> <li>• Accrediting</li> </ul>	<p>1. Approving can be used in several conditions:</p> <ul style="list-style-type: none"> <li>• To show the approval or respect by using “approve”</li> <li>• To express the clear support of something using “endorse”</li> <li>• To show the approval of someone with</li> </ul>	<p>1. “She approves the engagement of her daughter.”</p> <p>2. “Citizen endorse the red political party.”</p> <p>3. “The governor of Bali sanctioned the expanding of local business.”</p>

				authorization by using “sanction”	
3.	Disapproving Act	Rejecting something as a result of believing something is not valid.	<ul style="list-style-type: none"> <li>Declining</li> <li>Denying</li> <li>Rejecting</li> <li>Refusing</li> </ul>	<ol style="list-style-type: none"> <li>Transitively, it is used to reject or deny the approval</li> <li>Intransitively, it is used to express the disapproval</li> </ol>	<ol style="list-style-type: none"> <li>“I don’t agree with your idea.”</li> <li>“The idea is not relatable with the topic.”</li> </ol>
4.	Resigning Act	Performing an act of terminating or dismissing someone from a position.	<ul style="list-style-type: none"> <li>Suspending</li> <li>Dismissing</li> <li>Terminating</li> <li>Bouncing</li> <li>Ending</li> </ul>	<ol style="list-style-type: none"> <li>Transitively, it is used to terminate someone from a certain position.</li> <li>Intransitively, it is used to accept something which is inevitable.</li> </ol>	<ol style="list-style-type: none"> <li>“We decide to suspend Mr. Anto.”</li> <li>“He was resigned because of his bad attitude.”</li> </ol>
5.	Blessing Act	<p>Blessing is the act to place the hearer in a state of God’s grace by declaring him to be in that state.</p> <p>Blessing means <a href="#">ask</a> for God's <a href="#">help</a> and <a href="#">protection</a> for someone or something, or to <a href="#">call</a> or make someone or something <a href="#">holy</a>.</p>	<ul style="list-style-type: none"> <li>Praising</li> <li>Endowing</li> </ul>	<ol style="list-style-type: none"> <li>The expression of bless : <ul style="list-style-type: none"> <li>“God bless you”</li> <li>“You’re endowed with....”</li> <li>(be + V-ed + with)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>“God bless us.”</li> <li>“God bless you.”</li> <li>“The priest bless their marriage”</li> </ol>

6.	Confirming Act	Confirming act means to change the status of something or someone by making it good or valid.	<ul style="list-style-type: none"> <li>• Baptizing</li> <li>• Christening</li> <li>• Ratifying</li> <li>• Validating</li> </ul>	<ol style="list-style-type: none"> <li>1. Usually used to legalize (name, marriage, etc) in a ceremony.</li> </ol>	<ol style="list-style-type: none"> <li>1. "He had been baptized and confirmed"</li> </ol>
7.	Naming Act	Naming is to give designation to something or someone. Name by declare means that the things has the name as the speaker give it.	<ul style="list-style-type: none"> <li>• Labeling</li> <li>• Entitle</li> <li>• Dubbing</li> <li>• Denominating</li> <li>• Calling</li> </ul>	<ol style="list-style-type: none"> <li>1. Usually gives identity to someone or something.</li> <li>2. The expression of naming : <ul style="list-style-type: none"> <li>• "I named ....."</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. "I named the cat Aming"</li> </ol>
8.	Cursing Act	Curse is the opposite of blessing. It is the act of calling devine or supranatural power to send injury. Curse also can be defined as the act of saying magic words that are intended to bring bad luck to someone.	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Excommunicating</li> <li>• Imprecating</li> <li>• Maledicting</li> </ul>	<ol style="list-style-type: none"> <li>1. Curse sometimes also uses taboo expresions.</li> <li>2. The expression of curse: <ul style="list-style-type: none"> <li>• "I curse the day you born!"</li> <li>• "You'll get what's coming to you one of these das!"</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. "Malin's mother out a curse on him"</li> </ol>

## 5. ASSERTIVE ACT

No	Types	Definition	Synonym	Structure	Example
1.	Describing Act	Describing is to represent or give an account of in words.	<ul style="list-style-type: none"> <li>• Reporting</li> <li>• Relating</li> <li>• Explaining</li> <li>• Illustrating</li> <li>• Discussing</li> <li>• Characterizing</li> <li>• Painting</li> </ul>	<ol style="list-style-type: none"> <li>1. Using simple present tense. (S + V<sub>1</sub>)</li> <li>2. Using singular and plural verbs.</li> <li>3. Singular : <i>He has a curly hair, or it has ...</i></li> <li>4. Plural : <i>She has two big brown eyes, or it has two ears or etc.</i></li> <li>5. Use kinds of adjective such as skinny, diligent, ugly, clever, beautiful and handsome, clean, dirty, etc.</li> <li>6. Use active verb such as has, wear.</li> <li>7. Use noun such as</li> </ol>	<ol style="list-style-type: none"> <li>1. "I have a cat, it is very cute, and it has long tail."</li> </ol>

				sunglasses, clothes, doctor, earings, etc.	
2.	Classifying Act	Classifying is to arrange in classes or to consider something or someone as belonging to a particular group.	<ul style="list-style-type: none"> <li>• Categorizing</li> <li>• Assorting</li> <li>• Grouping</li> <li>• Sorting</li> <li>• Distinguishing</li> <li>• Codifying</li> <li>• Compartmenting</li> </ul>	It can be used as transitive verb.	1. “There are some types of fruits namely...”
3.	Stating Act	Stating is related to set something or to represent something.	<ul style="list-style-type: none"> <li>• Articulating</li> <li>• Expressing</li> <li>• Formulating</li> <li>• Phrasing</li> <li>• Saying</li> <li>• Wording</li> </ul>	It can be used as transitive verb.	1. “The word “it” in line 4 refers to vegetables.”
4.	Explaining Act	Explaining is to give an understandable reasons.	<ul style="list-style-type: none"> <li>• Demonstrating</li> <li>• demystifying</li> <li>• Simplifying</li> <li>• Illustrating</li> <li>• Interpreting</li> <li>• Elucidating</li> </ul>	It can be used as transitive verb and intransitive verb.	1. “Reading is a good activity because it helps you to improve your vocabulary.”
5.	Clarifying Act	Clarifying is to make	<ul style="list-style-type: none"> <li>• Stating</li> </ul>	1. Common	1. “Duck, chicken,

		something less confusing or easy to understand.	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Defining</li> <li>• Elucidating</li> <li>• Illustrating</li> </ul>	Expressions: <ul style="list-style-type: none"> <li>• Let me explain that in more detail...</li> <li>• Let me put it in another way...</li> <li>• Sorry let me explain...</li> <li>• In other words..</li> </ul>	and bird belong to poultry”
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**Sources:**

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Norricks, N. R. (1978). Expressive Illocutionary Acts. *Journal of Pragmatics*, 2(3), 277–291.

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### TABLE OF DATA VALIDITY

Research title : SPEECH ACT IN THE STUDENTS' ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL  
 Book : Bahasa Inggris, Studi dan Pengajaran  
 Evaluator 1 : I Gede Yuda Purwanta  
 Evaluator 2 : Prof. Dr. Dewa Komang Tantra, M.Sc

No.	Speech Acts	Evaluator 1		Evaluator 2	
		SA type	SA Sub-type	SA type	SA Sub-type
1.	Discuss with your classmates what character your group needs in order to do the activity successfully and to become the winner.	Directive	Ordering	Directive	Ordering
2.	Match the words with their Indonesian equivalents. Compare your work with your classmate's. the first one has been done for you	Directive	Ordering	Directive	Ordering
3.	Listen to your teacher reading a load these words. Repeat after him/her.	Directive	Ordering	Directive	Ordering
4.	Read the text carefully. Your teacher will identify you as A or B. students identified as A, read text 1; student identified as B, read text 2	Directive	Ordering	Directive	Telling

5.	After reading the text, in the chart below, identify the main idea of each paragraph, and then write the most important details in your own word. Students identified as A, refer to text 1; students identified as B, refer to text 2.	Directives	Ordering	Directives	Telling
6.	Work in pairs. If you have read text 1, refer to question II; if you have read text 2, refer question I. Read the questions for your partner to answer.	Directives	Ordering	Directives	Ordering
7.	Answer the question briefly	Directives	Ordering	Directives	Ordering
8.	Answer the following question briefly	Directives	Ordering	Directives	Ordering
9.	Complete the following sentences using the words in the box. Remember the correct forms of verbs.	Directives	Ordering	Directives	Ordering
10.	Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.	Directives	Ordering	Directives	Ordering
11.	Work in pairs (students A and B) to discuss the text structure and then share this with the class. Use the following prompts to help.	Directives	Telling	Directives	Ordering

12.	Read the following sentences. Pay attention to the underlined words as examples of subjective pronouns.	Directives	Ordering	Directives	Telling
13.	Read the following sentences. Pay attention to the underlined words as examples of objective pronouns.	Directives	Ordering	Directives	Telling
14.	Read the following sentences. Pay attention to the underlined words as examples of possessive adjectives. The possessive adjectives modify the nouns to show possession. The words in italics are the noun.	Directives	Ordering	Directives	Telling
15.	Read the following sentences. Pay attention to the underlined words	Directives	Ordering	Directives	Telling
16.	Read the emails in the reading section again. Underline all pronouns that you can find	Directives	Ordering	Directives	Telling
17.	Fill in the blanks with the right words.	Directives	Ordering	Directives	Ordering
18.	You'll play a kind of guessing game 'who Am I'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the work on your back is by asking questions. Your	Directives	Telling	Directives	Telling

	partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.				
19.	Hallo, I ama Edo. May I know your name please?	Directives	Requesting	Directives	Requesting
20.	Sure, I Slamet. I am from Japara. What about you?	Directives	Telling	Directives	Requesting
21.	I am from Raja Ampat. I work in a tourism resort	Directives	Telling	Directives	Telling
22.	I work for a furniture company. Have you heard about ukir Japara?	Directives	Telling	Directives	Requesting
23.	Yes, and I want to know more about that	Declarative	Approving	Declarative	Approving
24.	It's a specific carving pattern created in Japara	Assertive	Explaining	Assertive	Explaining
25.	Look at the picture.	Directive	Ordering	Directives	Ordering
26.	Imagine that you and your classmate are all invited to a party and become the guests there. For instance, you can pretend to become your favorite football player, singer, or scientist, etc. the new identities make your unfamiliar	Directives	Ordering	Directives	Telling

	with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:				
27.	Think of the questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself on your friends to at least two people.	Directives	Ordering	Directives	Telling
28.	At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.	Directives	Ordering	Directives	Asking
29.	Do this game in group. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.	Directives	Ordering	Directives	Telling
30.	Write down the English words for the following Indonesian words. Compare your words to your classmate's.	Directives	Ordering	Directives	Ordering
31.	Listen to your teacher reading these words. Repeat after him/her.	Directives	Ordering	Directives	Ordering

32.	Read text I carefully. Pay attention to the expression used to congratulate people (in this case, Alif). Pay attention also to the responses.	Directives	Ordering	Directives	Telling
33.	Alif, congratulations. You deserved it, Man.	Expressive	Congratulating	Expressive	Congratulating
34.	Thank you very much. This is because you always help me.	Expressive	Thanking	Directive	Telling
35.	I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.	Expressive	Welcoming	Expressive	Welcoming
36.	(replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.	Expressive	Thanking	Expressive	Thanking
37.	That's wonderful, Alif.	Expressive	Welcoming	Expressive	Welcoming
38.	Oh, thanks.	Expressive	Thanking	Expressive	Thanking
39.	Good for you. Good luck.	Directive	Praying	Directive	Praying

40.	Thank you very much.	Expressive	Thanking	Expressive	Thanking
41.	Well done.	Expressive	Congratulating	Directive	Telling
42.	Thank you for saying so.	Expressive	Complimenting	Expressive	Complimenting
43.	That was great. You must be very proud of your achievement.	Expressive	Welcoming	Expressive	Thanking
44.	Thanks. I'm glad you think so. But I still have to learn a lot.	Expressive	Thanking	Directive	Telling
45.	Please accept my warmest congratulations, Sir.	Expressive	Congratulating	Expressive	Congratulating
46.	It's very kind of you to say so. Thank you.	Directive	Telling	Expressive	Thanking
47.	I must congratulate you on your success.	Expressive	Congratulating	Expressive	Congratulating
48.	Thank you very much for saying so.	Expressive	Thanking	Expressive	Thanking
49.	Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really	Expressive	Congratulating	Expressive	Welcoming

	didit well.				
50.	Thanks, Ditto.	Expressive	Thanking	Expressive	Thanking
51.	I heard that you will be the representative of our school in the story telling competition of our regency. Is it true?	Directives	Asking	Directives	Asking
52.	Yes, you're right.	Assertive	Stating	Assertive	Stating
53.	I hope you will win as well in the next competition.	Directives	Advising	Directives	Advising
54.	I hope so. But I'm nervous.	Directives	Telling	Assertive	Stating
55.	Don't worry, you're a very good story teller. Good luck.	Directives	Telling	Expressive	Welcoming
56.	Thanks. I'll do my best. Wish me luck.	Expressive	Thanking	Directives	Telling
57.	Answer the following questions.	Directives	Ordering	Directives	Ordering
58.	Read the dialogue silenly. Pay attention used to	Directives	Ordering	Directives	Ordering



	congratulate people. Discuss the meaning with your classmate. After that read the dialog in pairs. One of you become Cita, the other become Dito. Then, discuss the answer to the questions.				
59.	Answer the following questions.	Directives	Ordering	Directives	Ordering
60.	Complete the following table with the expression of congratulations and the responses you find in the preceding dialogs. The first row is done for you.	Directives	Ordering	Directives	Telling
61.	Complete the blanks in the following dialogs using the words in the box. As an example see number 1. The answer for number 1 is wonderful.	Directives	Ordering	Directives	Telling
62.	Complete the following conversations with your own words.	Directives	Ordering	Directives	Ordering
63.	Let's play rock, paper, and scissors.	Directives	Ordering	Directives	Telling

64.	Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as example. Write least two sentences.	Directives	Ordering	Directives	Telling
65.	Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses	Directives	Ordering	Directives	Ordering
66.	Hello. How are things going on, Sinta?	Directives	Asking	Directives	Requesting
67.	Hi. Good, and you?	Directives	Telling	Directives	Asking
68.	I'm feeling great today. How was your weekend with your family in Batu?	Directives	Telling	Directives	Asking
69.	Excellent! We had a lovely time there. You should have gone there with us.	Directives	Telling	Directives	Telling
70.	Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.	Directives	Requesting	Directives	Asking
71.	Thanks a lot. My sister bought it for me last month.	Expressive	Thanking	Directives	Telling
72.	Wow! That's wonderful.	Directives	Telling	Directives	Telling

73.	Oh, Rahmi, can I ask you something?	Directives	Telling	Directives	Asking
74.	Oh, sure. Please.	Directives	Telling	Directives	Ordering
75.	Have you finished writing the book we discussed twomonths ago?	Directives	Requesting	Directives	Requesting
76.	Yes. Come to my room. Look at this. What do you think?	Directives	Telling	Directives	Requesting
77.	Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.	Directives	Telling	Directives	Telling
78.	Thanks a lot. You've inspired me to do this.	Expressive	Thanking	Directives	Telling
79.	Your publisher should send it to all bookstores here.	Directives	Telling	Directives	Telling
80.	Yes, you're right. The publisher will do it for me.	Directives	Telling	Directives	Telling
81.	Well, that's great. I am proud of you, Rahmi. By the way,	Directives	Telling	Directives	Telling

	I've got to go now. Have a nice day!				
82.	You, too.	Directives	Directives	Directives	Telling
83.	Read a load the dialog with classmate. Pay attention to the complimenting expressions and the responses too	Directives	Ordering	Directives	Ordering
84.	Read the following notes about complimenting expressions. After that perform the dialogs in the following that with your classmates.	Directives	Ordering	Directives	Telling
85.	What a wonderful performance!	Directives	Telling	Directives	Telling
86.	Thank you	Expressive	Thanking	Expressive	Thanking
87.	I must express my admiration to you!	Directives	Telling	Directives	Telling
88.	Thanks a lot for your appreciation.	Expressive	Thanking	Expressive	Thanking
89.	What a nice dress!	Directives	Telling	Directives	Asking

90.	Thank you very much.	Expressive	Thanking	Expressive	Thanking
91.	You look gorgeous!	Directives	Telling	Directives	Telling
92.	It's very kind of you to say that.	Directives	Telling	Directives	Telling
93.	Great job!	Directives	Telling	Directives	Telling
94.	I'm glad you like it.	Directives	Telling	Directives	Telling
95.	Work in pairs and practice complimenting to the compliments. One of you become A and the other become B.	Directives	Ordering	Directives	Telling
96.	Let's play rock, paper, scissors	Directives	Ordering	Directives	Telling
97.	Let's play ball throwing.	Directives	Ordering	Directives	Telling
98.	Your teacher will tell you how to do ball throwing activity in groups.	Directives	Telling	Directives	Telling
99.	In turn, give a compliment to your classmate and respond	Directives	Ordering	Directives	Telling

	to that nicely.				
100.	At the end of this chapter, ask yourself following questions to see how well you have learned.	Directives	Telling	Directives	Ordering
101.	Look at the pictures bellow. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why?. Share it with your friends.	Directives	Ordering	Directives	Asking
102.	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 word that is you find should start with letters A to Z.	Directives	Ordering	Directives	Telling
103.	Read a load the following conversation. Take turn with your classmate doing the roles. Then answer the questions following that.	Directives	Ordering	Directives	Telling
104.	A long weekend is coming. Riri, Santi, and Bayu are talkingabout their holiday plans. Pay attention to the pronunciationand intonation of the dialog below.	Directives	Telling	Directives	Ordering
105.	It will be a long weekend soon. Do you have any plans?	Directives	Telling	Directives	Asking

106.	Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.	Directives	Telling	Directives	Telling
107.	Stay at home? Well, you could do something more interesting!	Directives	Asking	Directives	Advising
108.	So, what about you Bayu? Do you have any plans?	Directives	Asking	Directives	Requesting
109.	Definitely! My dad and I are going to go fishing.	Directives	Telling	Directives	Telling
110.	Fishing? Are you going to go fishing in the river near your house?	Directives	Requesting	Directives	Asking
111.	No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?	Directives	Telling	Directives	Requesting
112.	Fishing? That sounds great. But I would rather stay at home than go fishing.	Directives	Requesting	Directives	Telling
113.	What about you, Riri? What would you like to do on the long weekend?	Directives	Asking	Directives	Asking
114.	I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.	Directives	Telling	Requesting	Telling
115.	That sounds like a very good plan!	Directives	Telling	Directives	Telling

116.	Are you going to bake choco chips cookies like the lasttime?	Directives	Requesting	Directives	Requesting
117.	Well, yes. That is my favorite. But we will also try to makeginger cookies.	Directives	Telling	Directives	Telling
118.	Lucky you. Your mom is a real baker, isn't she?	Directives	Telling	Directives	Asking
119.	Ha ha, ha. Do you still want to stay home alone?	Directives	Telling	Directives	Asking
120.	Or, would you like to join me to learn baking cookies? Youcan come to my house.	Directives	Requesting	Directives	Telling
121.	It's a good idea! Or will you go fishing with me and my dad?	Directives	Telling	Directives	Requesting
122.	I think I would like to bake cookies with Riri. Thanks forinviting me, Riri.	Directives	Telling	Expressive	Thanking
123.	No problem. I will tell you the time on Friday.	Directives	Telling	Directives	Telling
124.	Thanks a lot. I can't wait to join you.	Expressive	Thanking	Directives	Telling
125.	Have a nice long weekend, everyone.	Directives	Telling	Directives	Telling
126.	You too.			Expressive	Telling
127.	Continue the conversation based on the given hint.	Directives	Ordering	Directives	Telling
128.	What do you need consider before visiting a place?	Directives	Asking	Directives	Ordering



	Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.				
129.	Look at the excerpt from dialog below. Pay attention to the bold-typed expressions.	Directives	Ordering	Directives	Ordering
130.	So, what about you, Bayu? Do you have any plans?	Directives	Asking	Directives	Asking
131.	Definitely! My dad and I are going to go fishing. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?	Directives	Telling	Directives	Asking
132.	I don't really like fishing. I would rather stay at home than go fishing. What about you, Riri? What would you like to do on the long weekend?	Directives	Advising	Directives	Asking
133.	I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.	Directives	Telling	Directives	Telling
134.	Are you going to bake choco chips cookies like the otherday?	Directives	Requesting	Directives	Requesting
135.	Well, yes. That is my favorite. But we are going to try tomake ginger cookies too.	Directives	Telling	Directives	Telling

136.	Oh, would you like to join me to learn baking cookies? You can come to my house.	Directives	Requesting	Directives	Telling
137.	It's a good idea! Or will you go fishing with me and my dad?	Directives	Telling	Directives	Asking
138.	Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.	Directives	Telling	Expressive	Thanking
139.	Read the previous dialog again. Identify the bold-typed expression and fill in the table below and with the question and statement forms of the expressions	Directives	Ordering	Directives	Telling
140.	Make up short dialogs for the following the situations. Read the answer of number 1 as an example.	Directives	Ordering	Directives	Ordering
141.	Act one of the dialogs for the class	Directives	Ordering	Directives	Telling
142.	Make formal speech and perform if in front of the class. Follow the steps given.	Directives	Ordering	Directives	Ordering
143.	Write a paragraph about your holiday plan. Used I would like to... and I am going to... in your paragraph. Used the given questions to guide you.	Directives	Ordering	- -	Telling
144.	At the end of this chapter, ask your self the following	Directives	Telling	Directives	Ordering

	questions to know how effective your learning process have been.				
145.	Let's play old man out game.	Directives	Ordering	Directives	Ordering
146.	Read the text about Tanjung Puting National Park.	Directives	Ordering	Directives	Ordering
147.	Listen to your teacher pronouncing the following words. Repeat after him/her	Directives	Ordering	Directives	Telling
148.	Now, read text 1 carefully, what do you think about place described below?	Directives	Ordering	Directives	Asking
149.	Answer the following question briefly.	Directives	Ordering	Directives	Ordering
150.	Tourist probably bring food and snacks in paper of plastic packages when they visit Tanjung Puting National Park. What should they do about the wastes? If you were also a tourist, what would you do?	Directives	Telling	Directives	Requesting
151.	Rearrange the places of the main ideas in the night column to match it with the purposes of each paragraph.	Directives	Ordering	Directives	Telling
152.	Complete the following questions using the words in the box	Directives	Ordering	Directives	Telling
153.	Rearrange the letters on the left to get the right words for	Directives	Ordering	Directives	Telling

	<p>the definitions on the right. Use the first letter as the clue.</p> <p>After you get the words, read text 2 and check whether the meaning of the words suits the context of the sentences.</p>				
154.	<p>Listen to your teacher reading aloud the following words.</p> <p>Repeat after him/her</p>	Directives	Ordering	Directives	Ordering
155.	<p>Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.</p>	Directives	Ordering	Directives	Telling
156.	<p>Answer the following questions briefly.</p>	Directives	Ordering	Directives	Ordering
157.	<p>After reading text 2 (Taj Mahal), identify the main idea of the paragraphs. Pay attention to how the ideas in the text are organized.</p>	Directives	Telling	Directives	Ordering
158.	<p>Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area [B] and the differences in the separate areas [A] or [C]</p>	Directives	Ordering	Directives	Ordering

159.	Fill in the blanks with the right word from the list below	Directives	Ordering	Directives	Ordering
160.	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.	Directives	Ordering	Directives	Telling
161.	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.	Directives	Ordering	Directives	Telling
162.	From the previous task, you have reviewed noun phrases made by combining adjectives and nouns, such as pristine jungle, beautiful garden, precious stones, expensive marble, etc. Those kinds of adjectives are called opinion adjectives because the adjectives tell about our opinion about something. If we want to give more information, we can add more modifiers to the thing (noun) we describe. For instance, in addition to the opinion adjectives, we can also inform people about the size, and the color, the age, and nationality of the thing (noun).	Directives	Telling	Directives	Asking

	Look at the following examples. Pay attention to the order of the modifiers. Where is the position of the opinion adjectives?				
163.	Try to find as least 10 (ten) noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases	Directives	Ordering	Directives	Ordering
164.	Task 1: Editing - Pair Work	Directives	Telling	Directives	Ordering
165.	Task 2 – Rewriting description Pairwork	Directives	Ordering	Directives	Ordering
166.	Task 3 – Writing a descriptive essay	Directives	Ordering	Directives	Ordering
167.	After you finish writing, ask yourself the questions used in the editing section (writing-task 1).	Directives	Telling	Directives	Ordering
168.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Telling	Directives	Ordering
169.	Draw and Guess	Directives	Ordering	Directives	Telling
170.	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	Directives	Ordering	Directives	Telling

	dash represents a letter. After you find the words, compare your answer to your friends’.				
171.	Listen to your teacher reading these words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
172.	Match paragraphs 2-7 above with pictures a-f as follows. Paragraph 4 is done for you as an example.	Directives	Ordering	Directives	Telling
173.	Answer the following questions by referring to the text ‘Visiting Niagara Falls.’	Directives	Ordering	Directives	Ordering
174.	Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.	Directives	Ordering	Directives	Ordering
175.	Complete the following sentences using the words in the box. Remember to use the correct forms.	Directives	Ordering	Directives	Telling
176.	Refer back to the text and find at least five sentences written in passive voices. Change the sentences into active voices.	Directives	Telling	Directives	Ordering
177.	Refer back to the text again and find five sentences	Directives	Telling	Directives	Ordering

	written in active voices. Change the sentences into passive voices				
178.	Work in pairs: Try to remember one interesting place you've visited. Tell your friends about the place.	Directives	Telling	Directives	Ordering
179.	Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.	Directives	Ordering	Directives	Ordering
180.	Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.	Directives	Telling	Directives	Ordering
181.	Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stopwriting 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.	Directives	Ordering	Directives	Telling
182.	Read your and your friends' description. What do you think?	Directives	Ordering	Directives	Requesting



	Is it a funny description? Does your paragraph make sense? If not, then go to the next activity.				
183.	Now, rewrite your description by adding words, phrases or sentences. Change it into a short descriptive text telling your reader about an interesting place to visit. Make sure that your text makes sense.	Directives	Ordering	Directives	Ordering
184.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Telling	Directives	Ordering
185.	Close your book. Listen to your teacher reading an announcement. Refer to these questions while listening.	Directives	Ordering	Directives	Ordering
186.	Match the words with their Indonesian equivalents. Compare your work to your classmates'.	Directives	Ordering	Directives	Ordering
187.	Listen to your teacher reading these words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
188.	Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.	Directives	Ordering	Directives	Telling

189.	An Announcement about McMaster Mini-Med School	Directives	Telling	Directives	Telling
190.	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.	Directives	Telling	Directives	Ordering
191.	Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.	Directives	Telling	Directives	Ordering
192.	Answer the following questions briefly.	Directives	Ordering	Directives	Ordering
193.	Answer the following questions briefly.	Directives	Ordering	Directives	Ordering
194.	Complete the following sentences using the words in the box.	Directives	Ordering	Directives	Ordering
195.	Individually, complete the following chart to find out the structure of the announcement on page 83 and 84, depending on which announcement you have read.	Directives	Ordering	Directives	Telling
196.	Work in pairs (Students A and B) discussing and	Directives	Ordering	Directives	Ordering

	comparing the text structure you have identified, and then share this with the class.				
197.	Study the following pairs of sentences to identify how the words printed in italics are related.	Directives	Ordering	Directives	Ordering
198.	Complete the sentences with the correct forms of the verbs in italics.	Directives	Ordering	Directives	Ordering
199.	Open these two links. Discuss with your classmates to respond to these questions.	Directives	Ordering	Directives	Ordering
200.	Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.	Directives	Ordering	Directives	Ordering
201.	The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.	Directives	Telling	Directives	Ordering
202.	Use the following questions to help you re-write the above announcement.	Directives	Ordering	Directives	Ordering
203.	At the end of this unit, ask yourself the following	Directives	Telling	Directives	Ordering

	questions to know how effective your learning process is.				
204.	Look at the pictures below! Do you know the people in the picture? Compare the two airplanes? What are the similarities? What are the differences? Discuss with your classmates!	Directives	Ordering	Directives	Asking
205.	Look at the list of the words below. Find their meanings in a monolingual dictionary.	Directives	Ordering	Directives	Ordering
206.	Look at the list of the words below. Find their meanings in a monolingual dictionary.	Directives	Ordering	Directives	Ordering
207.	Read the following conversation.	Directives	Ordering	Directives	Ordering
208.	Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?	Expressive	Welcoming	Directives	Requesting
209.	We invented airplane.	Directives	Directives	Directives	Telling

210.	Airplane? What is the tool for?	Directives	Requesting	Directives	Asking
211.	It's a tool that will help human being to fly!	Directives	Telling	Directives	Telling
212.	Oohhh, is it like a flying car? How did you get the inspiration?	Directives	Requesting	Directives	Asking
213.	Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.	Directives	Telling	Directives	Telling
214.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	Assertive	Explaining	Assertive	Explaining
215.	But that was only a toy, what about the actual plane?	Directives	Requesting	Directives	Asking
216.	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903	Directives	Telling	Directives	Telling
217.	Why did you choose Kitty Hawk?	Directives	Requesting	Directives	Asking

218.	Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.	Directives	Telling	Directives	Telling
219.	We have worked and experimented with gliders to perfect the wing design and controls since then.	Directives	Telling	Directives	Telling
220.	I see. So you've had the newest version of your airplane?	Directives	Telling	Directives	Requesting
221.	Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.	Directives	Telling	Directives	Telling
222.	How amazing! I think this invention will be a big thing soon.	Directives	Telling	Directives	Telling
223.	Our father has asked us not to fly together. He said it's for the safety reason.	Directives	Telling	Directives	Telling
224.	Yes, we will continue making more experiment so that airplane will be available for everyone soon.	Directives	Telling	Directives	Telling
225.	Okay, we wish you good luck with the next experiments.	Directives	Telling	Directives	Telling

226.	Supply the dialog with the correct expressions based on the conversation above.	Directives	Ordering	Directives	Ordering
227.	Supply the dialog with the correct expressions based on the conversation above.	Directives	Ordering	Directives	Ordering
228.	Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed and bold-italic typed expressions.	Directives	Ordering	Directives	Ordering
229.	Our dad gave us a toy helicopter that flew with the help of rubberbands. We've been interested in the idea since then.	Directives	Telling	Directives	Telling
230.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	Assertive	Explaining	Assertive	Explaining
231.	But that was only a toy, what about the actual plane?	Directives	Telling	Directives	Asking
232.	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.	Directives	Telling	Directives	Telling
233.	Why did you choose Kitty Hawk?	Directives	Requesting	Directives	Requesting

234.	Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.	Directives	Telling	Assertive	Explaining
235.	We have worked and experimented with gliders to perfect the wing design and controls since then.	Directives	Telling	Directives	Telling
236.	Can you tell what pattern is written in bold type?	Directives	Ordering	Directives	Ordering
237.	What about the pattern in the bold italic type?	Directives	Asking	Directives	Asking
238.	Complete the diagram below. Place this symbol (X) and lines at the diagram that can show Simple Past Tense and Present Perfect Tense.	Directives	Ordering	Directives	Ordering
239.	Think of yesterday. What did you do? What didn't you do? List the verbs of your activities yesterday.	Directives	Telling	Directives	Telling
240.	Use the words in Task 1 to make sentences in the simple past tense.	Directives	Ordering	Directives	Ordering



241.	Look at the sentences you made for Task 2 of this section. Now, make extended statements using Present Perfect Tense. Look at the example below.	Directives	Ordering	Directives	Ordering
242.	Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using what,where, why, who, when or how. Look at the example below.	Directives	Ordering	Directives	Ordering
243.	Look at the sentences that your partners make for the present perfect tense. Ask further questions about him/her using what, where, why, who, when or how. Look at the example below.	Directives	Ordering	Directives	Ordering
244.	Interview with an inventor	Directives	Ordering	Directives	Ordering
245.	Work in pairs. One of you will be the interviewer. Another will be the interviewee.	Directives	Ordering	Directives	Ordering
246.	Discuss a popular person (it can be an inventor, popular people in the past like actresses, actors, athletes, etc.) who is going to be interviewed. The interviewee will pretend to be this person.	Directives	Ordering	Directives	Ordering

247.	As an interviewer, you are going to prepare some questions that cover questions about his/her past activities (for example past experiments, albums, films, etc) and the recent and continuing activities.	Directives	Ordering	Directives	Ordering
248.	As an interviewee, prepare to answer the questions with some accurate details. While the interviewer is preparing the questions, you can find information about the person you are pretending to be. Of course you can add any fun details to the answers.	Directives	Ordering	Directives	Ordering
249.	Write the interview report in the form of a paragraph in the form below. Look at the example below:	Directives	Ordering	Directives	Ordering
250.	How did you get the inspiration?	Directives	Requesting	Directives	Requesting
251.	Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.	Directives	Telling	Directives	Telling
252.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for an while now.	Directives	Telling	Assertive	Explaining

253.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Ordering	Directives	Ordering
254.	Can you identify the forms and uses of the simple past tense and the present perfect tense?	Directives	Requesting	Directives	Asking
255.	Can you make statements or questions using the simple past tense and the present perfect tense?	Directives	Requesting	Directives	Asking
256.	Can you write/do a interview?	Directives	Requesting	Directives	Ordering
257.	Independently, read newspaper or Internet articles about a biography and pay attention to the uses of the simple past tense and the present perfect tense. Also, you can ask your classmates about their past activities and activities that started in the past but continues until now.	Directives	Ordering	Directives	Ordering
258.	Look at the pictures below. Do you know these people? What are they famous for? Discuss with your classmates!	Directives	Ordering	Directives	Ordering
259.	Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates.	Directives	Ordering	Directives	Ordering
260.	Listen to your teacher reading the following words.	Directives	Ordering	Directives	Ordering

	Repeat after him/her.				
261.	Read the following text, and then answer the comprehension questions.	Directives	Ordering	Directives	Ordering
262.	Use the appropriate words in the box to complete the dialog. The first letters of the words are provided to help you. Then, practice reading the dialog with a partner.	Directives	Ordering	Directives	Ordering
263.	Use the words in the box again to complete the sentences reflecting other contexts.	Directives	Ordering	Directives	Ordering
264.	Answer the questions below about the text on page 96.	Directives	Ordering	Directives	Ordering
265.	Individually, complete the following chart to find out the structure of the recount text on page 96	Directives	Ordering	Directives	Ordering
266.	Individually, complete the following chart to find out the structure of the recount text on page 96	Directives	Ordering	Directives	Ordering
267.	Read the excerpt from the reading text and study the uses of past verbs.	Directives	Ordering	Directives	Ordering
268.	Read the text “meeting idol” again. Underline all the past verbs. Check with your classmates.	Directives	Ordering	Directives	Ordering
269.	Retell the experience of meeting Afgan using your own	Directives	Ordering	Directives	Ordering

	words. Use the following questions to help you retell.				
270.	If I met Afgan/If I were Afgan	Directives	Telling	Directives	Telling
271.	Now, find a classmate to be your speaking partner. Take turns using the questions above to talk about and listen to things you would do if you met Afgan, or if you yourself were Afgan.	Directives	Ordering	Directives	Ordering
272.	Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences.	Directives	Ordering	Directives	Ordering
273.	Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of your story below:	Directives	Asking	Directives	Ordering
274.	At the end of this chapter, ask yourself the following questions to know how well you have learned.	Directives	Ordering	Directives	Ordering
275.	Think about an interesting activity that you did last week. Can you retell that activity to your friends?	Directives	Ordering	Directives	Ordering

276.	Observe the crossword puzzle below. In the puzzle, there are 10 regular and 10 irregular verbs in past tense. Work in pairs to find them as fast as possible. Write your answer on a piece of paper. Post your answer on the white/black board or on a wall of your classroom as soon as you finish doing it. Those who can finish the earliest are the winners. As the winners, you can tell the class to sing an English song that you like and tell them to dance, too.	Directives	Ordering	Directives	Ordering
277.	Check whether these words have been matched to the correct meaning in Bahasa Indonesia. Compare your work to your classmates'.	Directives	Ordering	Directives	Ordering
278.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
279.	As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the	Directives	Asking	Directives	Ordering

	passage and check whether your conclusion is the same as the reason stated in the text.				
280.	Answer the following questions briefly based on the text above.	Directives	Ordering	Directives	Ordering
281.	Now, together with your partner, complete the following sentences that show how The Battle of Surabaya happened.	Directives	Ordering	Directives	Ordering
282.	Fill in the blanks with the right word. Don't forget to change the verbs into past tense when necessary.	Directives	Ordering	Directives	Ordering
283.	Read the following incomplete sentences. Complete them with am/is/are (present) or was/were (past).	Directives	Ordering	Directives	Ordering
284.	Complete the sentences. Choose the right words and change them into the simple past or present tense according to the context of the sentences.	Directives	Ordering	Directives	Ordering
285.	Your teacher is going to read you an experience of a boy who had to go out of Surabaya when the city was surrounded by the British Army. Listen carefully. You may take notes if necessary. Then, answer the teacher's	Directives	Telling	Directives	Ordering

	questions.				
286.	Read the following dialog. Take turns reading it.	Directives	Ordering	Directives	Ordering
287.	Riza, look! That heroic monument stands high and strong.	Directives	Ordering	Directives	Telling
288.	Hmm.... It is a remembrance for us to our heroes' struggle on this country.	Directives	Telling	Directives	Telling
289.	Yeah, many of them became casualties of the war.	Directives	Telling	Directives	Telling
290.	I had an unforgettable experience there.	Directives	Telling	Directives	Telling
291.	Really? What was it?	Directives	Requesting	Directives	Asking
292.	When I was in Junior High School, my school held a program called "Keep our city clean and green!"	Directives	Telling	Directives	Telling
293.	What did you do?	Directives	Asking	Directives	Asking
294.	My schoolmates, my teachers, and I rallied in the monument area at 6 A.M and began to clean the area around the monument until it's clean and tidy.	Directives	Telling	Directives	Telling
295.	That's a very good program.	Directives	Telling	Directives	Telling
296.	Yes, it was. We also planted some trees around it.	Directives	Telling	Directives	Telling
297.	Read the following dialog. Take turns reading it.	Directives	Ordering	Directives	Ordering
298.	Do you still remember the boy's experience you just	Directives	Telling	Directives	Ordering



	listened to? You can make a new recount text based on the boy's experience, treating it as if it were your own experience.				
299.	Remember the story you just listened to.	Directives	Ordering	Directives	Ordering
300.	Retell the story. Each member of the group takes turns saying one sentence.	Directives	Ordering	Directives	Ordering
301.	The first student says one sentence to begin retelling the story.	Directives	Ordering	Directives	Ordering
302.	The first sentence should serve as the orientation.	Directives	Ordering	Directives	Ordering
303.	The second student continues saying the next sentence containing the next event.	Directives	Ordering	Directives	Ordering
304.	The third student goes on saying the following event and so does the fourth student.	Directives	Ordering	Directives	Ordering
305.	Continue doing that until the story is finished.	Directives	Ordering	Directives	Ordering
306.	After that, based on the last part of the story, the group begins to make up the group's own story.	Directives	Telling	Directives	Ordering
307.	Do that by taking turns saying one sentence.	Directives	Ordering	Directives	Ordering

308.	When the teacher says that the time is up the group stop doing the activity.	Directives	Ordering	Directives	Ordering
309.	Present 'your experience' during the battle of Surabaya in front of the class.	Directives	Ordering	Directives	Ordering
310.	Imagine that you were the boy who had to continue the trip after staying overnight in the village. Tell your imaginary experience based on the last part of the story. Do that in groups of four students. Follow the instructions below:	Directives	Ordering	Directives	Ordering
311.	Play this game in groups of four students. Divide each group into halves. Each half opposes the other half. Now do the following things:	Directives	Ordering	Directives	Ordering
312.	Read the Battle of Surabaya again carefully.	Directives	Ordering	Directives	Ordering
313.	Choose the words that you like. You must know the meaning of the chosen words.	Directives	Ordering	Directives	Ordering
314.	Then, take turns telling your opposing partners to make sentences based on the words that you chose. Those who can make communicative sentences get score. Each	Directives	Ordering	Directives	Ordering

	communicative sentence will get 100. Don't forget to count the minutes used to make it. You can decide the length of time for making one sentence.				
315.	The winners are those who can make more sentences in less time.	Directives	Ordering	Directives	Telling
316.	Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and the task on text structure on page 124, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words.	Directives	Ordering	Directives	Ordering
317.	You can also rewrite the experience of the boy you listened to (LISTENING on page 129), or the one your group created (SPEAKING task 3 on page 130), or write your own experience. The experience can be a real or an imaginary one.	Directives	Ordering	Directives	Ordering
318.	Study again the following arrangement of ideas in a recount text to help you write the recount text:	Directives	Telling	Directives	Ordering
319.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Ordering	Directives	Ordering

320.	Your teacher will tell you how to play Hangman. You have to guess what words that your teacher has in mind.	Directives	Telling	Directives	Ordering
321.	Match the words with their Indonesian equivalents. Compare your work to your classmate's.	Directives	Ordering	Directives	Ordering
322.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
323.	Fill in the blanks with information about B.J. Habibie mentioned in the reading text.	Directives	Ordering	Directives	Ordering
324.	Answer the following questions by referring to the reading text about B.J. Habibie.	Directives	Ordering	Directives	Ordering
325.	Complete the following sentences using the words in the box.	Directives	Ordering	Directives	Ordering
326.	Recounts are used to tell about past events. Remember that a recount consist of orientation (opening), a series of events, and reorientation (closing).	Directives	Ordering	Directives	Ordering
327.	Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.	Directives	Ordering	Directives	Ordering
328.	Observe the italicized verbs in the following sentences in	Directives	Ordering	Directives	Asking

	the left and the right columns. What's the difference?				
329.	Make a sentence from each of the following irregular verbs.	Directives	Ordering	Directives	Ordering
330.	Read the following dialog. Take turns reading it.	Directives	Ordering	Directives	Ordering
331.	Who is your idol, Rima?	Directives	Asking	Directives	Asking
332.	My parents. What about you?	Directives	Telling	Directives	Asking
333.	BJ Habibie. I like him very much.	Directives	Telling	Directives	Telling
334.	He is one of geniuses from Indonesia. He studied in Germany.	Directives	Telling	Directives -	Telling
335.	You're right.	Directives	Telling	Directives	Telling
336.	He worked and stayed in Germany, right?	Directives	Telling	Directives	Asking
337.	He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.	Directives	Telling	Directives	Telling
338.	He relinquished his good job in Germany to develop his own country.	Directives	Telling	Directives	Telling
339.	He promised that he would share his knowledge to everyone needing it.	Directives	Telling	Directives	Telling

340.	Now, he seems to enjoy his retirement with family.	Directives	Telling	Directives	Telling
341.	That's why I love him.	Directives	Telling	Directives	Telling
342.	Talking about Someone Who has Made a Difference	Directives	Ordering	Directives	Telling
343.	With a partner, find from the Internet someone who has made a difference (e.g., MotherTheresa, Thomas Alva Edison,Albert Einstein, Habibie, etc.). When you have chosen thefigure, use the plan to developyour notes.	Directives	Ordering	Directives	Ordering
344.	Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.	Directives	Ordering	Directives	Ordering
345.	Using Habibie's biography as a reference, write a biographicalrecount about your idol. Use your notes on the speaking activities to help you write.	Directives	Ordering	Directives	Ordering
346.	Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from yourclassmate and the one you give to your classmate.	Directives	Ordering	Directives	Ordering
347.	Use the following guide to give feedback for your classmate.	Directives	Ordering	Directives	Ordering

348.	After getting feedback from classmates, rewrite your biographicalrecount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.	Directives	Ordering	Directives	Ordering
349.	At the end of this chapter, ask yourself the following questions to know how much you have learned.	Directives	Telling	Directives	Ordering
350.	Read more biographies of famous people. Reading this kind of texts may inspire you to be a better person.	Directives	Ordering	Directives	Ordering
351.	Your teacher will tell you how to play this game. You have to guess what words that your teacher has described. For example: 'A person who is forced to leave his/her place.' He/she is an 'exile'.After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.	Directives	Telling	Directives	Ordering
352.	Match the words with their Indonesian equivalents. Compare your work to your classmates'.	Directives	Ordering	Directives	Ordering
353.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering

354.	Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text.	Directives	Ordering	Directives	Ordering
355.	Answer the following questions by referring to the reading text about Cut Nyak Dhien!	Directives	Ordering	Directives	Ordering
356.	Complete the following sentences using the words in the box. If needed, you may change the parts of speech.	Directives	Ordering	Directives	Ordering
357.	The text about Cut Nyak Dhien is a recount. Recounts are used to tell or write about past events. Remember that a recount consists of an orientation, a series of events, and a reorientation. Individually, complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien. Then, please discuss with your classmates which part of the text is orientation, a series of events, and a reorientation.	Directives	Telling	Directives	Ordering
358.	Observe the following sentences. Compare the sentences in column A to those in column B.	Directives	Ordering	Directives	Ordering
359.	Discuss the answer to the following questions with your classmate.	Directives	Ordering	Directives	Ordering



360.	Change the following adverbial clauses to adverbial phrases.	Directives	Ordering	Directives	Ordering
361.	Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.	Directives	Ordering	Directives	Ordering
362.	Work in groups of 4: 1) Choose a fragment from Cut Nyak Dhien's life, 2) Write a scenario and decide who plays what, 3) Role play your scenario for a maximum of 10 minutes.	Directives	Ordering	Directives	Ordering
363.	Your teacher will assign you to sit in a big circle and ask you to write a biographical recount collaboratively with your classmates. Follow her/ his instructions:	Directives	Telling	Directives	Ordering
364.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Ordering	Directives	Ordering
365.	Read more biographies of female famous people. Then identify what plan you will do to imitate their success.	Directives	Ordering	Directives	Ordering
366.	Your teacher will read you a familiar story.	Directives	Ordering	Directives	Ordering

367.	Use the following headings to discuss the story.	Directives	Ordering	Directives	Ordering
368.	Match the words with their Indonesian equivalents. Compare your work to your classmates’.	Directives	Ordering	Directives	Ordering
369.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
370.	Read the text carefully.	Directives	Ordering	Directives -	Ordering
371.	Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then, exchange your questions with a classmate sitting next to you. Discuss them together.	Directives	Ordering	Directives	Ordering
372.	In the story ‘Issumboshi’ there are words that describe the characters and the setting. Find them in the story and list them below.	Directives	Ordering	Directives	Ordering
373.	In the story there are also words that tell us what happen. These words are doing words (verbs). They tell us what the characters do. Thinking verbs are verbs that describe how the characters feel or what the characters think. Find the doing and thinking verbs in the story. List them in the	Directives	Telling	Directives	Ordering

	following table.				
374.	Complete the following sentences using the words in the box.	Directives	Ordering	Directives	Ordering
375.	The text about Issumboshi is narrative. Narratives are told orwritten using this text structure: orientation, complication, and resolution.	Directives	Telling	Directives	Telling
376.	Individually, complete the following chart to find out the structure of the story about Issumboshi.	Directives	Ordering	Directives	Ordering
377.	Work in pairs to discuss the result of your work in Task 1, and then share it with the class.	Directives	Ordering	Directives	Ordering
378.	Study the following pairs of sentences carefully.	Directives	Ordering	Directives	Ordering
379.	Put the following direct sentences into reported speech.	Directives	Ordering	Directives	Ordering
380.	Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why wouldyou do so?	Directives	Ordering	Directives	Ordering
381.	Fill in the blanks with appropriate words.	Directives	Ordering	Directives	Ordering
382.	Have you ever written a story?	Directives	Requesting	Directives	Asking
383.	Imagine that you were Issumboshi. Write two diary	Directives	Ordering	Directives	Ordering

	entries, one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.				
384.	This is the beginning part of a story about Kanchil. The text is not written properly. Edit the 15 words in the text so that the story makes sense.	Directives	Telling	Directives	Ordering
385.	Discuss with your classmates the many possible problems (complication) following the beginning part above.	Directives	Ordering	Directives	Ordering
386.	Discuss with your classmates the many possible ways of ending the story.	Directives	Ordering	Directives	Ordering
387.	Write down the results of your discussion below to make a story about Kanchil of your own.	Directives	Ordering	Directives	Ordering
388.	At the end of this unit, ask yourself the following questions to know how effective your learning process is.	Directives	Ordering	Directives	Ordering
389.	Look at the pictures below! Do you know who or where they are? Discuss with your classmates!	Directives	Ordering	Directives	Requesting
390.	Match the words with the Indonesian equivalents.	Directives	Ordering	Directives	Ordering

	Compare your work to your classmate's.				
391.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
392.	Read the following text, and then answer the following questions.	Directives	Ordering	Directives	Ordering
393.	Complete the sentence using the words from the box. You may need to use more than one word for one sentence.	Directives	Ordering	Directives	Ordering
394.	The text about Malin Kundang is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.	Directives	Telling	Directives	Telling
395.	Discuss with a partner the answer to the following questions!	Directives	Ordering	Directives	Ordering
396.	Write the result of your discussion in the table below. Use the information that you can find in the text "Malin Kundang".	Directives	Ordering	Directives	Ordering
397.	Compare your work with other pairs. Share the result with the class.	Directives	Ordering	Directives	Ordering
398.	Look at the excerpt from the text below. Pay attention to	Directives	Ordering	Directives	Ordering

	the words in the bold type and italic.				
399.	The words in the bold type are called the adverb of time i.e. adverbs to show the time signals of the events that happened in the past. Write the adverb of time that you see in the excerpt on the list below. Note that some adverbs of time are in the phrase form.	Directives	Telling	Directives	Ordering
400.	Now, try to find other adverbs of time for the simple past tense that you know.	Directives	Ordering	Directives	Ordering
401.	Write sentences with the adverbs of time you have from the previous section.	Directives	Ordering	Directives	Ordering
402.	Make groups of 8 members.	Directives	Ordering	Directives	Ordering
403.	Read the text again. Prepare a simple performance.	Directives	Ordering	Directives	Ordering
404.	Each student in the group is cast to be one character in the story.	Directives	Ordering	Directives	Ordering
405.	Discuss together the sentences that you will say when performing the Malin Kundang Story.	Directives	Ordering	Directives	Ordering
406.	Have you ever heard any legend in your local area? What is it about? Try to write an outline of the story by	Directives	Requesting	Directives	Ordering

	answering the questions below!				
407.	Write the outline into a paragraph in the space below.	Directives	Ordering	Directives	Ordering
408.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Ordering	Directives	Ordering
409.	Independently, you can try to find stories of legends from many sources. For example, you can read from the books in the library or read legends from other countries from the Internet. Also, you can find some stories that are told in Youtube. Try to read and listen and enjoy them.	Directives	Telling	Directives	Ordering
410.	Your teacher will tell you how to play this game. You have to guess what words that your teacher has shown you through a pantomime.	Directives	Telling	Directives	Ordering
411.	Match the words with their Indonesian equivalents. Compare your work to your classmate's.	Directives	Ordering	Directives	Ordering
412.	Compare your work to your classmate's.	Directives	Ordering	Directives	Ordering
413.	After you know how to play the game, your teacher will divide you into two groups to play the game. The group who can guess more words will be the winner.	Directives	Ordering	Directives	Ordering

414.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
415.	Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.	Directives	Ordering	Directives	Ordering
416.	Answer the following questions:	Directives	Ordering	Directives	Ordering
417.	Complete the following sentences using the words in the box. If needed, you may change the parts of speech.	Directives	Ordering	Directives	Ordering
418.	Individually, complete the following chart to find out the structure of the story 'Strong Wind'.	Directives	Ordering	Directives	Ordering
419.	Look at these sentences taken from the reading text. Focus your attention on the verbs in italics.	Directives	Ordering	Directives	Ordering
420.	Completed Action Before Something in the Past	Directives	Ordering	Directives	Ordering
421.	Duration before something in the Past (non-continuous verb)	Directives	Ordering	Directives	Ordering
422.	Read the following sentences and change the bracketed verbs into correct forms.	Directives	Ordering	Directives	Ordering
423.	Discuss with your classmates: 1) important stages in	Directives	Ordering	Directives	Ordering



	Strong Wind story. 2) discuss whether they have similar story to Strong Wind folktale.				
424.	Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.	Directives	Ordering	Directives	Ordering
425.	In your groups, do the following: 1) rehearse for your performance, 2) perform in the class for maximum of 10 minutes.	Directives	Ordering	Directives	Ordering
426.	Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:	Directives	Ordering	Directives	Ordering
427.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Ordering	Directives	Ordering
428.	Read other stories available in your school library. You can also read them from the internet.	Directives	Ordering	Directives	Ordering
429.	Look at the pictures below. List any words that are related to the picture. Then, make a short description of the picture.	Directives	Ordering	Directives	Ordering

430.	Complete the gaps with the appropriate letters to make up good English words.	Directives	Ordering	Directives	Ordering
431.	You can use the description on the right column as a hint.	Directives	Ordering	Directives	Ordering
432.	Look at the words again. Do you know the meaning? You can check your dictionary to look up the Indonesian meaning for the words.	Directives	Ordering	Directives	Ordering
433.	Listen to your teacher reading the following words. Repeat after him/her.	Directives	Ordering	Directives	Ordering
434.	Listen to the following song. You can connect to the following link in the internet: <a href="http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html">http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html</a>	Directives	Ordering	Directives	Ordering
435.	While listening, fill in the gaps with the words that you hear in the song.	Directives	Ordering	Directives	Ordering
436.	Now, check the complete lyrics by connecting to the following link: <a href="http://www.youtube.com/watch?v=trEwDejTKRY">http://www.youtube.com/watch?v=trEwDejTKRY</a> .	Directives	Ordering	Directives	Ordering
437.	After that, you can sing the song together with your	Directives	Ordering	Directives	Ordering

	classmates.				
438.	Complete the sentence using the words from the box. You may need to use more than one word for one sentence.	Directives	Ordering	Directives	Ordering
439.	Paraphrasing is telling or writing the meaning of an expression in different words but still keeping the same meaning. Look at the verses from the song again. Do you know their meanings? Write them in the form of sentences!	Directives	Ordering	Directives	Ordering
440.	Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.	Directives	Ordering	Directives	Ordering
441.	Read one of your poems in front of the class.	Directives	Ordering	Directives	Ordering
442.	Look at the lyric of “You’ve got a friend” at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.	Directives	Ordering	Directives	Ordering
443.	Now, think about your favorite song! What is the song	Directives	Ordering	Directives	Ordering

	about? Write a short description of your favorite song below!				
444.	GUESSING GAMES: What song?	Directives	Ordering	Directives	Asking
445.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives	Telling	Directives	Ordering
446.	Listen to any songs in English that you like. Try to catch the words in the song while you are listening to them. You can take a note on the words that you hear. Also, try to understand the meaning of the songs.	Directives	Ordering	Directives	Ordering
447.	We will call this child “Issumboshi” the old couple said.	Directives	Telling	Directives	Telling
448.	I’m going now, Issumboshi said	Directives	Telling	Directives	Telling
449.	There is a fine palace over there, Issumboshi said.	Directives	Telling	Directives	Telling
450.	Issumboshi said, “I want to meet the feudal lord”	Directives	Telling	Directives	Telling

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## RECAP OF DATA VALIDITY

Research title : SPEECH ACT IN THE STUDENTS'S ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL  
 Book : Bahasa Inggris, Studi dan Pengajaran

No.	Utterance	Speech act type	Speech act Sub-type
1.	Discuss with your classmates what character your group needs in order to do the activity successfully and to become the winner.	Directive	Ordering
2.	Match the words with their Indonesian equivalents. Compare your work with your classmate's. the first one has been done for you	Directive	Ordering
3.	Listen to your teacher reading a load these words. Repeat after him/her.	Directive	Ordering
4.	Work in pairs. If you have read text 1, refer to question II; if you have read text 2, refer question I. Read the questions for your partner to answer.	Directives	Ordering
5.	Answer the question briefly	Directives	Ordering
6.	Answer the following question briefly	Directives	Ordering

7.	Complete the following sentences using the words in the box. Remember the correct forms of verbs.	Directives	Ordering
8.	Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.	Directives	Ordering
9.	Fill in the blanks with the right words.	Directives	Ordering
10.	You'll play a kind of guessing game 'who Am I'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the work on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.	Directives	Telling
11.	Hallo, I ama Edo. May I know your name please?	Directives	Asking
12.	I am from Raja Ampat. I work in a tourism resort	Directives	Telling

13.	Yes, and I want to know more about that	Declarative	Approving
14.	It's a specific carving pattern created in Japara	Assertive	Explaining
15.	Look at the picture.	Directive	Ordering
16.	Write down the English words for the following Indonesian words. Compare your words to your classmate's.	Directives	Ordering
17.	Listen to your teacher reading these words. Repeat after him/her.	Directives	Ordering
18.	Read text 1 carefully. Pay attention to the expression used to congratulate people (in this case, Alif). Pay attention also to the	Directives	Telling

	responses.		
19.	Alif, congratulations. You deserved it, Man.	Expressive	Congratulating
20.	I work for a furniture company. Have you heard about ukir Japara?	Directives	Telling
21.	I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.	Expressive	Welcoming
22.	(replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.	Expressive	Thanking
23.	That's wonderful, Alif.	Expressive	Welcoming
24.	Oh, thanks.	Expressive	Thanking
25.	Good for you. Good luck.	Directive	Praying
26.	Thank you very much.	Expressive	Thanking
27.	Well done.	Expressive	Telling
28.	Thank you for saying so.	Expressive	Complimenting
29.	Please accept my warmest congratulations, Sir.	Expressive	Congratulating
30.	I must congratulate you on your success.	Expressive	Congratulating



31.	Thank you very much for saying so.	Expressive	Thanking
32.	Thanks, Ditto.	Expressive	Thanking
33.	Yes, you're right.	Assertive	Stating
34.	I hope you will win as well in the next competition.	Directives	Advising
35.	Answer the following questions.	Directives	Ordering
36.	Read the dialogue silently. Pay attention used to congratulate people. Discuss the meaning with your classmate. After that read the dialog in pairs. One of you become Cita, the other become Dito. Then, discuss the answer to the questions.	Directives	Ordering
37.	Answer the following questions.	Directives	Ordering
38.	Complete the following conversations with your one words.	Directives	Ordering
39.	Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses	Directives	Ordering
40.	I hope you will win as well in the next competition.	Directive	Advising
41.	Excellent! We had a lovely time there. You should have gone there with us.	Directives	Telling
42.	Wow! That's wonderful.	Directives	Telling

43.	Oh, Rahmi, can I ask you something?	Directives	Asking
44.	Have you finished writing the book we discussed twomonths ago?	Directives	Requesting
45.	Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.	Directives	ellingT
46.	Your publisher should send it to all bookstores here.	Directives	Telling
47.	Yes, you're right. The publisher will do it for me.	Directives	Telling
48.	Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day!	Directives	Telling
49.	You, too.	Directives	Telling
50.	Read a load the dialog with classmate. Pay attention to the complimenting expressions and the responses too	Directives	Ordering
51.	What a wonderful performance!	Directives	Telling
52.	Thank you	Expressive	Thanking
53.	I must express my admiration to you!	Directives	Telling

54.	Thanks a lot for your appreciation.	Expressive	Thanking
55.	What a nice dress!	Directives	Asking
56.	Thank you very much.	Expressive	Thanking
57.	You look gorgeous!	Directives	Telling
58.	It's very kind of you to say that.	Directives	Telling
59.	Great job!	Directives	Telling
60.	I'm glad you like it.	Directives	Telling
61.	Your teacher will tell you how to do ball throwing activity in groups.	Directive	Telling
62.	In turn, give a compliment to your classmate and respond to that nicely.	Directives	Telling
63.	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans. Pay attention to the pronunciation and intonation of the dialog below.	Directive	Ordering
64.	Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.	Directive	Telling
65.	Stay at home? Well, you could do something more interesting!	Directive	Telling
66.	Definitely! My dad and I are going to go fishing.	Directives	Telling
67.	What about you, Riri? What would you like to do on the long weekend?	Directive	Asking

68.	I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.	Directives	Telling
69.	That sounds like a very good plan!	Directives	Telling
70.	Are you going to bake choco chips cookies like the last time?	Directives	Requesting
71.	Well, yes. That is my favorite. But we will also try to make ginger cookies.	Directives	Telling
72.	No problem. I will tell you the time on Friday.	Directives	Telling
73.	Have a nice long weekend, everyone.	Directive	Directives
74.	You too.	Directive	Telling
75.	Look at the excerpt from dialog below. Pay attention to the bold-typed expressions.	Directive	Ordering
76.	So, what about you, Bayu? Do you have any plans?	Directives	Asking
77.	I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.	Directive	Telling
78.	Are you going to bake choco chips cookies like the other day?	Directive	Requesting
79.	Well, yes. That is my favorite. But we are going to try to make ginger cookies too.	Directive	Telling

80.	Oh, would you like to join me to learn baking cookies? You can come to my house.	Directive	Asking
81.	Make up short dialogs for the following the situations. Read the answer of number 1 as an example.	Directive	Ordering
82.	Make formal speech and perform if in front of the class. Follow the steps given.	Directive	Ordering
	At the end of this chapter, ask your self the following questions to know how effective your learning process have been.	Directive	Ordering
83.	Let's play old man out game.	Directive	Ordering
84.	Read the text about Tanjung Puting National Park.	Directive	Ordering
85.	Answer the following question briefly.	Directive	Ordering
86.	Listen to your teacher reading aloud the following words. Repeat after him/her	Directive	Ordering
87.	Answer the following questions briefly.	Directive	Ordering
88.	Using the following Venn diagram, try to find the similarities and differences between text 1 and text 2. In what way are they similar or different? Write the similarity in the shared area [B] and the differences in the separate areas [A] or [C]	Directives	Ordering

89.	Fill in the blanks with the right word from the list below	Directive	Ordering
90.	Try to find as least 10 (ten) noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases	Directive	Ordering
91.	Task 1: Editing - Pair Work	Directive	Ordering
92.	Task 2 – Rewriting description Pairwork	Directive	Ordering
93.	Task 3 – Writing a descriptive essay	Directive	Ordering
94.	Listen to your teacher reading these words. Repeat after him/her.	Directive	Ordering
95.	Answer the following questions by referring to the text ‘Visiting Niagara Falls.’	Directive	Ordering
96.	Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.	Directive	Ordering
97.	Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.	Directive	Ordering

98.	Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stopwriting 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.	Directive	Telling
99.	Now, rewrite your description by adding words, phrases or sentences. Change it into a short descriptive text telling your reader about an interesting place to visit. Make sure that your text makes sense.	Directive	Ordering
100.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering
101.	Close your book. Listen to your teacher reading an announcement. Refer to these questions while listening.	Directive	Ordering
102.	Match the words with their Indonesian equivalents. Compare your work to your classmates'.	Directive	Ordering
103.	Listen to your teacher reading these words. Repeat after him/her.	Directive	Ordering

104.	An Announcement about McMaster Mini-Med School	Directive	Telling
105.	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.	Directive	Ordering
106.	Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.	Directive	Ordering
107.	Answer the following questions briefly.	Directive	Ordering
108.	Answer the following questions briefly.	Directives	Ordering
109.	Complete the following sentences using the words in the box.	Directive	Ordering
110.	Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.	Directive	Ordering
111.	Study the following pairs of sentences to identify how the words printed in italics are related.	Directive	Ordering
112.	Complete the sentences with the correct forms of the verbs in italics.	Directive	Ordering
113.	Open these two links. Discuss with your classmates to respond to these questions.	Directive	Ordering



114.	Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.	Directive	Ordering
115.	Use the following questions to help you re-write the above announcement.	Directive	Ordering
116.	Look at the list of the words below. Find their meanings in a monolingual dictionary.	Directive	Ordering
117.	Look at the list of the words below. Find their meanings in a monolingual dictionary.	Directive	Ordering
118.	Read the following conversation.	Directive	Ordering
119.	We invented airplane.	Directive	Telling
120.	It's a tool that will help human being to fly!	Directives	Telling
121.	Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.	Directive	Telling
122.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	Assertive	Explaining
123.	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903	Directive	Telling

124.	Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.	Directive	Telling
125.	We have worked and experimented with gliders to perfect the wing design and controls since then.	Directive	Telling
126.	Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.	Directive	Telling
127.	How amazing! I think this invention will be a big thing soon.	Directive	Telling
128.	Our father has asked us not to fly together. He said it's for the safety reason.	Directive	Telling
129.	Yes, we will continue making more experiment so that an airplane will be available for everyone soon.	Directive	Telling
130.	Okay, we wish you good luck with the next experiments.	Directive	Telling
131.	Supply the dialog with the correct expressions based on the conversation above.	Directive	Ordering
132.	Supply the dialog with the correct expressions based on the conversation above.	Directive	Ordering
133.	Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed and bold-italic typed	Directive	Ordering

	expressions.		
134.	Our dad gave us a toy helicopter that flew with the help of rubberbands. We've been interested in the idea since then.	Directive	Telling
135.	Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.	Assertive	Explaining
136.	Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.	Directive	Telling
137.	Why did you choose Kitty Hawk?	Directive	Requesting
138.	We have worked and experimented with gliders to perfect the wing design and controls since then.	Directives	Telling
139.	Can you tell what pattern is written in bold type?	Directive	Ordering
140.	What about the pattern in the bold italic type?	Directive	Asking
141.	Complete the diagram below. Place this symbol (X) and lines at the diagram that can show Simple Past Tense and Present Perfect Tense.	Directive	Ordering
142.	Think of yesterday. What did you do? What didn't you do? List the verbs of your activities yesterday.	Directive	Telling
143.	Use the words in Task 1 to make sentences in the simple past tense.	Directive	Ordering
144.	Look at the sentences you made for Task 2 of this section. Now, make	Directive	Ordering

	extended statements using Present Perfect Tense. Look at the example below.		
145.	Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using what,where, why, who, when or how. Look at the example below.	Directive	Ordering
146.	Ask further questions about him/her using what, where, why, who, when or how. Look at the example below.	Directive	Ordering
147.	Look at the sentences that your partners make for the present perfect tense.	Directive	Ordering
148.	Interview with an inventor	Directive	Ordering
149.	Work in pairs. One of you will be the interviewer. Another will be the interviewee.	Directive	Ordering
150.	Discuss a popular person (it can be an inventor, popular people in the past like actresses, actors, athletes, etc.) who is going to be interviewed. The interviewee will pretend to be this person.	Directive	Ordering
151.	As an interviewer, you are going to prepare some questions that cover	Directive	Ordering

	questions about his/her past activities (for example past experiments, albums, films, etc) and the recent and continuing activities.		
152.	As an interviewee, prepare to answer the questions with some accurate details. While the interviewer is preparing the questions, you can find information about the person you are pretending to be. Of course you can add any fun details to the answers.	Directive	Ordering
153.	Write the interview report in the form of a paragraph in the form below. Look at the example below:	Directive	Ordering
154.	How did you get the inspiration?	Directive	Requesting
155.	Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.	Directive	Telling
156.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering
157.	Can you identify the forms and uses of the simple past tense and the present perfect tense?	Directive	Asking
158.	Can you make statements or questions using the simple past tense and the present perfect tense?	Directive	Asking

159.	Can you write/do a interview?	Directive	Ordering
160.	Independently, read newspaper or Internet articles about a biography and pay attention to the uses of the simple past tense and the present perfect tense. Also, you can ask your classmates about their past activities and activities that started in the past but continues until now.	Directive	Ordering
161.	Look at the pictures below. Do you know these people? What are they famous for? Discuss with your classmates!	Directive	Ordering
162.	Match the words in the left column with the synonyms on the right column. Then, compare your work to your classmates.	Directive	Ordering
163.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
164.	Read the following text, and then answer the comprehension questions.	Directive	Ordering
165.	Use the appropriate words in the box to complete the dialog. The first letters of the words are provided to help you. Then, practice reading the dialog with a partner.	Directive	Ordering
166.	Use the words in the box again to complete the sentences reflecting other contexts.	Directive	Ordering

167.	Answer the questions below about the text on page 96.	Directive	Ordering
168.	Individually, complete the following chart to find out the structure of the recount text on page 96	Directive	Ordering
169.	Individually, complete the following chart to find out the structure of the recount text on page 96	Directive	Ordering
170.	Read the excerpt from the reading text and study the uses of past verbs.	Directive	Ordering
171.	Read the text “meeting idol” again. Underline all the past verbs. Check with your classmates.	Directives	Ordering
172.	Retell the experience of meeting Afgan using your own words. Use the following questions to help you retell.	Directive	Ordering
173.	If I met Afgan/If I were Afgan	Directive	Telling
174.	Now, find a classmate to be your speaking partner. Take turns using the questions above to talk about and listen to things you would do if you met Afgan, or if you yourself were Afgan.	Directive	Ordering
175.	Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences.	Directive	Ordering

176.	At the end of this chapter, ask yourself the following questions to know how well you have learned.	Directive	Ordering
177.	Think about an interesting activity that you did last week. Can you retell that activity to your friends?	Directive	Ordering
178.	Observe the crossword puzzle below. In the puzzle, there are 10 regular and 10 irregular verbs in past tense. Work in pairs to find them as fast as possible. Write your answer on a piece of paper. Post your answer on the white/black board or on a wall of your classroom as soon as you finish doing it. Those who can finish the earliest are the winners. As the winners, you can tell the class to sing an English song that you like and tell them to dance, too.	Directive	Ordering
179.	Check whether these words have been matched to the correct meaning in Bahasa Indonesia. Compare your work to your classmates'.	Directive	Ordering
180.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
181.	Riza, look! That heroic monument stands high and strong	Directive	Ordering
182.	Answer the following questions briefly based on the text above.	Directive	Ordering



183.	Now, together with your partner, complete the following sentences that show how The Battle of Surabaya happened.	Directive	Ordering
184.	Fill in the blanks with the right word. Don't forget to change the verbs into past tense when necessary.	Directives Ordering	Directives Ordering
185.	Read the following incomplete sentences. Complete them with am/is/are (present) or was/were (past).	Directives Ordering	Directives Ordering
186.	Complete the sentences. Choose the right words and change them into the simple past or present tense according to the context of the sentences.	Directive	Ordering
187.	Read the following dialog. Take turns reading it.	Directive	Ordering
188.	Hmm.... It is a remembrance for us to our heroes' struggle on this country.	Directive	Telling
189.	Yeah, many of them became casualties of the war.	Directive	Telling
190.	I had an unforgettable experience there.	Directive	Telling
191.	When I was in Junior High School, my school held a program called "Keep our city clean and green!"	Directive	Telling
192.	What did you do?	Directive	Asking

193.	My schoolmates, my teachers, and I rallied in the monument area at 6 A.M and began to clean the area around the monument until it's clean and tidy.	Directives Telling	Directives Telling
194.	That's a very good program.	Directive	Telling
195.	Yes, it was. We also planted some trees around it.	Directive	Telling
196.	Read the following dialog. Take turns reading it.	Directive	Ordering
197.	Do you still remember the boy's experience you just listened to? You can make a new recount text based on the boy's experience, treating it as if it were your own experience.	Directive	Ordering
198.	Remember the story you just listened to.	Directive	Ordering
199.	Retell the story. Each member of the group takes turns saying one sentence.	Directive	Ordering
200.	The first student says one sentence to begin retelling the story.	Directive	Ordering
201.	The first sentence should serve as the orientation.	Directive	Ordering
202.	The second student continues saying the next sentence containing the next event.	Directive	Ordering
203.	The third student goes on saying the following event and so does the fourth student.	Directive	Ordering

204.	Continue doing that until the story is finished.	Directive	Ordering
205.	After that, based on the last part of the story, the group begins to make up the group's own story.	Directive	Ordering
206.	Do that by taking turns saying one sentence.	Directive	Ordering
207.	When the teacher says that the time is up the group stop doing the activity.	Directive	Ordering
208.	Present 'your experience' during the battle of Surabaya in front of the class.	Directive	Ordering
209.	Imagine that you were the boy who had to continue the trip after staying overnight in the village. Tell your imaginary experience based on the last part of the story. Do that in groups of four students. Follow the instructions below:	Directive	Ordering
210.	Play this game in groups of four students. Divide each group into halves. Each half opposes the other half. Now do the following things:	Directive	Ordering
211.	Read the Battle of Surabaya again carefully.	Directive	Ordering
212.	Choose the words that you like. You must know the meaning of the chosen words.	Directive	Ordering
213.	Then, take turns telling your opposing partners to make sentences	Directive	Ordering

	based on the words that you chose. Those who can make communicative sentences get score. Each communicative sentence will get 100. Don't forget to count the minutes used to make it. You can decide the length of time for making one sentence.		
214.	Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and the task on text structure on page 124, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words.	Directive	Ordering
215.	You can also rewrite the experience of the boy you listened to (LISTENING on page 129), or the one your group created (SPEAKING task 3 on page 130), or write your own experience. The experience can be a real or an imaginary one.	Directive	Ordering
216.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering
217.	Your teacher will tell you how to play Hangman. You have to guess what words that your teacher has in mind.	Directive	Ordering
218.	Match the words with their Indonesian equivalents. Compare your work to your classmate's.	Directive	Ordering
219.	Listen to your teacher reading the following words. Repeat after	Directive	Ordering

	him/her.		
220.	Fill in the blanks with information about B.J. Habibie mentioned in the reading text.	Directive	Ordering
221.	Answer the following questions by referring to the reading text about B.J. Habibie.	Directive	Ordering
222.	Complete the following sentences using the words in the box.	Directive	Ordering
223.	Recounts are used to tell about past events. Remember that a recount consist of orientation (opening), a series of events, and reorientation (closing).	Directive	Ordering
224.	Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.	Directive	Ordering
225.	Make a sentence from each of the following irregular verbs.	Directive	Ordering
226.	Read the following dialog. Take turns reading it.	Directive	Ordering
227.	Who is your idol, Rima?	Directive	Asking
228.	My parents. What about you?	Directive	Asking
229.	BJ Habibie. I like him very much.	Directive	Telling
230.	He is one of geniuses from Indonesia. He studied in Germany.	Directive	Telling
231.	You're right.	Directive	Telling

232.	He worked and stayed in Germany, right?	Directive	Asking
233.	He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.	Directive	Telling
234.	He relinquished his good job in Germany to develop his own country.	Directive	Telling
235.	He promised that he would share his knowledge to everyone needing it.	Directive	Telling
236.	Now, he seems to enjoy his retirement with family.	Directive	Telling
237.	That's why I love him.	Directive	Telling
238.	Talking about Someone Who has Made a Difference	Directive	Telling
239.	With a partner, find from the Internet someone who has made a difference (e.g., MotherTheresa, Thomas Alva Edison,Albert Einstein, Habibie, etc.). When you have chosen thefigure, use the plan to developyour notes.	Directive	Ordering
240.	Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.	Directive	Ordering
241.	Using Habibie's biography as a reference, write a biographicalrecount about your idol. Use your notes on the speaking activities to help you write.	Directive	Ordering

242.	Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from yourclassmate and the one you give to your classmate.	Directive	Ordering
243.	Use the following guide to give feedback for your classmate.	Directive	Ordering
244.	After getting feedback from classmates, rewrite your biographicalrecount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.	Directive	Ordering
245.	At the end of this chapter, ask yourself the following questions to know how much you have learned.	Directive	Ordering
246.	Read more biographies of famous people. Reading this kind of texts may inspire you to be a better person.	Directive	Ordering
247.	Your teacher will tell you how to play this game. You have to guess what words that your teacher has described. For example: ‘A person who is forced to leave his/her place.’ He/she is an ‘exile’.After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.	Directive	Ordering

248.	Match the words with their Indonesian equivalents. Compare your work to your classmates’.	Directive	Ordering
249.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
250.	Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text.	Directive	Ordering
251.	Answer the following questions by referring to the reading text about Cut Nyak Dhien!	Directive	Ordering
252.	Complete the following sentences using the words in the box. If needed, you may change the parts of speech.	Directive	Ordering
253.	Observe the following sentences. Compare the sentences in column A to those in column B.	Directive	Ordering
254.	Discuss the answer to the following questions with your classmate.	Directive	Ordering
255.	Change the following adverbial clauses to adverbial phrases.	Directive	Ordering
256.	Work with a partner to discuss the important events in Cut Nyak Dhien’s life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.	Directive	Ordering



257.	Work in groups of 4: 1) Choose a fragment from Cut Nyak Dhien's life, 2) Write a scenario and decide who plays what, 3) Role play your scenario for a maximum of 10 minutes.	Directive	Ordering
258.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering
259.	Read more biographies of female famous people. Then identify what plan you will do to imitate their success.	Directive	Ordering
260.	Your teacher will read you a familiar story.	Directive	Ordering
261.	Use the following headings to discuss the story.	Directive	Ordering
262.	Match the words with their Indonesian equivalents. Compare your work to your classmates'.	Directive	Ordering
263.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
264.	Read the text carefully.	Directive	Ordering
265.	Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then, exchange your questions with a classmate sitting next to you. Discuss them together.	Directive	Ordering
266.	In the story 'Issumboshi' there are words that describe the characters	Directive	Ordering

	and the setting. Find them in the story and list them below.		
267.	In the story there are also words that tell us what happen. These words are doing words (verbs). They tell us what the characters do. Thinking verbs are verbs that describe how the characters feel or what the characters think. Find the doing and thinking verbs in the story. List them in the following table.	Directive	Ordering
268.	Complete the following sentences using the words in the box.	Directive	Ordering
269.	The text about Issumboshi is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.	Directive	Telling
270.	Individually, complete the following chart to find out the structure of the story about Issumboshi.	Directive	Ordering
271.	Work in pairs to discuss the result of your work in Task 1, and then share it with the class.	Directive	Ordering
272.	Study the following pairs of sentences carefully.	Directive	Ordering
273.	Put the following direct sentences into reported speech.	Directive	Ordering
274.	Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so?	Directive	Ordering

275.	Fill in the blanks with appropriate words.	Directive	Ordering
276.	Imagine that you were Issumboshi. Write two diary entries, one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.	Directive	Ordering
277.	This is the beginning part of a story about Kanchil. The text is not written properly. Edit the 15 words in the text so that the story makes sense.	Directive	Ordering
278.	Discuss with your classmates the many possible problems (complication) following the beginning part above.	Directive	Ordering
279.	Discuss with your classmates the many possible ways of ending the story.	Directive	Ordering
280.	Write down the results of your discussion below to make a story about Kanchil of your own.	Directive	Ordering
281.	At the end of this unit, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering

282.	Match the words with the Indonesian equivalents. Compare your work to your classmate's.	Directive	Ordering
283.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
284.	Read the following text, and then answer the following questions.	Directive	Ordering
285.	Complete the sentence using the words from the box. You may need to use more than one word for one sentence.	Directive	Ordering
286.	The text about Malin Kundang is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.	Directive	Telling
287.	Discuss with a partner the answer to the following questions!	Directive	Ordering
288.	Write the result of your discussion in the table below. Use the information that you can find in the text "Malin Kundang".	Directive	Ordering
289.	Compare your work with other pairs. Share the result with the class.	Directive	Ordering
290.	Look at the excerpt from the text below. Pay attention to the words in the bold type and italic.	Directive	Ordering
291.	Now, try to find other adverbs of time for the simple past tense that you know.	Directive	Ordering

292.	Write sentences with the adverbs of time you have from the previous section.	Directive	Ordering
293.	Make groups of 8 members.	Directive	Ordering
294.	Read the text again. Prepare a simple performance.	Directive	Ordering
295.	Each student in the group is cast to be one character in the story.	Directive	Ordering
296.	Discuss together the sentences that you will say when performing the Malin Kundang Story.	Directive	Ordering
297.	The winners are those who can make more sentences in less time.	Directive	Ordering
298.	Write the outline into a paragraph in the space below.	Directives Ordering	Directives Ordering
299.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directives Ordering	Directives Ordering
300.	Match the words with their Indonesian equivalents. Compare your work to your classmate's.	Directive	Ordering
301.	Compare your work to your classmate's.	Directive	Ordering
302.	After you know how to play the game, your teacher will divide you into two groups to play the game. The group who can guess more	Directive	Ordering

	words will be the winner.		
303.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
304.	Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.	Directive	Ordering
305.	Answer the following questions:	Directive	Ordering
306.	Complete the following sentences using the words in the box. If needed, you may change the parts of speech.	Directive	Ordering
307.	Individually, complete the following chart to find out the structure of the story 'Strong Wind'.	Directive	Ordering
308.	Look at these sentences taken from the reading text. Focus your attention on the verbs in italics.	Directive	Ordering
309.	Completed Action Before Something in the Past	Directive	Ordering
310.	Duration before something in the Past (non-continuous verb)	Directive	Ordering
311.	Read the following sentences and change the bracketed verbs into correct forms.	Directive	Ordering
312.	Discuss with your classmates: 1) important stages in Strong Wind story. 2) discuss whether they have similar story to Strong Wind	Directive	Ordering

	folktale.		
313.	Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.	Directive	Ordering
314.	In your groups, do the following: 1) rehearse for your performance, 2) perform in the class for maximum of 10 minutes.	Directive	Ordering
315.	Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:	Directive	Ordering
316.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering
317.	Read other stories available in your school library. You can also read them from the internet.	Directive	Ordering
318.	Look at the pictures below. List any words that are related to the picture. Then, make a short description of the picture.	Directive	Ordering
319.	Complete the gaps with the appropriate letters to make up good English words.	Directive	Ordering
320.	You can use the description on the right column as a hint.	Directive	Ordering

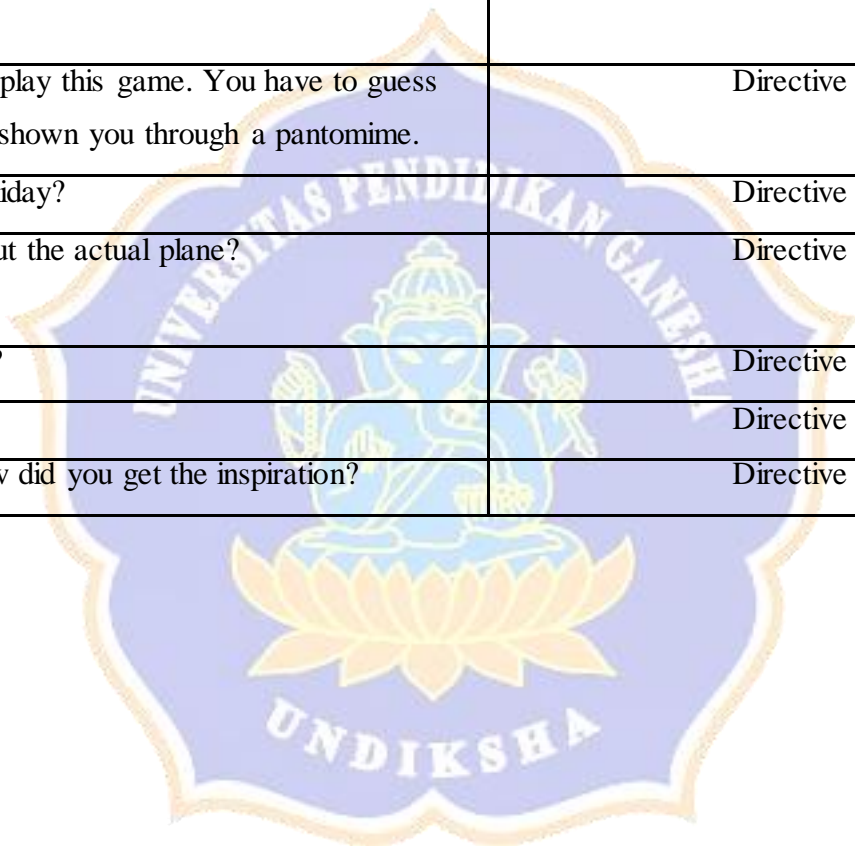
321.	Look at the words again. Do you know the meaning? You can check your dictionary to look up the Indonesian meaning for the words.	Directive	Ordering
322.	Listen to your teacher reading the following words. Repeat after him/her.	Directive	Ordering
323.	Listen to the following song. You can connect to the following link in the internet: <a href="http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html">http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html</a>	Directive	Ordering
324.	While listening, fill in the gaps with the words that you hear in the song.	Directive	Ordering
325.	Now, check the complete lyrics by connecting to the following link: <a href="http://www.youtube.com/watch?v=trEwDejTKRY">http://www.youtube.com/watch?v=trEwDejTKRY</a> .	Directive	Ordering
326.	After that, you can sing the song together with your classmates.	Directive	Ordering
327.	Complete the sentence using the words from the box. You may need to use more than one word for one sentence.	Directive	Ordering
328.	Paraphrasing is telling or writing the meaning of an expression in different words but still keeping the same meaning. Look at the verses from the song again. Do you know their meanings? Write them in the	Directive	Ordering



	form of sentences!		
329.	Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.	Directive	Ordering
330.	Read one of your poems in front of the class.	Directive	Ordering
331.	Look at the lyric of “You’ve got a friend” at the beginning section of this unit. Write the meanings of the song based on the lyric in the form of a paragraph.	Directive	Ordering
332.	Now, think about your favorite song! What is the song about? Write a short description of your favorite song below!	Directive	Ordering
333.	At the end of this chapter, ask yourself the following questions to know how effective your learning process is.	Directive	Ordering
334.	Listen to any songs in English that you like. Try to catch the words in the song while you are listening to them. You can take a note on the words that you hear. Also, try to understand the meaning of the songs.	Directive	Ordering
335.	We will call this child “Issumboshi” the old couple said.	Directive	Telling

336.	I'm going now, Issumboshi said	Directive	Telling
337.	There is a fine palace over there, Issumboshi said.	Directive	Telling
338.	Issumboshi said, "I want to meet the feudal lord"	Directive	Telling
339.	Study again the following arrangement of ideas in a recounttext to help you write the recount text:	Directive	Ordering
340.	The text about Cut Nyak Dhien is a recount. Recounts are used to tell or write about past events. Remember that a recount consists of an orientation, a series of events, and a reorientation. Individually, complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien. Then, please discuss with your classmates which part of the text is orientation, a series of events, and a reorientation.	Directive	Ordering
341.	Your teacher will assign you to sit in a big circle and ask you to write a biographical recount collaboratively with your classmates. Follow her/ his instructions:	Directive	Ordering
342.	Have you ever written a story?	Directive	Asking
343.	Independently, you can try to find stories of legends from many sources. For example, you can read from the books in the library	Directive	Ordering

	<p>orread legends from other countries from the Internet. Also, you can find some stories that are told in Youtube. Try to read and listen andenjoy them.</p>		
344.	<p>Your teacher will tell you how to play this game. You have to guess what words that your teacher has shown you through a pantomime.</p>	Directive	Ordering
345.	<p>What happened? How was the holiday?</p>	Directive	Asking
346.	<p>But that was only a toy, what about the actual plane?</p>	Directive	Asking
347.	<p>Why did you choose Kitty Hawk?</p>	Directive	Asking
348.	<p>Airplane? What is the tool for?</p>	Directive	Asking
349.	<p>Oohhh, is it like a flying car? How did you get the inspiration?</p>	Directive	Asking



## RIWAYAT HIDUP



I Gede Yuda Purwanta lahir di Abiansemal pada tanggal 23 Mei 1996. Penulis lahir dari pasangan suami istri bapak I Made Sudiarta dan Ibu Ni Wayan Sukerni. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Banjar Selat, Desa Selat Kecamatan Abiansemal, Kabupaten Badung, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD No1 Selat dan lulus pada tahun 2009. Kemudian, penulis melanjutkan ke sekolah menengah pertama di SMP Negeri 1 Abiansemal dan lulus pada tanggal 2012. Pada tahun 2015 penulis lulus dari SMA Negeri 1 Abiansemal Jurusan IPA dan melanjutkan ke program S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada tahun 2015, penulis lulus dari SMA N 1 Abiansemal Jurusan IPA dan melanjutkan ke program S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada semester akhir tahun 2020, penulis telah menyelesaikan Skripsi yang berjudul “Speech act in The English Student’s Textbook For Senior High School”