



INTEGRATED SKILLS-II

HENDRIKUS MALE & JUELLA RUMIRIS

Preface

There has been a long debate for Foreign Learners (FL) like Indonesian students to master English skills all at once. This happens due to the language is not used in everyday life but only in the context of academic. There are many reasons why the foreign learners may fail in their study. One of them is because of the lack of a text book on integrated skills in the sense that the book which discusses the certain topics or themes based on the level of the students' needs.

Another reason is that, based on the authors' experience and observation in teaching and learning process, FL students tend to be more passive than the teachers. This happened since the 'old teaching and learning style' was focused much on the teacher – teacher-centered. Therefore, as the new paradigm on teaching and learning models has shifted to the student-centered learning, the plan of the book is fully focused more on the students' participation. Additionally, this module was made to the elementary level but rather to the intermediate level students' language proficiency.

This module is also designed to fulfill one of the Foreign Learners' needs especially to the students of English Teaching Study Program, Faculty of Education and Teacher Training, Christian University of Indonesia.

The thanks of the authors are due to the wise counselors and able teachers who have given valuable suggestions in the preparation of this module.

Jakarta, February 2016

Integrated English Skills II

Hendrikus Male and Juella Rumiris

Universitas Kristen Indonesia

Jakarta, 2016

Illustrator: C. Juonata K

Course Syllabus

Week	Lesson Objectivities	Material	Score Percentage
1	<p>(Kognitif):</p> <p>Mampu mengingat dan menggunakan kata-kata umum yang digunakan di dalam <i>fables</i> dan <i>tales</i>.</p> <p>(Psikomotor):</p> <p>Mampu mengadaptasi respon dan jawaban dari pertanyaan di dalam Bahasa Inggris.</p> <p>(Afektif):</p> <p>Memperhatikan dan mengikuti model maupun contoh yang ditemukan selama pembelajaran.</p>	<p>Kata-kata umum di dalam <i>fables</i> dan <i>tales</i>.</p> <p>Bahan cerita literature dari <i>fables</i> dan <i>tales</i>.</p> <p>Grammar:</p> <p>Past Tense</p> <p>The use of 'to be'</p> <p>Present Tense</p> <p>Direct and Indirect Speech</p>	5%
2-3	<p>(Kognitif):</p> <p>Mampu menginterpretasikan, menjelaskan, membandingkan dan menarik kesimpulan dari bukti yang ada.</p> <p>(Psikomotor):</p> <p>Mampu membangun kebiasaan di dalam pola Bahasa Inggris secara lisan dan tulisan.</p> <p>(Afektif):</p> <p>Mampu menyadari penggunaan Bahasa Inggris secara lisan dan tulisan.</p>		5%
4-6	<p>(Kognitif):</p> <p>Mampu mengimplementasikan dan mendemonstrasikan sebuah drama</p>		15%

	<p>(Psikomotor):</p> <p>Mampu mengkonstruksi kemampuan Bahasa Inggris di dalam literatur.</p> <p>(Afektif):</p> <p>Mampu berinisiasi dan menghormati pendapat orang lain.</p>		
7	<p>(Kognitif):</p> <p>Mampu mengingat, menjelaskan menarik kesimpulan dan menterjemahkan istilah-istilah yang ditemukan di dalam topik perjalanan.</p> <p>(Psikomotor):</p> <p>Mampu membangun kebiasaan di dalam pola Bahasa Inggris secara lisan dan tulisan.</p> <p>(Afektif):</p> <p>Mampu menyadari penggunaan Bahasa Inggris secara lisan dan tulisan.</p>	<p>Istilah-istilah yang digunakan di dalam turisme yang berhubungan dengan perjalanan.</p> <p>Peta</p> <p>Bacaan mengenai perjalanan dan tempat-tempat turisme.</p> <p>Video dan rekaman audio yang berhubungan dengan perjalanan dan turisme.</p>	5%
8-9	<p>(Kognitif):</p> <p>Mampu mengimplementasi dan mengorganisasi yang diperlukan untuk mengatur perjalanan.</p> <p>(Psikomotor):</p> <p>Mampu membangun kebiasaan di dalam pola Bahasa Inggris secara lisan dan tulisan.</p> <p>(Afektif):</p> <p>Mampu menyadari penggunaan Bahasa Inggris secara lisan dan</p>	<p>Gambar rambu-rambu lalu lintas</p> <p>Brosur perjalanan</p> <p>Perlengkapan perjalanan</p> <p>Daftar kegiatan perjalanan</p> <p>Grammar:</p>	10%

	tulisan.	Present simple Imperatives	
10-11	<p>(Kognitif): Mampu mengkritik hasil dari project.</p> <p>(Psikomotor): Mampu mengubah dan mengatur ulang berdasarkan hasil refleksi.</p> <p>(Afektif): Mampu menghargai dan menghormati pendapat orang lain.</p>	Preposition: in, on, at, next to, in front of, across from, behind, nearby, over and under. Adjectives Noun Phrase	10%
12	<p>(Kognitif): Mampu membedakan dan mengatributkan dua <i>project</i> sebelumnya.</p> <p>(Psikomotor): Mengkonstruksi dan membangun sebuah produk yang orisinal.</p> <p>(Afektif): Melakukan tindakan, mempengaruhi teman sekelompok dengan positif dan memecahkan permasalahan bersama.</p>	Bacaan, video, rekaman audio tentang sebuah negara dan kebudayaannya. Bacaan, video, dan rekaman audio tentang dongeng di sebuah negara. Bacaan, video, dan rekaman audio tentang tempat- tempat menarik di sebuah negara.	5%
13-15	<p>(Kognitif): Mampu merencanakan dan memproduksi sebuah <i>summary project</i>.</p> <p>(Psikomotor): Mengkonstruksi dan membangun sebuah produk yang orisinal.</p> <p>(Afektif):</p>	Grammar: Review Past Tense Review Present Perfect Review Present tense.	20%

	Melakukan tindakan, mempengaruhi teman sekelompok dengan positif dan memecahkan permasalahan bersama.	Passive Voice	
16	<p>(Kognitif): Mampu mengkritik hasil dari project.</p> <p>(Psikomotor): Mampu mengubah dan mengatur ulang berdasarkan hasil refleksi.</p> <p>(Afektif): Mampu menghargai dan menghormati pendapat orang lain.</p>	<p>Modals: must, must not, should, should not, , have to, don't have to, can, cannot, might, might not, may, may not.</p> <p>Adverbs</p>	20%

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UNIT 1

LITERATURE: EXPLORATION 1

LISTENING AND SPEAKING

Did you know?

A fable is a short story that teaches a lesson or conveys a moral. Sometimes, the characters are animals that act and talk like animals.

A tale is a story, especially one that might be invented or difficult to believe.

(Source: Cambridge Dictionary)

The Lion and the Mouse



(Picture Source: ABCmouse.com)

A. BEFORE LISTENING [exploration]

Exercise 1

A pre-listening activity

Pronunciation

Pronounce the following words correctly!

Mighty (adj) UK /'maɪ.ti/ US /-tj/

Gnaw (v): UK /nɔː/ US /nɑː/

Scramble (v): UK US /'skræm.bl/

Accidentally (adv): UK /,æk.sɪ'den.təl.i/ US /-t̩əl-/

Paw (n): UK /pɔː/ US /pɑː/

Crawl (v): UK /krɔːl/ US /kra:l/

Foot (n) UK US /fʊt/

A pre-listening vocabulary activity

Exercise 2

Match the words in the table to their definitions!

a. scramble	b. paw	c. mighty	d. tired	e. pity
e. take a nap	f. crawl	g. spare	h. gnaw	i. lift
j. beg	k. accidentally	l. trap	m. struggle	n. rumble

Definitions:

1. the foot of an animal which has claws or nails, such as a cat, dog or bear
2. very large, powerful or important
3. to not hurt or destroy something or someone
4. by chance or by mistake
5. something that prevents escape
6. to feel sympathy for someone
7. move quickly
8. to make a continuous low sound
9. a short sleep, especially during the day
10. to move slowly or with difficulty, especially (of a person) with the body stretched out along the ground or on hands and knees
11. to experience difficulty and make a very great effort in order to do something
12. to make a very strong and urgent request
13. in need of rest or sleep
14. to move something from a lower to a higher position
15. to bite or chew something repeatedly, usually making a hole in it or gradually destroying it

B. LISTENING

Exercise 1 Answer the following questions correctly!

1. What did the Lion do under a large shady tree?
2. Where did the mice live?
3. What did the little mouse do when he was on the trap?
4. Did the Lion pity on the little mouse?
5. Did the Lion set the mouse free?
6. Could the Lion free himself?
7. Why did the Lion roar?
8. What did the little mouse do when he heard the Lion's cries?
9. Was the Lion set free?
10. Did they become friends at last?

C. AFTER YOU LISTEN

Exercise on grammar! Fill in the blank with the correct verbs!

- a. hurt b. hold c. gnaw d. control e. scramble

1. The dog ----- its paw
2. He -----the baby in his mighty hands.
3. Babies like ----- hard objects when they're teething.
4. We set traps to try ----- the mice.
5. He ----- **into** his clothes (= put them on quickly) and raced to fetch a doctor

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking)

- a) Mention the animals in the fable
- b) Mention the setting
- c) Mention the characters of each animals
- d) events
- e) Resolution
- f) The moral of the story
- g) The generic structure

Exercise 2 Discussing (Cultural Awareness)

Individual point of view on moral values

Exercise 3

Guessing Game (based on the story)

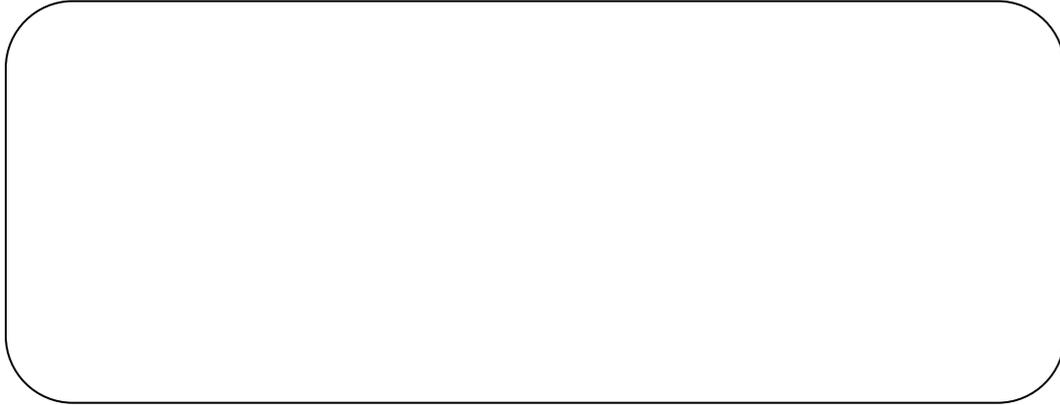
Instruction:

Students are grouped (see the number of the students)

E. REFLECTION



F. SELF-ENRICHMENT



READING AND WRITING

A. BEFORE YOU READ

Read aloud the words/phrases below and discuss the meaning of the words in your group.

shepherd

forest

boring

amuse

towards

hyena

fool

cry out

village

villager

attention

flock

B. READING

The Shepherd Boy and the Wolf

There was once a shepherd boy who tended his sheep at the foot of a mountain near a forest. His life was pretty boring, so he thought of a plan to amuse himself and have a little fun. He ran towards the village calling out "Wolf! Wolf!" and the villagers came out to help him, only to find him laughing like a hyena. The boy enjoyed his trick very much,



so the next day he tried it again, and fooled the villagers for the second time. But shortly after this, a wolf actually did come out from the forest and began to chase the sheep, and the boy of course cried out again, "Wolf! Wolf!." But this time the villagers didn't pay attention to him, thinking the boy was playing again with them. So the Wolf made a good meal of the boy's flock and then went back into the forest.

C. AFTER YOU READ

Parts of Speech

Adjective:

**a word that describes a
noun or pronoun**

(source: Cambridge Dictionary)

Noun:

**a word that refers to a
person, place, thing,
event, substance, or
quality.** (source: Cambridge
Dictionary)

Let's explore the words:

Circle the Adjectives and underline the Nouns in the story

Discuss in your group whether the sentence structures of Adjective and Noun reflect the definition above.

D. GRAMMAR

PAST TENSE

The past tense in English is used:

- to talk about the **past**
- to talk about **hypotheses** – things that are imagined rather than true.
- for **politeness**.

There are four past tense forms in English:

Past Simple	I studied
Past Continuous	I was studying
Past Perfect	I had studied
Past Perfect Continuous	I had been studying

How are the tense forms used in this context?

- to talk about the **past**:
He **taught** at a high school. He **had taught** there since March.
He **was teaching** at a high school He **had been teaching** since March.
- to refer to the **present** or **future** in **conditions**:

He could get a great score if he **studied** hard.
If Mark **was listening** to his parents' advice he would probably get the scholarship.

And **wishes**:

I wish it **wasn't** so bold.

Adapted from: British Council Learning English
(<https://learnenglish.britishcouncil.org>)



GAMES

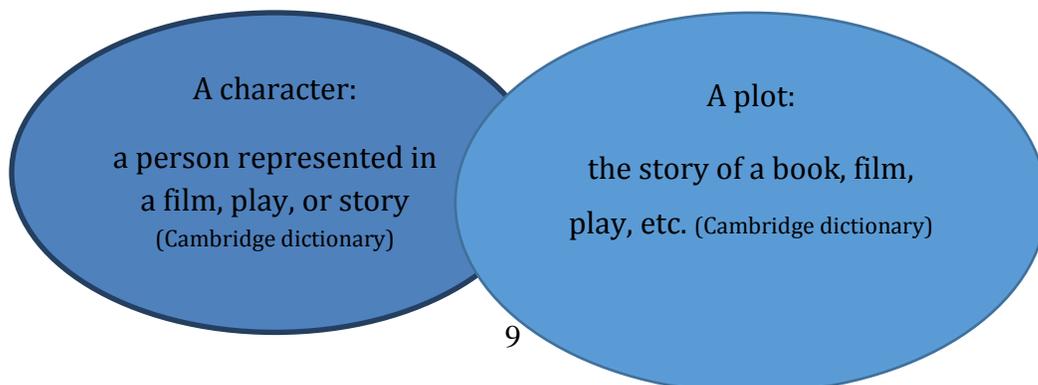
Preparation:

- A pile of Verb cards (25 cards)
- A pile of Tense Forms (25 cards)
- A game board with 15 boxes on it.
- A coin

Students are divided into groups. Each group receives a pile of Verb cards, a pile of Tense forms, a game board and a coin. On the game board there are boxes that students will be covered with their Verb cards. Students also have to decide which side of the coin is the Verb pile Tense Forms pile. The first person throws the coin and check which pile he gets. If he gets the Verb pile, he makes a sentence using that verb in any past tense form. If he gets the Tense Forms pile, he makes a sentence using that particular tense form. When he can do it correctly, he can put the card on any boxes. The goal is each student should be able to make a line diagonally, from left to right or up to down.

E. EXTENDED ACTIVITIES

WHAT YOU KNOW ABOUT A STORY:



A setting:
the time and the place in which the
action of a book, film, play, etc.
happens (Cambridge dictionary)

From the story above, can you identify the characters and the setting(s)?

F. REFLECTION

My next step after this unit:

- I will browse another fable or tale and memorize the unfamiliar words.
- I will browse another fable or tale and practice identifying the characters and the setting.
-
-
-

The Result:

- I can memorize some new words, They are
- I am able to identify the characters and the settings. The characters are

..... and the setting is

-
-
-

UNIT 2

LITERATURE: EXPLORATION 2

LISTENING AND SPEAKING

Did you know?

Spring is the season of the year between winter and summer, lasting from March to June north of the equator, and from September to December south of the equator, when the weather becomes warmer, leaves and plants start to grow again and flowers appear

(Source: Cambridge Dictionary)

The Grasshopper and the Ants



(Picture source: https://upload.wikimedia.org/wikipedia/en/4/4f/The_Grasshopper_and_the_Ants.png)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

Warm (n) UK /wɔ:m/ US /wɔ:rm/

Spring (n) UK US /sprɪŋ/

Notice (v) UK /'nəʊ.tɪs/ US /'noʊ.tɪs/

March (v) /mɑ:tʃ/ /mɑ:rtʃ/

Chew (n) UK US /tʃu:/

Seed (n) UK US /si:d/

Squeak (v) UK US /skwi:k/

Snug (adj) UK US /snʌg/

Miserable (adj) UK /'mɪz. ə r.ə.bl/ US /-ə-/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

- a. chew b. snug c. march d. warm e. squeak
e. spring f. crawl g. notice h. miserable i. predict

Definitions:

1. very unhappy ; unpleasant and causing unhappiness
2. to crush food into smaller, softer pieces with the teeth so that it can be swallowed
3. (of a person) feeling warm, comfortable and protected, or (of a place, especially a small place) giving feelings of warmth, comfort and protection

4. the season of the year between winter and summer, lasting from March to June north of the equator, and from September to December south of the equator, when the weather becomes warmer, leaves and plants start to grow again and flowers appear
5. to see or become conscious of something or someone
6. to walk somewhere quickly and in a determined way, often because you are angry
7. a small round or oval object produced by a plant and from which, when it is planted, a new plant can grow
8. to make a short very high cry or sound
9. having or producing a comfortably high temperature, although not hot
10. to say that an event or action will happen in the future, especially as a result of knowledge or experience

B. LISTENING

Exercise 1

1. When did it happen?
2. What did the grasshopper do when he noticed a line of ants marching along carrying some seeds?
3. What were they taking to their nest? Mention them at least 3 things!
4. Did the ants say, 'come and have fun with them?'
5. Was the Grasshopper starving and very miserable all winter?

C. AFTER LISTENING

Exercise on grammar! Fill in the blank with correct *to be*!

1. A grasshopper ----- playing in a grassy green field
2. "We----- taking these seeds to our nest," squeaked the ant.
3. "But it----- such a beautiful day," said the grasshopper.
4. It-----going to be a long winter with lots of snow.

5. "That----- too much work," said the grasshopper.
6. I ----- sure I ----- able to find some food."
7. Just as the ants predicted, the snow ----- very deep.
8. They ----- all snug in their nest with lots of good food to eat.

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking)

- a) Mention the animals in the fable
- b) Mention the setting
- c) Mention the characters of each animals
- d) events
- e) Resolution
- f) The moral of the story
- g) The generic structure

Exercise 2 Discussing (Cultural Awareness)

Individual point of view on moral values

Exercise 3

Hot seat game (based on the story)

Instruction:

Students are grouped (see the number of the students)

Exercise 4 Discussion (speaking)

- Each student is required to tell their favorite fable
- Why do you think the fable is interesting to talk about?

E. REFLECTION

I need to....

F. SELF-ENRICHMENT

I will browse some new words and.....

READING AND WRITING

A. BEFORE YOU READ

Read aloud the words/phrases below and discuss the meaning of the words in your group.

violin

pass by

bear

toil

wheater

store

far away

supper

advice

advise

humbly

go to bed

B. READING

The Ant and the Grasshopper

One summer's day, Grasshopper was dancing, singing happily and playing his violin with all his heart. He saw Ant passing by, bearing along with great toil a wheatear to store for the winter.

“Come and sing with me instead of working so hard”, said Grasshopper
“Let’s have fun together.”

“I must store food for the winter”, said Ant, “and I advise you to do the same.”



“Don’t worry about winter, it’s still very far away”, said Grasshopper, laughing at him. But Ant wouldn’t listen and continued his toil.

When the winter came, the starving Grasshopper went to Ant’s house and humbly begged for something to eat.

“If you had listened to my advice in the summer you would not now be in need,” said Ant. “I’m afraid you will have to go to bed without supper.” Then he closed the door.

C. AFTER YOU READ

Parts of Speech

Verb:

**a word or phrase that
describes an action,
condition, or experience**

(Cambridge Dictionary)

Preposition:

in grammar, a word that is used before a noun, a nounphrase, or a pronoun, connecting it to another word

Let's explore the words:

Circle the Verbs and the Prepositions.

Discuss in your group whether the sentence structures of Adjective and Noun reflect the definition above.

D. GRAMMAR

PAST TENSE

Let's practice more

Once upon a time there _____ (be) a king and a queen. They were very happy and _____ (want) to have a baby. Then they _____ (have) a very beautiful baby. They _____ (call) her Snow White. But when Snow White _____ (be) two the queen _____ (get) ill and _____ (die).

After a few years, the king _____ (get) married again with a beautiful woman. The woman _____ (think) she was the most beautiful woman in the country. She _____ (stand) over her magic mirror and always _____ (ask) "Mirror mirror on the wall. Who is the most beautiful of all?" The mirror always _____ (answer) "You are, Queen!"

But one day the mirror _____ (answer) the most beautiful was Snow White. The queen _____ (get) very angry and _____ (want) to kill Snow White. She called a huntsman to kill Snow White in the forest. But the huntsman couldn't kill her and _____ (let) her go. Snow White _____ (escape) and _____ (find) the dwarfs house. The dwarfs _____ (love) her and they _____ (begin) to live together.

One day the queen _____ (ask) the same question : " Mirror mirror on the wall. Who is the most beautiful of all?" But the mirror _____ (answer) "Snow White!"



She _____ (learn) Snow White _____ (be) still alive.

The queen _____ (get) very angry again and _____ (dress) like an old woman. She _____ (take) a poisoned apple with her. The queen _____ (give) Snow White the half of apple (poisoned half). When Snow White _____ (eat) the apple she _____ (fall) down.

In the evening, the dwarfs _____ (come) and _____ (see) her on the floor. They couldn't wake up her. They _____ (think) she was dead. So they _____ (put) her in a glass box in the forest.

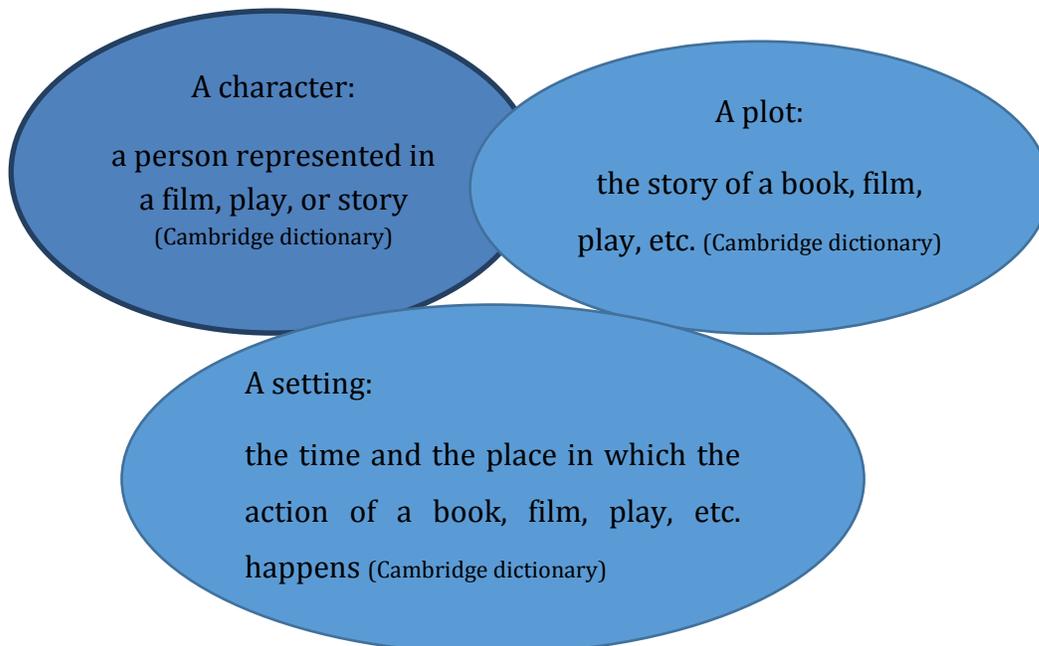


Questions:

1. Who is Snow White?
2. Who is the queen?
3. What does the queen do to the mirror?
4. How many times did the queen try to kill Snow White? Tell the story.
5. Why do the dwarfs put Snow White in a glass box?

E. EXTENDED ACTIVITIES

WHAT YOU KNOW ABOUT A STORY:



From the story above tell the plot of the story in sequence with pictures.

F. REFLECTION

My next step after this unit:

- I will browse another fable or tale and memorize the unfamiliar words.
- I will browse another fable or tale and practice identifying the characters, the setting and the plot.
-
-
-

The Result:

- I can memorize some new words, They are
- I am able to identify the characters and the settings. The characters are and the setting is
-
-
-

Unit 3

LITERATURE: GROUP WORK 1

LISTENING AND SPEAKING

Did you know?

Plot: the story of a book, film, play, etc

Setting: the time and the place in which the action of a book, film, play, etc. happens

(Source: Cambridge Dictionary)

Goldilocks and the Three Bears



(picture source: <https://www.pinterest.com/pin/428404983276267641/>)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

Downstairs UK /ˌdaʊn'steəz/ US /-'sterz/

Porridge UK /'pɒr.ɪdʒ/ US /'pɔ:r-/

Knock UK /nɒk/ US /nɑ:k/

Soft UK /sɒft/ US /sɑ:ft/

Forest UK /'fɒr.ɪst/ US /'fɔ:r-/

Chair UK /tʃeə/ US /tʃer/

Break UK US/breɪk/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

a. porridge

b. chair

c. forest

d. downstairs

e. break

f. bowl

g. soft

h. knock

Definitions:

1. a seat for one person, which has a back, usually four legs, and sometimes two arms
2. to (cause something to) separate suddenly or violently into two or more pieces, or to (cause something to) stop working by being damaged
3. not hard or firm
4. MAINLY UK (US USUALLY oatmeal) a thick soft food made from oats boiled in milk or water, eaten hot for breakfast
5. in or within a short time; before long; quickly
6. a round container that is open at the top and is deep enough to hold fruit, sugar, etc.
7. to repeatedly hit something, producing a noise
8. a large area of land covered with trees and plants, usually larger than a wood, or the trees and plants themselves *the Black Forest*

B. LISTENING

Exercise 1

Question

- 1) Who are the characters in the story?
- 2) How does Goldilocks look like?
- 3) Where did the story happen?
- 4) What happened to Goldilocks?
- 5) What did the bears do?

C. AFTER LISTENING

Exercise on grammar! Listen again!

Group activity (each group is assigned to find out and report the tenses in front of the class)

5 past tense / past continuous sentences

5 present tense/ Present Perfect Continuous sentences

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking)

1. Mention the animals in the fable
2. Mention the setting
3. Mention the characters of each animals
4. events
5. Resolution
6. The moral of the story
7. The generic structure

Exercise 2 Discussing (Cultural Awareness)

Individual point of view on moral values

Exercise 3

Retell the story using your own words!

E. REFLECTION

A large, empty rounded rectangular box with a thin black border, intended for a student's reflection.

F. SELF-ENRICHMENT

A large, empty rounded rectangular box with a thin black border, intended for a student's self-enrichment activities.

READING AND WRITING

A. BEFORE YOU READ

 Browse three to five fables and tales from internet.

 Note down the title and the sources.

 Skim the characters and the setting in the stories.

The stories we browsed:

1. _____
Taken from:
2. _____
Taken from:
3. _____
Taken from:
4. _____
Taken from:
5. _____
Taken from:

No.	Title of the story	Characters	Setting
1.			
2.			
3.			
4.			
5.			

B. READING

 Read the story carefully. Pay attention to the characters, the setting and the plot.

 Note down the unfamiliar words.

 Read once more to complete the plot.

The New Words

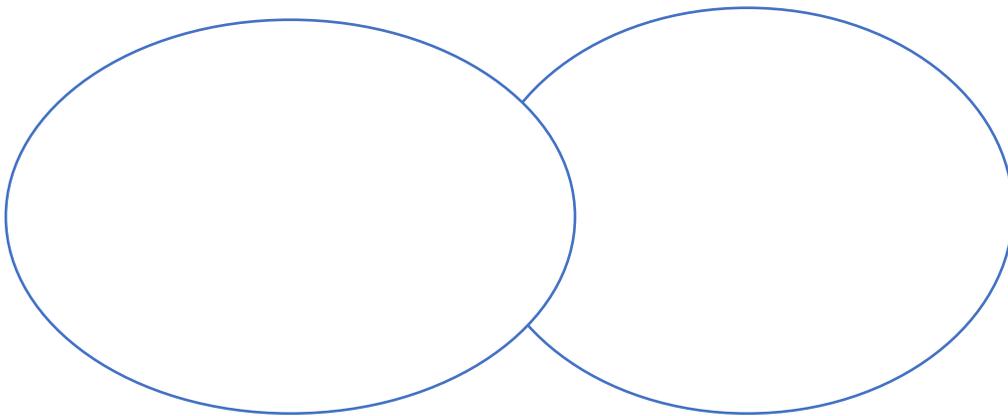
No.	Title of the Story	The Characters & The Settings	Plot
1.			
2.			
3.			
4.			

5.

C. AFTER YOU READ

 Write down the similarities and the differences

Similarities and Differences:



D. GRAMMAR

When one tells the plot, he uses simple tense forms.

The present tenses in English are used:

- to talk about the **present**

- to talk about the **future**
- to talk about the **past** when we are telling a story in **spoken** English or when we are summarising a book, film, play etc.

There are four present tense forms in English:

Present Simple	I study
Present Continuous	I am studying
Present Perfect	I have studied
Present Perfect Continuous	I have been studying

How are these tense forms are used?

We use these forms:

- to talk about the **present**:

She **studies English** at a university. She **has studies** there for one semester.

She **is studying English** at a university. She **has been studying** there for one semester.

Jakarta **is** the capital of Indonesia.

- to talk about the **future**:

The bus **stops** this morning at 6 AM.

I'll see you when I **reach** home.

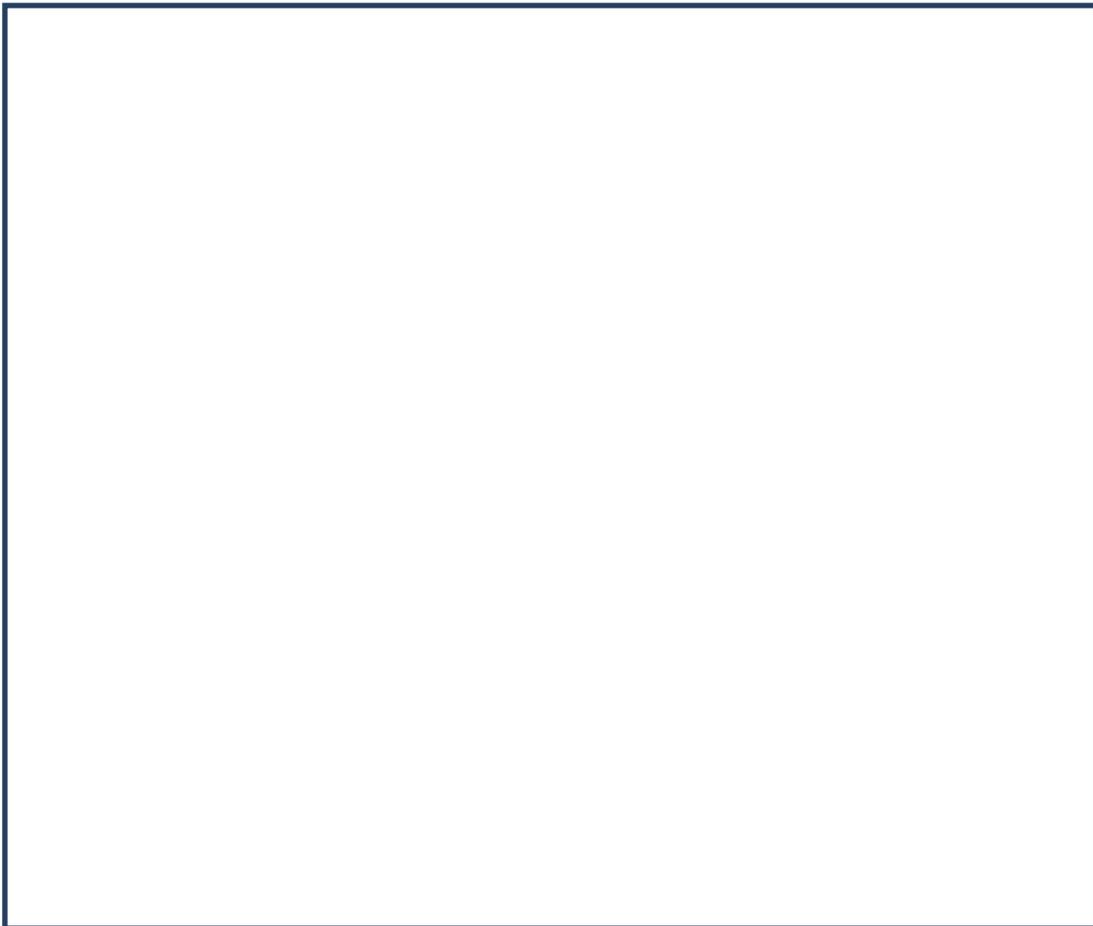
He's **watching** a play in city center this afternoon.

I'll call you as soon as I **have done** my homework.
You will feel better after you **have been sleeping** all night.

Adapted from: British Council Learning English
(<https://learnenglish.britishcouncil.org>)

Make a summary of a story above

Summary of a story:

A large, empty rectangular box with a dark blue border, intended for the student to write a summary of the story above.

E. EXTENDED ACTIVITIES

Discuss the relationship between the characters, the setting and the plot.

F. REFLECTION

My next step after this unit:

- I will browse some information about _____
- I will discuss the characters' traits with friends.
- I will make a sketch for the setting and the plot.
- _____
- _____
- _____
- _____

The result:

-
...
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-
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Unit 4

LITERATURE: GROUP WORK 2

LISTENING AND SPEAKING

Did you know?

Character

- 1) The particular combination of qualities in a person or place that makes them different from others
- 2) **a person represented in a film, play or story**
- 3) a letter, number or other mark or sign used in writing or printing, or the space one of these takes

(Source: Cambridge Dictionary)

Jack and the Beanstalk



(Picture source: www.dreamstime.com)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

harp : UK :/hɑ:p/ US :/hɑ:rp/

crash UK US : /kræʃ/

enormous UK /i'nɔ:..məs/ US : /-'nɔ:r-/

ground: UK US : /graʊnd/

chop UK : /tʃɒp/ US : /tʃɑ:p

beanstalk :UK /'bi:n.stɔ:k/ US : /-stɑ:k/

golden : UK: /'gəʊl.dən/ US: /'gou-/-

shout: UK US: /ʃaʊt/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

a. giant

b. axe

c. beanstalk

d. enormous

e. start f. magic g. chop h. asleep

Definitions:

1. to cut something into pieces with an axe , knife or other sharp instrument
2. extremely large
3. to begin doing something
4. sleeping or not awake
5. an imaginary creature like a man but extremely tall, strong and usually very cruel, appearing especially in children's stories
6. a tool used for cutting wood and which consists of a heavy iron or steel blade at the end of a long wooden handle
7. the main stem of a plant, or the narrow stem that joins leaves, flowers or fruit to the main stem of a plant
8. the use of special powers to make things happen which would usually be impossible, such as in stories for children

B. LISTENING

Exercise 1

Question

- 1) How were the mother and Jack?
- 2) Mention at least five activities what Jack did!
- 3) Mention at least three activities what the mother did!
- 4) Mention at least three activities what the giant did!
- 5) In the end, how is the story/plot end?

Listen again! Exercise on grammar! (group activity)

1. Find out and report 5 verbal sentences
2. Find out and report non verbal

C. AFTER LISTENING

Exercise on speaking

Group activity [every group has to create an activity/ situation where in their situation they have to include the following common expressions]

Use the following expressions in your speaking (small group discussion)

- Once upon a time
- One morning
- Next morning
- On the way
- (They) heard a voice
- Soon after that...
- Suddenly..
- Help!
- Happily ever after

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking)

- a) Mention the animals in the fable
- b) Mention the setting
- c) Mention the characters of each animals
- d) events
- e) Resolution
- f) The moral of the story
- g) The generic structure

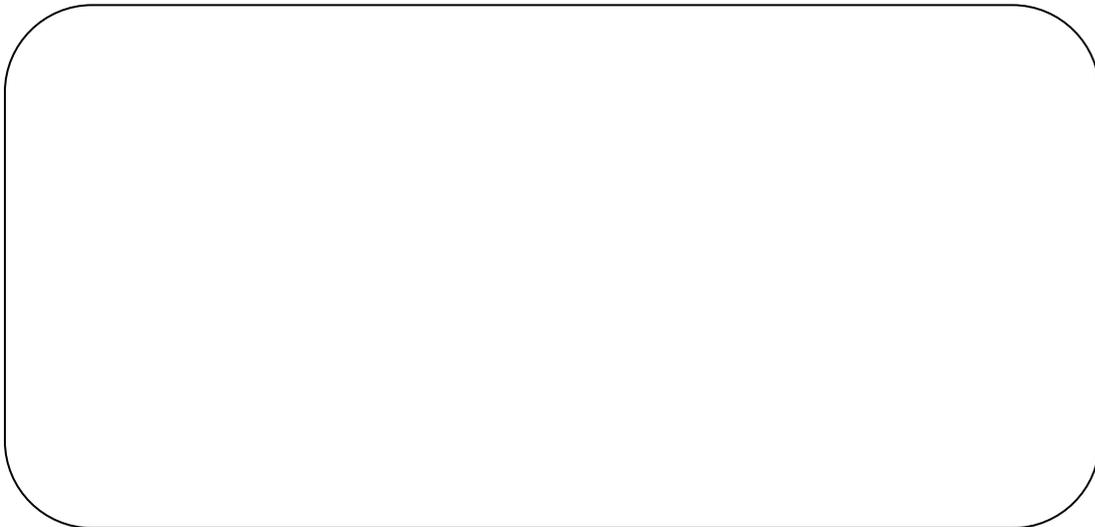
Exercise 2 Discussion (Cultural Awareness)

- Individual point of view on moral values
- Think about your own fable moral value

Exercise 3

Retell the story using your own words!

E. REFLECTION



F. SELF ENRICHMENT -



READING AND WRITING

A. BEFORE YOU WRITE

-  Read again the fables and tales which you read in previous unit.
-  Make the story version of yours. You may create the original story into a funny or tragic story.
-  Design the draft of your story using story board.

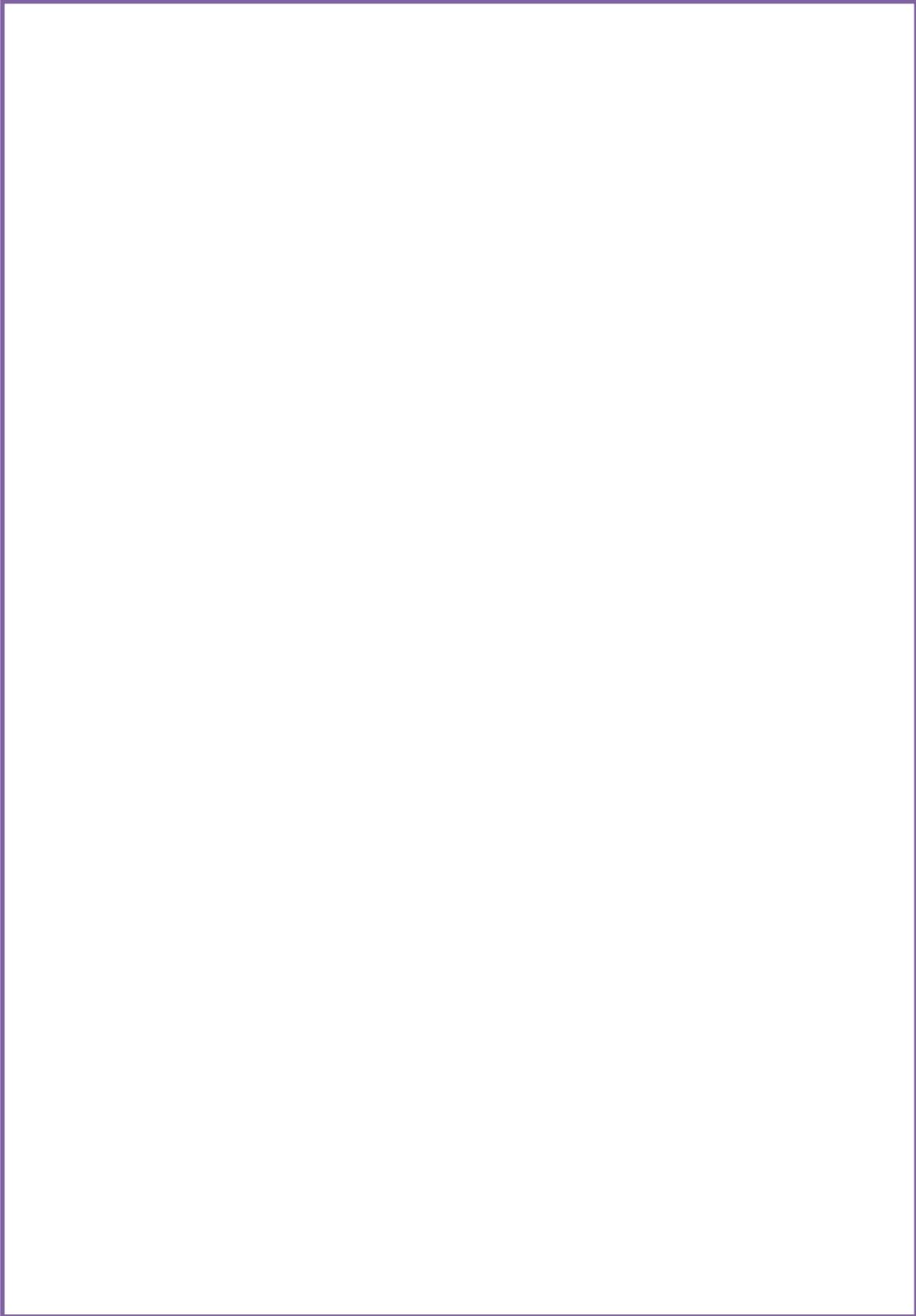
B. WRITING

 Now write the story based on the story board above.

 Use direct and indirect speech in the story to make it interesting.

 Draw one or two pictures to support your story.





C. AFTER YOU WRITE

 Give your work to your friend in other group. Let them read it and give their opinion in box below.



D. GRAMMAR

(1) Debby said, "I am hungry."

(2) Debby said that she was hungry.

Sentence (1) is called Direct speech; sentence (2) is Indirect speech. Both sentences have different form (but the meaning is still the same!)

The other change is the Pronoun. You can see on sentence (1) Debby says about what she feels. When you report what Debby says, like on sentence (2), you change the pronoun from 1st person to 3rd person.

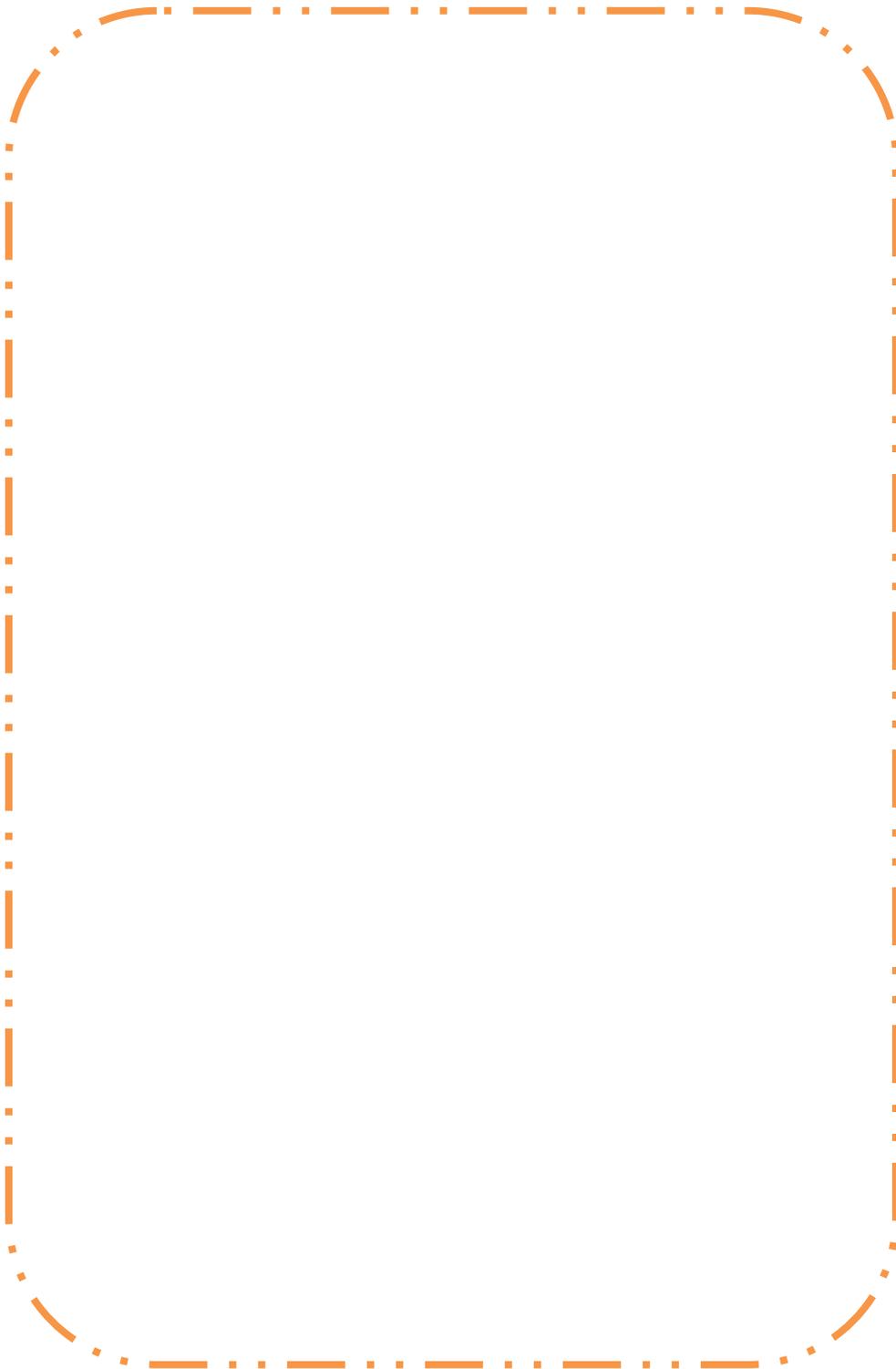
(adapted from <https://learnenglish.britishcouncil.org>)

More practice! Change the direct speech into indirect speech.

1. The boy said, "I'm a new student."
2. Audrina said, "I do homework after school."
3. My mother said, "You have to wake up now, you will be late for school."
4. Greg said, "My brother couldn't open the jar. My father helped him."
5. I said, "I will come to Nancy's party."

E. EXTENDED ACTIVITIES

Read again your story. Change the direct speech into the indirect speech. If you don't have any direct speech, find any part of story that you can change into direct speech.



F. REFLECTION

My next step after this unit:

- I will revise my story draft
- I will make a sketch for the setting and the plot.
- _____
- _____
- _____
- _____

The result:

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Unit 5

LITERATURE: GROUP WORK 3

LISTENING AND SPEAKING

Did you know?

Mont Saint Michel, France- is one of so many breathtaking castles around the world – A rocky tidal island in Normandy, located approximately 1 km off the coast. The island's highest point is 92 meters (301 feet) above sea level. The population of this UNESCO World Heritage Site is only a few dozens, but visited by more than 3 million people each year.

(Source: <http://10mosttoday.com/10-most-beautiful-castles-in-the-world>)

The Princess and the Dragon



(picture source: www.kidsworldfun.com)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

Castle UK /'kɑːsl/ US /'kæsl/

Rescue UK US : /'res.kjuː/

High UK US : /haɪ/

Dragon UK US: /'dræɡ. ə n/

Knight UK US: /naɪt/

Tower UK /taʊə r / US /taʊə/

Lock UK /lɒk/ US/lɔːk/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

a. fasten

b. tower

c. rescue

d. ugly

e. castle

f. dragon

g. knight

h. pleasure

Definitions:

1. a large strong building, built in the past by a ruler or important person to protect the people inside from attack
2. to help someone or something out of a dangerous, harmful or unpleasant situation
3. a large frightening imaginary animal, usually represented with wings, a long tail and fire coming out of its mouth
4. a man given a rank of honour by a British king or queen because of his special achievements, and who has the right to be called 'Sir', or (in the past) a man of high social position trained to fight as a soldier on a horse
5. a tall narrow structure, often square or circular, which either forms part of a building or stands alone
6. unpleasant to look at; not attractive
7. to (cause something to) become firmly fixed together, or in position, or closed
8. enjoyment, happiness or satisfaction, or something that gives this

B. LISTENING

Exercise 1

Question

- 1) What happened to the princess?
- 2) How were the king and the queen? Why?
- 3) What did the knights do?
- 4) Who rescued the princess?
- 5) What did the king and queen give to the dragon?

Listen again! Exercise on grammar! (individual activity)

- Find out and report imperative sentences or familiar expressions!

C. AFTER LISTENING

Exercise on speaking

Group activity [every group has to create an activity/ situation where in their situation they have to include the following common expressions]

Use the following expressions in your speaking (small group discussion)

- A bag of...
- My pleasure
- Thank you for...
- as fast as....could
- help me/please help
- happy to see...
- happily ever after

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking)

1. Mention the animals in the fable
2. Mention the setting
3. Mention the characters of each animals
4. events
5. Resolution
6. The moral of the story
7. The generic structure

Exercise 2 Discussion (Cultural Awareness)

- Individual point of view on moral values

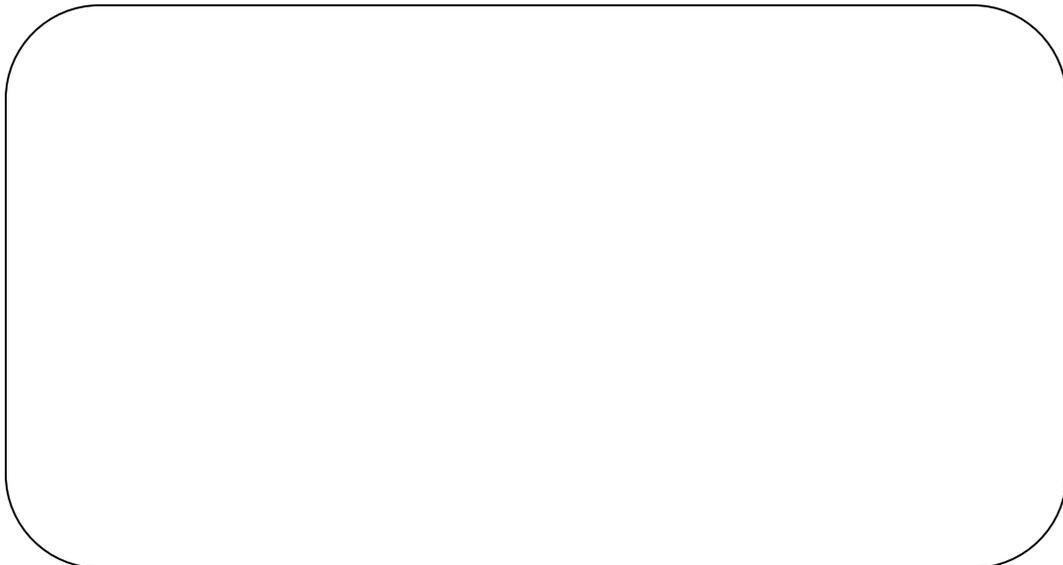
Exercise 3

Retell the story using your own words!

E. REFLECTION

A large, empty rounded rectangular box with a thin black border, intended for a student to write their reflection on the story.

F. SELF-ENRICHMENT

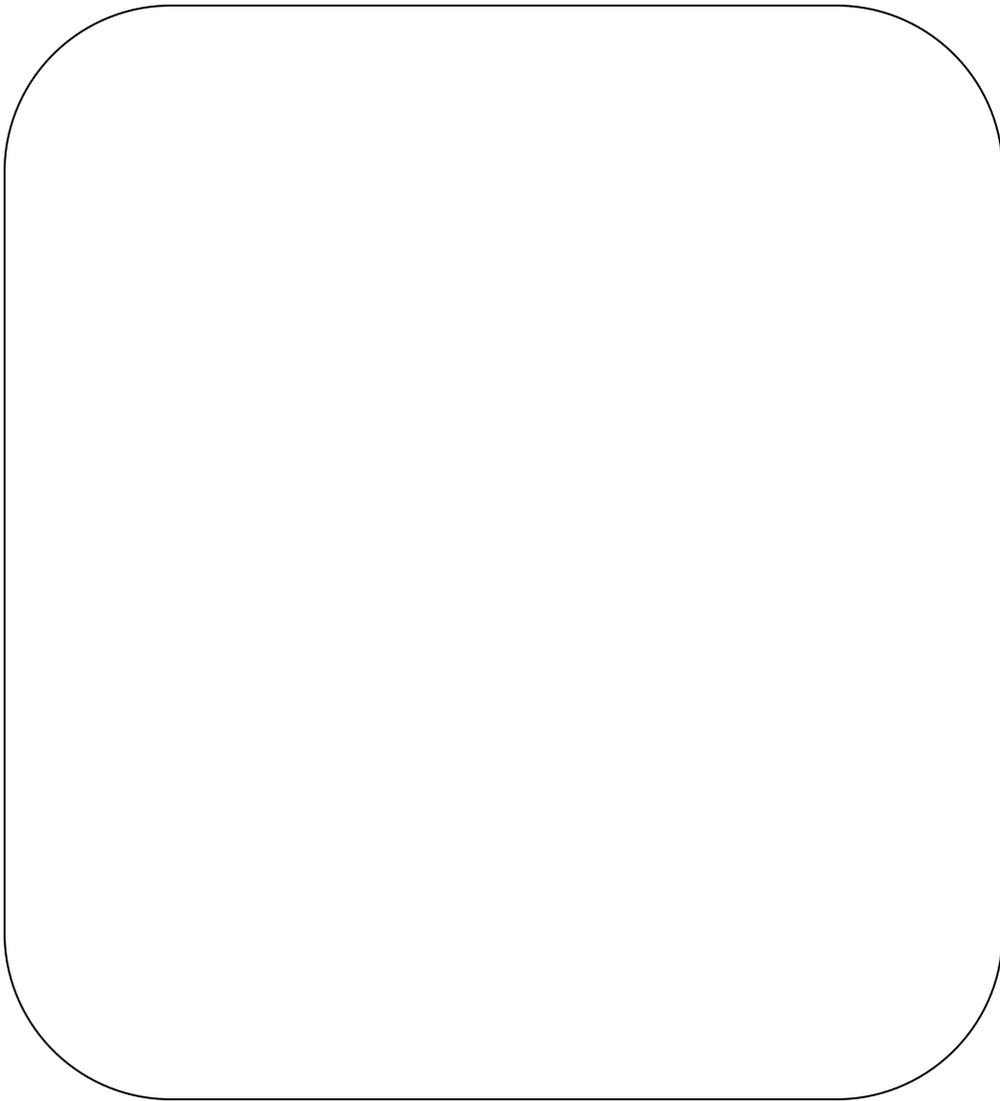
A large, empty rounded rectangular box with a thin black border, intended for a student to write about self-enrichment related to the story.

READING AND WRITING

A. BEFORE YOU WRITE

 Read again the fables and tales which you wrote in previous unit.

 Create the settings of the story



B. WRITING

 Describe the setting.

C. AFTER YOU WRITE

 Give your work to your friend in other group. Let them read it and give their opinion in box below.



D. GRAMMAR

We learned about direct and indirect speech. What if you find a sentence like:

Gaby said, "Close the door!"

This is imperative sentence which does not have any Subject (Noun/Pronoun). You can change this sentence into indirect sentence, like this:

Gaby said **to** close the door.

Let's practice.

1. The teacher said, "Open page 123."
2. My brother said, "Turn left."
3. They said, "Take the opportunity. You deserve it."
4. Aunt Daisy said, "Put all the dishes into the dish washer."
5. I ordered my brother, "Go to sleep. You have to get up early."

E. EXTENDED ACTIVITIES

Talk to your friends from another group. Take notes for any statements his or her make. Make them into direct speech. After that change them into indirect speech.



F. REFLECTION

My next step after this unit:

- I will try to find a great topic idea for my own fable or tale.
- I will make a sketch for the setting and the plot.
- _____
- _____
- _____
- _____

The result:

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-
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Unit 6

LITERATURE: GROUP WORK 4

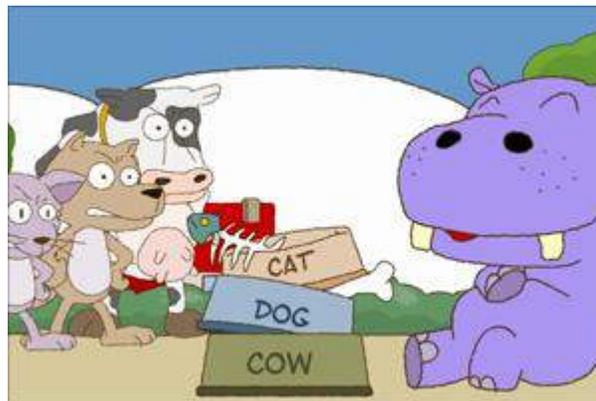
LISTENING AND SPEAKING

Did you know?

hippopotamus UK /,hɪp.ə'pɒt.ə.məs/ US /-'pɑ:.tə-/
is one of a very large animals with short legs and thick, dark grey skin which lives near water in Africa.

(Source: Cambridge Dictionary)

The Greedy Hippo



(picture source: www.kidsworldfun.com)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

Sinking : us uk/'sɪŋ.kɪŋ/

Swallow : UK /'swɒl.əʊ/ US /'swɑː.ləʊ

Nibble : UK US /'nɪb.l/

Ache (n) : UK US /eɪk/

Splash : UK US /splæʃ/

Sight (n) : UK US /saɪt/

Tummy (n) :UK US /'tʌm.i/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

a. stuck

b. pride

c. bite

d. selfish

e. shout

f. pop

g. cheese

h. mistake

Definitions:

1. a food made from milk, which can either be firm or soft and is usually yellow or white in colour
2. use teeth; when you bite something
3. an action, decision or judgment which produces an unwanted or unintentional result
4. unable to move, or fixed in a particular position, place or way of thinking
5. DISAPPROVING; Someone who is selfish only thinks of their own advantage
6. to speak with a very loud voice, often as loud as possible, usually when you want to make yourself heard in noisy situations, or when the person you are talking to is a long way away or cannot hear very well
7. satisfaction; a feeling of pleasure and satisfaction that you get because you or people connected with you have done or got something good
8. to move quickly and suddenly, especially from a closed space

B. LISTENING

Exercise 1

Question

- 1) What happened to hippo?
- 2) Why wasn't everybody happy with hippo?
- 3) Who played the trick?

Listen again! Exercise on grammar! (individual activity)

- Find out and report imperative sentences or familiar expressions!

C. AFTER LISTENING

Exercise on speaking

Group activity [give your opinion about the story!]

- Why do you think hippo is greedy?
- Were hippo's friends kind?

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking)

1. Mention the animals in the fable
2. Mention the setting
3. Mention the characters of each animals
4. events
5. Resolution
6. The moral of the story
7. The generic structure

Exercise 2 Discussion (Cultural Awareness)

- Individual point of view on moral values
- Any experience with a greedy person?

Exercise 3

Retell the story using your own words!

E. REFLECTION

A large, empty rounded rectangular box with a thin black border, intended for a reflection or response.

F. SELF-ENRICHMENT

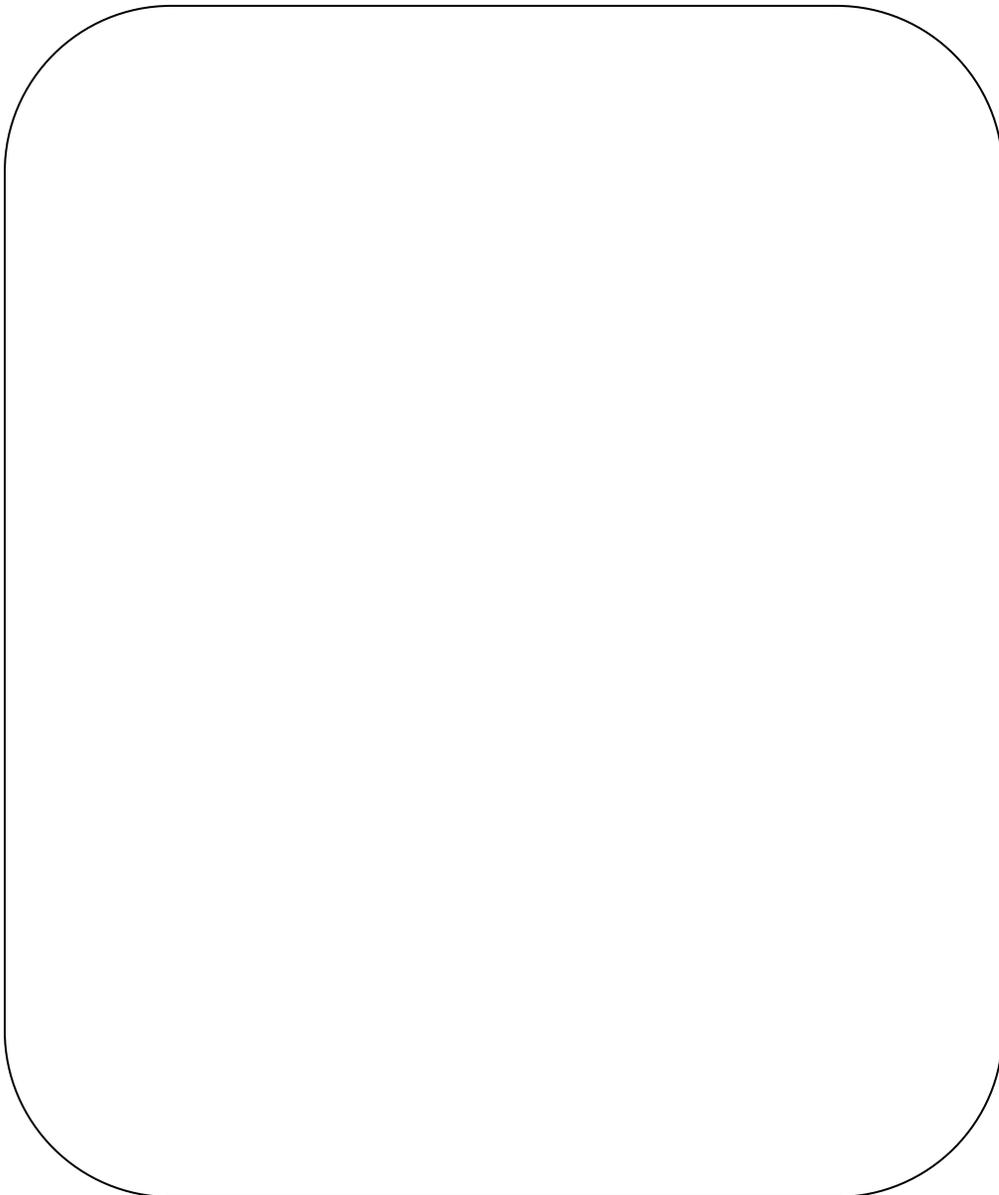
A large, empty rounded rectangular box with a thin black border, intended for self-enrichment or additional notes.

READING AND WRITING

A. BEFORE YOU WRITE

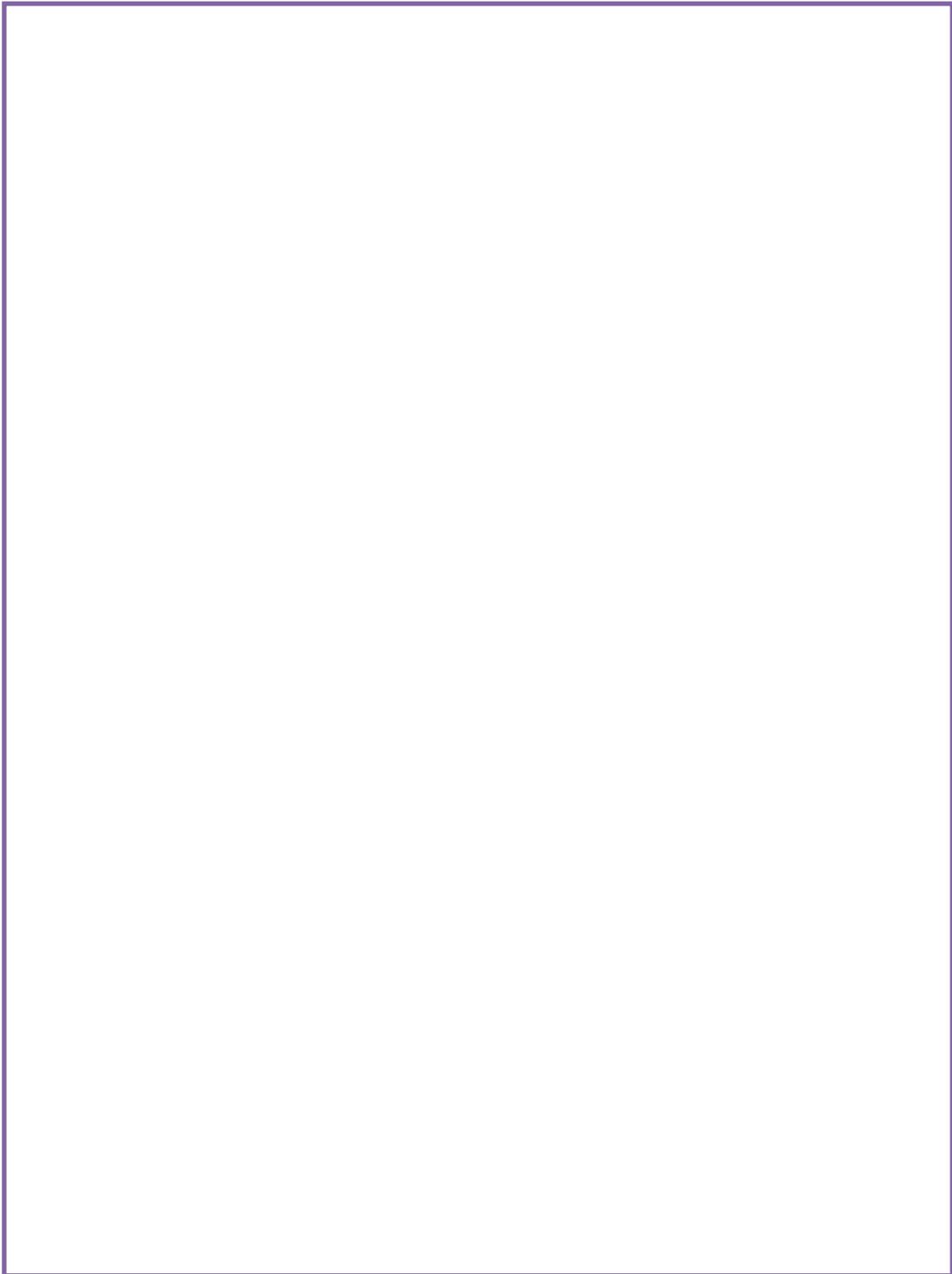
 A performance exists due to a great script.

 Browse on internet what you need to make a script.



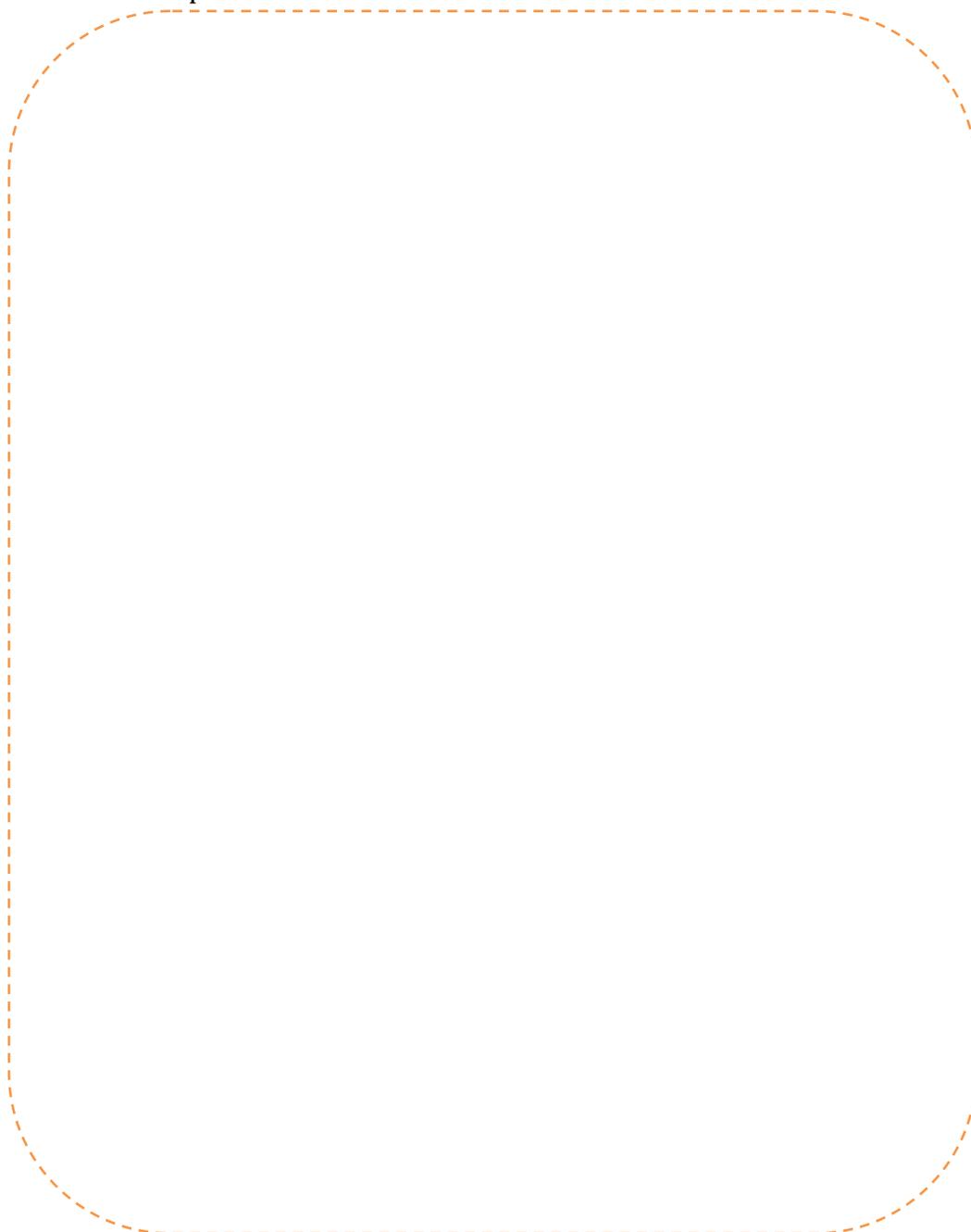
B. WRITING

 Write a script based on the story you wrote in Unit 4.



C. AFTER YOU WRITE

 Give your work to your friend in other group. Let them read it and give their opinion in box below.



D. GRAMMAR

Check if the grammar is proper used.

No.	Description	Remarks
1.	Past Simple	
2	Past Continuous	
3.	Present Simple	
4.	Present Continuous	
5.	Present Perfect	
6.	Future Simple	
7.	Direct Speech	
8.	Indirect Speech	
9.	Others	
10.		

E. EXTENDED ACTIVITIES

How do you feel about your writing?



UNIT 7

LITERATURE: PROJECT

A fable and a tale stories are passed from generations. It is a way for people to teach about morals or life values. After you read and listened various fables and tales, it is time for you to create your original story of fables or tales. This group work may result any forms of performance, such as a play, a puppet show, or a monolog of reading a story. If you are not sure any of them, please ask for some advice from your teacher. The performance will be recorded as the evidence of your work.

Requirements:

Knowledge of a story:

-  Understand the moral lesson in a story.
-  Understand the relationship between characters, setting and plot.
-  Be able to decide characters, setting and plot of a story.

Language skills:

-  Be able to use proper tenses in a play script.
-  Be able to use proper punctuation in a play script.

 Be able to use proper English accent.

 Be able to pronounce the words properly.

What you need for a play:

- ✓ A story line
- ✓ A script
- ✓ Wardrobe
- ✓ Properties
- ✓ The producers
- ✓ A director
- ✓ The script writers
- ✓ The players
- ✓ The props coordinator and members
- ✓ The wardrobe coordinator and members
- ✓ The documentation team
- ✓ The editors

Now, start with your group plan. Start from:

The Moral Lesson:

The characters and the settings

The Story Line

The Production

Job description:

No.	Position	Description

Job Division:

No.	Names	Job Positions
1.		
2.		
3.		
4.		
5.		

6.

7.

8.

9.

10.

Work Plan:

Mon

Tue

Wed

Thurs

Fri

Sat

Notes:

OK, NOW START WORKING!

As you start working on the project, you will deal with some issues. Write down what you are facing and how you overcome the issues.

Problem Solving

Day & Date

Description

Solution

You are almost there. During your last day of practice, do not forget you check all you need. Are you ready?

Work Check List

Day/Date	Description	Checked Mark	Notes
----------	-------------	-----------------	-------

The Rubrics:

	4	3	2	1
Dialogue	Dialogue consistently reveals character, traits, personalities, conflict, mood, and is consistent with style and form. Feels authentic, consistent with character voice throughout script.	Dialogue generally reveals character, traits, personalities, conflict, mood, and is consistent with style and form. Feels authentic, consistent with character voice throughout script.	Dialogue sometimes reveals character, traits, personalities, conflict, mood, and is sometimes consistent with style and form. It occasionally feels authentic and/or consistent with character voice throughout script.	Dialogue rarely reveals character, traits, personalities, conflict, mood, and is not consistent with style and form. Does not feel authentic and is not consistent with character voice throughout script.
Creative Process, Setting, Research	Very original presentation of material, captures audience's attention. Research apparent.	Originality apparent with variety and blending of material. Some research apparent. Setting does	Material presented with some originality/interpretation . Some research into topic shown. Setting unclear and/or underdeveloped.	Unoriginal or repetitive with little or no variety; lack of research hurts play. No recognizable setting.

	Setting serves character, theme, and story.	not get in the way of theme and story.		
Dramatic Action, Play Structure, Conflict	Logical, fluid development of play. Each scene includes compelling complications and is linked with transitions. Very clear beginning, middle, and end serve character regarding meaningful conflict, crisis, climax, conclusion.	Adequate development of play. Each scene includes complications and is linked with transitions. Clear beginning, middle, and end serve character regarding solid conflict, crisis, climax, conclusion.	Poor development of play. Scenes sometimes includes complications, transitions may be weak. Some elements of structure are missing, conflict may be weak.	No development of play. Scenes contain no complications or transitions. Major aspects of structure are missing. Conflict may be nonexistent.
Characterization and Empathy	Character is dynamic and multi-dimensional. Reader can empathize with the character's situations and clear internal/external motivations.	Character is sometimes dynamic and multi-dimensional. Reader can empathize with some of the character's situations and internal/external motivations.	Character is mostly one-sided and flat. Reader can perceive little into the inner workings of the character. Character's internal/external motivations are vague.	Character development is almost non-existent. Reader feels no empathy for character. Character's internal/external motivations are not apparent or unrelated to the situation.
Meaning/Intent	Playwright's intent is skillfully intertwined in play and serves the character	Playwright's intent is intertwined in play and generally serves the	Playwright's intent is present in some places within the play but may not always serve the character and story.	Playwright's intent is unclear, confused, or nonexistent.

	and story.	character and story.		
Mechanics and Formatting	No errors in spelling. Grammar, punctuation, dialogue structure is varied and interesting. Formatting is correct.	Some errors, attempt made in style. Few errors in formatting.	Careless errors, no proofing evident, some formatting errors/missing elements.	Riddled with errors or cannot read play because of formatting, interferes with comprehension

DRAMA PERFORMANCE RUBRIC

<i>Criteria</i>	4	3	2	1	<i>TOTAL</i>
<i>VOICE</i>	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.	
<i>AUDIENCE</i>	Audience felt like part of the show.	Was aware and well-connected to the audience.	Needed more audience awareness and connection.	No audience awareness or connection at all.	
<i>BLOCKING</i>	Good use of stage and movement – did not turn back to audience	Almost used entire stage – turned away from audience only once or twice.	Could have used more of the stage; must concentrate on facing forward.	Needed more blocking – always face audience and use the stage!	
<i>SCRIPT/ PURPOSE</i> <i>(When applicable)</i>	Enticing vivid detail used in script/dialogue; evident reasons for the performance.	Script/dialogue was well-written; considerable detail with good purpose.	Some detail used in script/dialogue; needed more of a purpose.	Script/dialogue contained no purpose and very little detail.	

MEMORIZATION/ IMPROVISATION <i>(When applicable)</i>	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized- some improv used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.	
FACIAL EXPRESSION/ BODY LANGUAGE	Great use of gestures, facial expression and body movement!	Contained some facial expression, gestures & body movement.	Needed more facial expressions gestures & movement.	Contained little to no facial expression, gesture or movement.	
OVERALL	Committed, cooperated & concentrated- WOW!	Semi-committed, concentrated & cooperative- GREAT!	Almost committed, cooperative & concentrated- NOT TOO BAD...	No commitment, cooperation or concentration MORE REHEARSAL!	

Final Grade:

Additional Comments:

Unit 8

TRAVEL: EXPLORATION

LISTENING AND SPEAKING

Did you know?

Legend: a very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person

Myth: an ancient story or set of stories, especially explaining in a literary way the early history of a group of people or about natural events and facts

Folk tale: a story that parents have passed on to their children through speech over many years

(Source: Cambridge Dictionary)

EXPLORING BALI TOURISM OBJECTS



(picture source: www.balitrekkingtour.com)

A. BEFORE LISTENING (Exploration)

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

archipelago: uk /ˌɑː.kɪˈpel.ə.gəʊ/
us /ˌɑːr.kɪˈpel.ə.ɡoʊ/

adventurous : UK /ədˈven.tʃə r.əs/ US /-tʃə-/

fabulous : UK US /ˈfæb.jʊ.ləs/

destination: UK US /ˌdes.tɪˈneɪ.ʃən/

serenity: UK /səˈren.i.ti/ US /-ə.ti/

natural: UK /ˈnætʃ.ə r. ə l/ US /-ə-/

secret: UK US /ˈsiː.krət/

artisan UK /ˈɑː.tɪ.zən/ US /ˈɑːr.tɪz-/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

- a. spiritual b. paddle c. harmony d. world-class e. adventurous
- f. population g. archipelago h. destination i. magical j. serenity

Definitions:

1. a group of small islands or an area of sea in which there are many small islands
2. Someone or something world-class is one of the best that there are of that type in the world
3. describes something with a special and exciting quality
4. when people are peaceful and agree with each other, or when things seem right or suitable together
5. relating to deep feelings and beliefs, especially religious beliefs
6. the place where someone is going or where something is being sent or taken
7. all the people or animals of a particular type or group who live in one country, area or place
8. to walk with no shoes or socks on through shallow water, often at the edge of the sea
9. willing to try new or difficult things, or exciting and often dangerous
10. comfort; peacefulness and calmness

Video Watching Time

B. LISTENING**Exercise 1****Question**

- 1) How is approximately the population of Bali?
- 2) What concept does the Balinese practice?
- 3) What makes Bali unique?
- 4) Mention at least 3 tourism destination you heard from the video!
- 5) What other landmarks would you like to share?

Listen again! Exercise on grammar! (individual activity)

- Find out 10 adjectives from the video!
- Find out 5 interesting places from the video that you would like to recommend to other!
- Choose two tourists destination and describe them using your own version!

C. AFTER LISTENING

Exercise on speaking

Group activity [give your opinion about the story!]

- What do you think about Bali People?
- What do you think about the transport?
- What do you think about food?

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking/discovery learning)

Teacher: Giving clear instruction!

Students are divided into 4 groups

- First group; discuss the north part of Bali and its tourist destination
- Second group; discuss the south part of Bali and its tourist destination
- Third group; discuss the east part of Bali and its tourist destination
- Fourth group; discuss the west part of Bali and its tourist destination
- Having done with the group discussion, they are to describe the tourist destination well

Exercise 2 Discussion (Cultural Awareness)

- Have you ever been to Bali?
- Individual point of view on values/culture/custom/belief/concept of practice

Exercise 3

Retell the story using your own words!

Exercise 4 (assignment)

- Describe and recommend an interesting place you know around Jakarta which is unfamiliar to other!
- Describe and recommend an interesting place you know around United States of America which is unfamiliar to other!

E. REFLECTION

A large, empty rounded rectangular box with a thin black border, intended for a student's reflection.

F. SELF-ENRICHMENT

A large, empty rounded rectangular box with a thin black border, intended for a student's self-enrichment activities.

READING AND WRITING

A. BEFORE READING

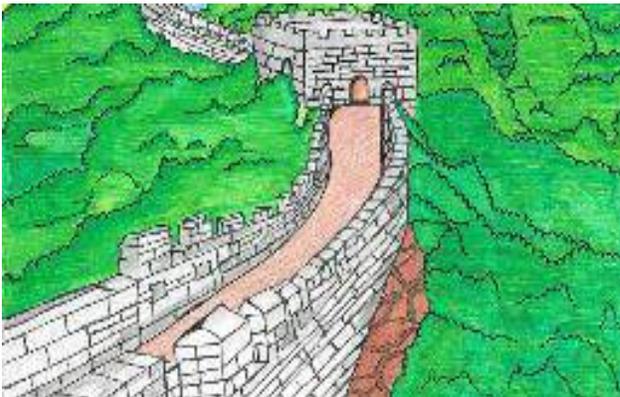
Check what you know about The Great Wall. Browse at least five pieces of new information.



B. READING

The Great Wall

If you visit China you must visit the great Wall of China. It is one of the most important tourist attractions in China, and in 1987 it was listed as a UNESCO world heritage site. It is also a wonderful experience to walk along the wall and feel the history and wonderful atmosphere of the wall. The wall is over 8500km long, and goes from the east to the west of China.



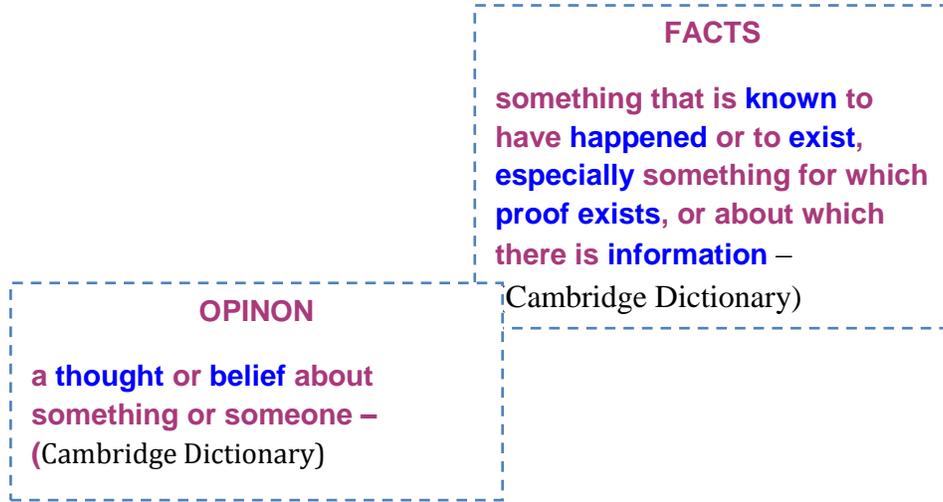
The first parts were built over two thousand years ago by the Ming Emperors, in order to protect the central regions of the country from being attacked. All along the wall special buildings called 'beacon towers' were built. When some parts of China were attacked by enemies, fires were lit in the beacon towers so that people on other towers could see them and send warnings to the army.

Nowadays some of the sections are in ruins, but other sections have been repaired. The most famous section is called Badaling. It is near Beijing, so it is convenient and there is a cable car to transport tourists, but bear in mind that it is often full of tourists. It is safe to walk at Badaling, but you should take strong shoes and walk carefully. The best time to visit is in spring or autumn, so that you can enjoy mild weather and fantastic views. It will be an unforgettable trip.

(Adapted from: <https://en.islcollective.com>)

C. AFTER READING

Find the facts and the opinions from the reading passage.



Examples:

1. The Great Wall was listed as a UNESCO world heritage site in 1987. –
(FACT)
2. You must visit The Great Wall if you visit China. – (OPINION)

Can you find more examples?

3.
4.
5.
6.
7.

D. GRAMMAR

Passive Voice is mostly used when you describe a place, a situation or a process. Passive Voice is aimed to emphasized the object, not the people.

The Great Wall **was listed** as a UNESCO world heritage site in 1987.

“**was listed**” is the form of Passive Voice in past tense.

The cake **is sliced** evenly.

“**is sliced**” is also the form of Passive Voice, but it is in present tense.

So, from the pattern, we should remember that the Verb form of Passive Voice is **(to be) + Vpart**. Of which (to be) is adjusted to the tense or time.

Let’s try this!

- (a) This building (build) In 1901.
- (b) The road (repair) at the moment. No wonder there is a heavy traffic.
- (c) The wall (paint) with black to give a mark of a deep grieve of the family.
- (d) Pisa Tower (visit) millions of tourists every year.

Now make your own sentences!

- (e)
- (f)
- (g)
- (h)

E. EXTENDED ACTIVITIES

From the information you browsed and the reading passage, gather information of The Great Wall based on the facts. After that give your opinions toward The Great Wall.



F. REFLECTION



Unit 9

TRAVEL: GROUP WORK 1

LISTENING AND SPEAKING

Did you know?

Komodo National Park was established in 1980 and was declared a World Heritage Site and a Man and Biosphere Reserve by UNESCO in 1991. The park was initially established to conserve the unique Komodo dragon (*Varanus Komodoensis*), first discovered by the scientific world in 1912 by J.K.H. Van Steyn. Since then conservation goals have expanded to protecting its entire biodiversity, both marine and terrestrial.

(source: https://en.wikipedia.org/wiki/Komodo_National_Park)

EXPLORING LOMBOK TOURISM OBJECTS



(map source: www.lombokisland4sale.com)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

rural: UK /'rʊə.rəl/ US /'rʊr. ə l

local: UK /'ləʊ.k ə l/ US /'loʊ-/

respect: UK US /rɪ'spekt/

simplicity: UK /sɪm'plɪs.i.ti/ US /-ə.t̩i/

tiny : UK US /'taɪ.ni/

reboot: UK US /,ri:'bu:t/

remind: UK US /rɪ'maɪnd/

attraction: UK US /ə'træk.ʃ ə n/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

- | | | | |
|---------------|---------|------------|-----------|
| a. easy | b. rich | c. easy | d. nearby |
| d. attraction | e. grow | f. in fact | g. remind |

Definitions:

1. used to add emphasis to what you are saying, or to show that it is the opposite of or different from what went before
2. to increase in size or amount, or to become more advanced or developed
3. something which makes people want to go to a place or do a particular thing
4. not far away
5. containing a large amount of a valuable natural substance such as coal, oil or wood
6. to make someone think of something they have forgotten or might have forgotten
7. a place through which you have to go to get to a particular area
the time in the evening when you last see the sun in the sky
8. not difficult; needing little effort

Video Watching Time

B. LISTENING

Exercise 1

Question

- 1) How much is the population of Lombok?

- 2) What is the most dominant religion in Lombok?
- 3) Why is Lombok called as 'little sister of Bali'?
- 4) Mention at least 3 tourism destinations you heard from the video!
- 5) What other landmarks would you like to share?

Listen again! Exercise on grammar! (individual activity)

- Make sentences and report them in front of the class using the following expression:
 - a. In fact
 - b. Get to know
 - c. Back in touch with
 - d. Get around
 - e. Etc

C. AFTER LISTENING

Exercise on speaking

Group activity [give your opinion about the story!]

- What do you think about Lombok People?
- What do you think about the transport?
- What do you think about the food?
- Compare the tourist destination in Bali with Lombok!

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking/discovery learning/role play)

Teacher: Giving clear instruction!

- Students are divided into 4 groups
- Each group is to find out and report a tours attraction or destination in Lombok and describe it in front of the class

Exercise 2 Discussion (Cultural Awareness)

- Have you ever been to Lombok?
- Individual point of view on values/culture/custom/belief/concept of practice

Exercise 3 (Individual project)

Retell an interesting place by introducing the direction of a place you heard from the video using your own words!

Exercise 4 (Giving Direction)

- Show someone's a direction in your hometown!

Please open this site! <http://www.easypacelearning.com/all-lessons/learning-english-level-1/201-giving-and-asking-directions-english-lesson>

Tips!

- When giving directions to someone it is best to use short basic English sentences. Speak slowly when talking to the other person and spell out words if they don't understand and if possible draw a map.
- **Speak slowly** so the other person can understand.
- **Speak slowly** so the other person can write down the instructions if talking on the phone.
- When speaking with someone, use your **hands to demonstrate what you mean**, left, right, or straight on.
- Always try and use the word "**please**" when you are asking someone for directions. It's polite, and people are more likely to help you!
-

Exercise 4 (assignment)

- Describe and recommend an interesting place you know around European countries which is unfamiliar to other!

E. REFLECTION

A large, empty rounded rectangular box with a thin black border, intended for a student's reflection on the exercise.

F. SELF-ENRICHMENT

A large, empty rounded rectangular box with a thin black border, intended for a student's self-enrichment activities or additional thoughts.

READING AND WRITING

A. BEFORE READING

Check what you know about Colosseum. Browse at least five pieces of new information which are focused on the place description and what it was used for.



B. READING

The Secrets of the Colosseum

The floor of the colosseum, where you might expect to see a smooth ellipse of sand, is instead a bewildering array of masonry **walls shaped in concentric rings, whorls and chambers, like a huge thumbprint.** The confusion is compounded as you descend a long stairway at the eastern end of the stadium and enter ruins that were hidden beneath a wooden floor during the nearly five centuries the arena was in use, beginning with its inauguration in A.D. 80. Weeds grow waist-high between flagstones; caper and fig trees sprout from dank walls, which are **a patchwork of travertine slabs, tufa blocks and brickwork.** The walls and the floor **bear** numerous slots, grooves and abrasions, obviously made with great care, but for purposes that you can only guess.

The guesswork ends when you meet Heinz-Jürgen Beste of the German Archaeological Institute in Rome, the leading authority on the hypogeum, the extraordinary, long-neglected ruins beneath the Colosseum floor. Beste has spent much of the past 14 years deciphering the hypogeum—from the Greek word for “underground”—and this past September I stood with him in the heart of the great **labyrinth.**



“See where a semicircular slice has been chipped out of the wall?” he said, resting a hand on the brickwork. **The groove, he added, created room for the four arms of a cross-shaped, vertical winch called a capstan, which men would push as they walked in a circle.** The capstan post rested in a

hole that Beste indicated with his toe. "A team of workmen at the capstan could raise a cage with a bear, leopard or lion inside into position just below the level of the arena. Nothing bigger than a lion would have fit." He pointed out a diagonal slot angling down from the top of the wall to where the cage would have hung. "A wooden ramp slid into that slot, allowing the animal to climb from the cage straight into the arena," he said.

(Adapted from:<http://www.smithsonianmag.com>)

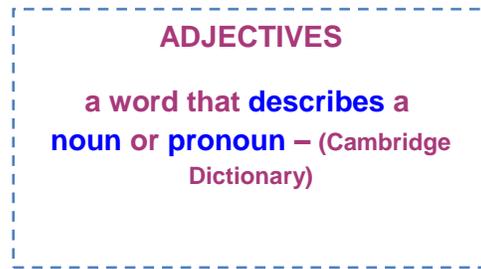
Read again to comprehend the **bold** words, phrases and sentences:

1. **walls shaped in concentric rings, whorls and chambers, like a huge thumbprint**
2. **a patchwork of travertine slabs, tufa blocks and brickwork.**
3. **Labyrinth**
4. **The groove, he added, created room for the four arms of a cross-shaped, vertical winch called a capstan, which men would push as they walked in a circle.**

Explain your understanding in front of the classroom.

C. AFTER READING

Describing a place in detail is really important because people need to have a clear image in their mind about the place. The use of Adjectives may help you to give a clear picture of a place.



There is a word order for the Adjectives

OPINION - SIZE - SHAPE - AGE - COLOR - ORIGIN - MATERIAL

Examples:

1. Small – wiggly – 5-year-old – leather (a pair of shoes)
2. Beautiful – purple – Switzerland – petite – triangle (a ring)

opinion	size	shape	age	color	origin	material	NOUN
wiggly	small		5-year-old			leather	A pair of shoes

The order is: A pair of wiggly small 5-year-old leather shoes.

opinion	size	shape	age	color	origin	material	NOUN
beautiful	petite	triangle		purple	Switzerland		A ring

The order is: A beautiful petite triangle purple Switzerland ring.

How do you describe Colosseum? Practice the word order of Adjectives.

D. GRAMMAR

To direct ways, people do not exactly use complete sentence. Most of the time, we use Imperative forms. According to Cambridge Dictionary, Imperative Form is “used to describe the form of a verb that is usually used for giving orders.”

Example:

Go straight.

Turn left/right/back

Across the bridge

Pass the

Keep going until

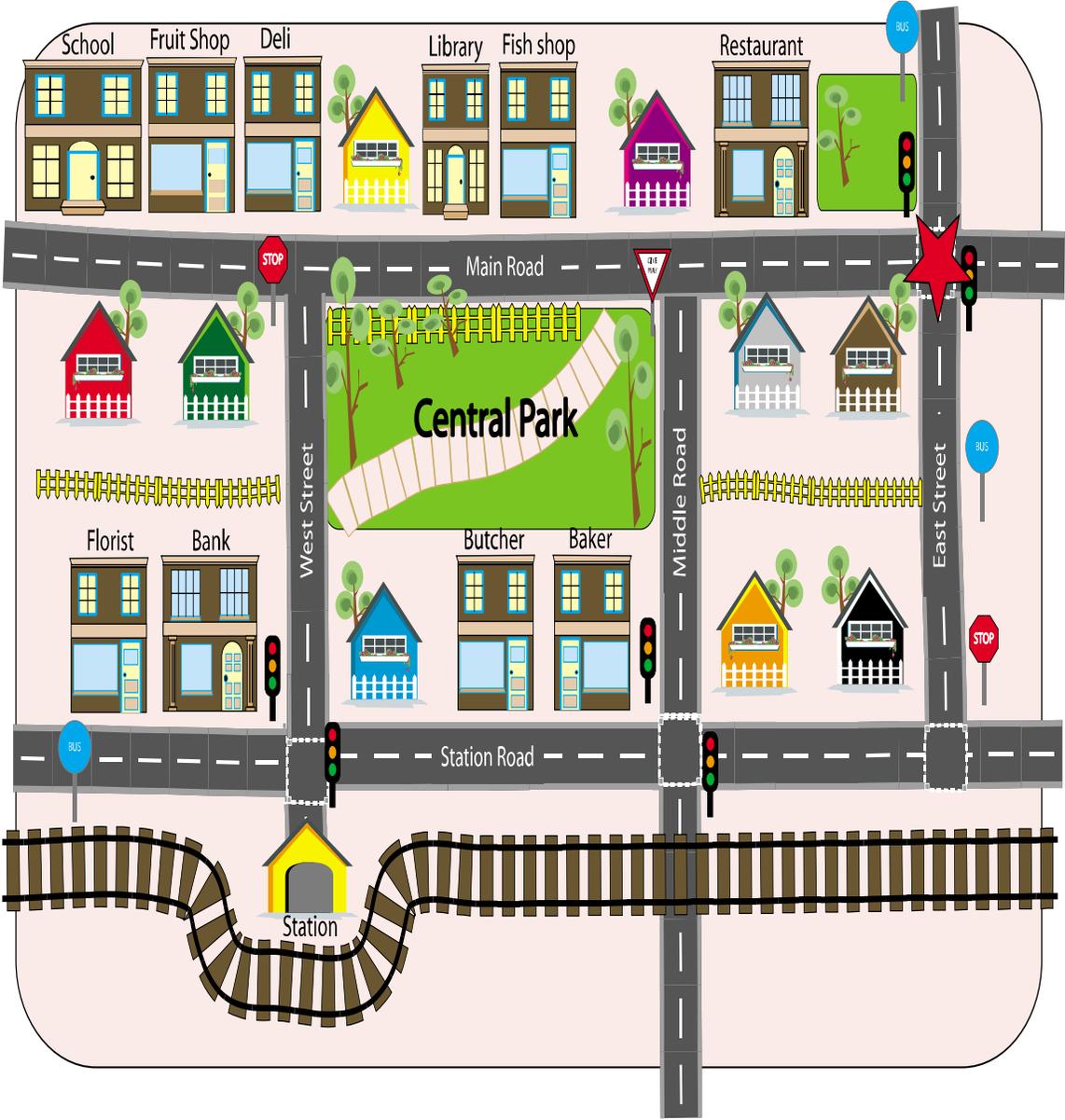
Take the (first, second) left/right

Take the right/left side of the road

The place/building is on the right/left side of the road

The place is the opposite of ... / across from / on the corner of ... /
between ... and ... / after / before in the middle of / behind ... /
I front of / next to

Check this picture and practice giving direction.



(Adapted from: <https://en.islcollective.com>)

E. EXTENDED ACTIVITIES

Draw the picture to your favorite place to hang out. Explain how to get there.



F. REFLECTION



Unit 10

TRAVEL: GROUP WORK 2

LISTENING AND SPEAKING

Did you know?

KOTA TUA was formerly known as Old Batavia (Oud Batavia) is a small area on the east bank of the Ciliwung River. The 16th century European voyagers and traders called this place as the "Jewel of the East" and "Queen of the East" which attributed the beauty of this city-like Amsterdam and also as a trading center in the Asian continent. From here also VOC and the Dutch East Indies government controlled their administrative power over the archipelago.

(<http://www.kumpulancerita.net/en/sejarah-tempat-wisata-kota-tua-jakarta.html>)

EXPLORING JAKARTA TOURISM OBJECTS



(picture source: www.jakarta-tourism.go.id)

A. BEFORE LISTENING

Exercise 1

A pre-listening activity [Pronunciation]

Pronounce the following words correctly!

amusement: UK US /ə'mju:z.mənt/

expose: UK /ɪk'spəʊz/US /-'spoʊz/

charm: UK/tʃɑ:m/ US /tʃɑ:rm/

multicultural: UK/,mʌl.ti'kʌl.tʃə r. ə /US /-tʃi'kʌl.tʃə-/

fascinated: UK /'fæs.i.neɪ.tɪd/ US /-tʃɪd/

evolution: UK/,i:və'lu:ʃ ə n/ US /,ev.ə-/

embrace: UK US /ɪm'breɪs/

track: UK US /træk/

A pre-listening vocabulary activity

Exercise 2 Match the words in the table to their definitions!

- a. nightlife b. innovative c. craft d. drama e. charm
- d. recipe e. hospitality f. ultimately g. society h. dance

Definitions:

1. using new methods or ideas
2. a set of instructions telling you how to prepare and cook food, including a list of what food is needed for this
3. to move the body and feet to music
4. skill and experience, especially in relation to making objects
5. entertainment and social activities which happen in the evening in bars and nightclubs
6. finally, after a series of things have happened
7. when people are friendly and welcoming to guests and visitors
8. a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.
9. a quality which makes you like or feel attracted to someone or something
10. a play in a theatre or on television or radio, or plays and acting generally

Video Watching Time

B. LISTENING

Exercise 1

Question

- 1) Mention the multicultural society!
- 2) Mention the nightlife you heard from the video?

- 3) Tell your friends about the food in street!
- 4) Mention at least 3 tourism destinations you heard from the video!
- 5) What other landmarks would you like to share?

Listen again! Exercise on grammar! (individual activity)

- Make sentences and report them in front of the class by completing expression:
 - a. A hundred ago...
 - b. The unique cuisine ...
 - c. Traditional craft
 - d. Shopping experience
 - e. Multicultural society

C. AFTER LISTENING

Exercise on speaking

Group activity [give your opinion about the story!]

- What do you think about Jakarta's nightlife?
- What do you think about the transport?
- What do you think about the food?
- How many tourism objects do you know?

D. EXTENDED ACTIVITIES

Exercise 1 group work (speaking/discovery learning/role play)

Teacher: Giving clear instruction!

- Students are divided into 4 groups
- Each group is to find out and report a tours attraction or destination in Jakarta and describe it in front of the class

Exercise 2 Discussion (Cultural Awareness)

- Have you ever been to TMII/KOTA TUA/ National Monument?
- Individual point of view on values/culture/custom/belief/concept of practice

Exercise 3

Retell the story using your own words!

Exercise 4 Making Itinerary

- Practice your own a visit place (local place) based on your own travel itinerary!

Simple Tips!

- Gather the important information for your trip.
- Add miscellaneous information to complete your itinerary.
- Organize your travel information into a single document for easy access while traveling.

Exercise 4 (assignment)

- Describe and recommend an interesting place you know around Asian countries which is unfamiliar to other!

E. REFLECTION

A large, empty rounded rectangular box with a thin black border, intended for a student's reflection.

F. SELF-ENRICHMENT

A large, empty rounded rectangular box with a thin black border, intended for a student's self-enrichment activities.

READING AND WRITING

A. BEFORE READING

Note down what you need to prepare when you go abroad.



B. READING

Great Pyramid of Giza Seven Wonders of the Ancient World

No one ever liked a good funeral more than the pharaohs of Ancient Egypt. For them, death wasn't supposed to be scary or sad—death led to the afterlife, and the afterlife for pharaohs was pretty unbeatable in terms of luxury and entertainment. Egyptian Pharaoh Khufu started planning for his death early in his reign. He ordered his people to build a massive pyramid that would serve as



a burial chamber for himself, his wives, his pets and his treasure. Presumably, such a wonderful structure would help his transition to the fun afterlife.

The Great Pyramid of Giza was completed around 2540 BC, making it the oldest of the Seven Wonders of the World. In the thousands of years since its creation, the pyramid has experienced some understandable wear and tear. The smooth outer surface has been ripped away, and thieves have looted, or stolen, almost all its treasure.

(Adapted from: <http://www.education.com/>)

C. AFTER READING

Answer the questions.

1. Why do you think Pharaoh Khufu's pyramid included rooms for his pets?
2. Do you think that you would like to spend years of your life building a big pyramid for someone else?
3. Why do you think the Ancient Egyptian people did what Khufu wanted?

D. GRAMMAR

Itinerary is necessary when you travel. Imperative forms are still used in this matter.

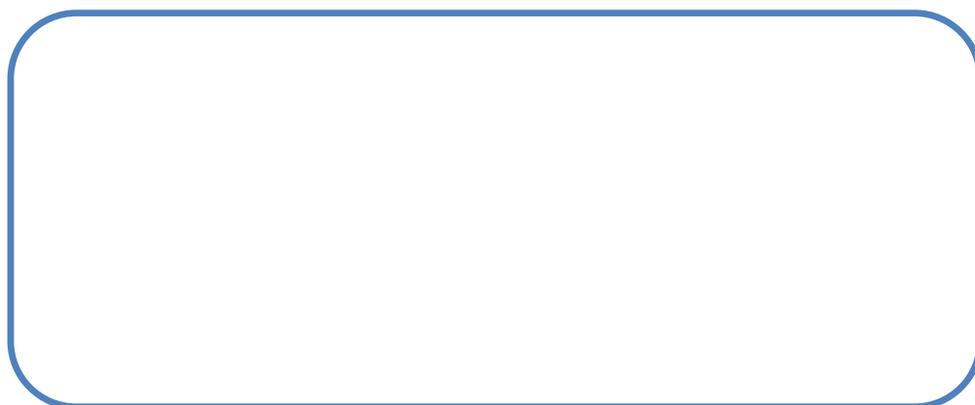
Discuss with your friend what you wanted to do and what you needed to prepare if you had a n opportunity to take a trip to Egypt.

E. EXTENDED ACTIVITIES

Exchange your itinerary with another group. Discuss what you have and what you don't have. Why did it happen?



F. REFLECTION



UNIT 11

TRAVEL: PROJECT

It is a great opportunity when we can travel together with my friends. Despite seeing interesting places, there are many things we can do during the trip. In this project, I would like to encourage you to earn some adventurous experience through traveling project.

You do not need to go far to have fun. Jakarta, the Capital City of Indonesia, has many interesting places to visit. Even, in this module you explored more about *Kota Tua*. However, I encourage you to introduce unusual places to visit. The meaning of “unusual” here is that you exactly know that the places is worth to visit and there is a value or history of it. It could be a culinary sites, hang-out-with-friend sites, great-view sites or even sport sites. The product of the project should be a testimony video or a journey report.

Your project journey starts from discussing the places. Each member of the group should contribute one place to consider. The discussion should consider if the place is worth to visit, easy to go and fulfills budget value. You need to choose three places to visit.

The next step is you need to do some survey with the places. Go with your group members to visit those places. Take notes how to go there; you also may take pictures to be put in your brochure later on. Have fun in those places and try to describe how it feels (of the target of the place).

After that, you need to design a brochure containing your tour itinerary and all important information of the places. Remember, you need to persuade people on this. Print the brochure nicely. You also need to upload your brochure on your blog.

When you are ready with the brochure, you need to promote your city tour. You need to distribute, at least 10 brochures to foreigners. Explain to them how the places are worth to visit. Tell to the tourists that that would be great if they spend time in those places and give comments on your blog.

You need to record your journey of distributing the brochures in video or a report. Present your result in front of the class with your way.

Good luck!

Rubric for Brochure (Texas Education, 2006)

Criteria	Weight	Professional	Adequate	Needs Work	Unsatisfactory
Content	50 %	<input type="checkbox"/> Demonstrates in depth understanding of topic <input type="checkbox"/> Accurately utilizes researched information in the brochure	<input type="checkbox"/> Demonstrates understanding of the topic <input type="checkbox"/> Employs research information with an adequate degree of accuracy	<input type="checkbox"/> Demonstrates little understanding of topic <input type="checkbox"/> Employs research information with a fair degree of accuracy	<input type="checkbox"/> Lacks understanding of topic <input type="checkbox"/> Reports only the most basic parts of the information
Written Presentation	20 %	<input type="checkbox"/> Well organized content <input type="checkbox"/> Attractive and well-designed format <input type="checkbox"/> Clear and easily understood message <input type="checkbox"/> Computer generated	<input type="checkbox"/> Content is organized <input type="checkbox"/> Format is adequate <input type="checkbox"/> Message is sufficiently understood <input type="checkbox"/> Computer generated with acceptable	<input type="checkbox"/> Content lacks organization <input type="checkbox"/> Format is difficult to follow and poorly organized <input type="checkbox"/> Message not clearly understood	<input type="checkbox"/> Unorganized content <input type="checkbox"/> Hard to follow <input type="checkbox"/> Message difficult to understand; tendency to wander

		with strong visual appeal	eye appeal	od <input type="checkbox"/> Computer generated but poorly designed	ramble <input type="checkbox"/> Handwritten or computer generated with little organization or skill
Research Quality	15 %	<input type="checkbox"/> Five sources used <input type="checkbox"/> Use of reliable sources <input type="checkbox"/> Accurate analysis of research	<input type="checkbox"/> Three sources used <input type="checkbox"/> Sources have some reliability <input type="checkbox"/> Adequate analysis of research	<input type="checkbox"/> Two sources used <input type="checkbox"/> Questionable reliability of sources <input type="checkbox"/> Basic information with questionable accuracy	<input type="checkbox"/> Less than two sources used <input type="checkbox"/> Little reliability of sources <input type="checkbox"/> Inaccurate information
Visual Appeal	15 %	<input type="checkbox"/> Imaginative; original <input type="checkbox"/> Use of graphics make the message "come alive"	<input type="checkbox"/> Creativity is acceptable <input type="checkbox"/> Use of graphics adequate to present message	<input type="checkbox"/> Little creativity used <input type="checkbox"/> Poor selection of graphics	<input type="checkbox"/> No originality <input type="checkbox"/> Graphics do not tie in with the message

Presentation Rubric

Evaluating Student Presentations
 Developed by Information Technology Evaluation Services, NC
 Department of Public Instruction

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's	Presentation	Presentation	Presentation

	presentation has four or more spelling errors and/or grammatical errors.	has three misspellings and/or grammatical errors.	has no more than two misspellings and/or grammatical errors.	has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

UNIT 12

MULTICULTURAL EXHIBITION:

LAST PROJECT

In this book, you have learned two important things of culture and society, stories and interesting places. For the last project, I challenge you to employ all your language competence, knowledge and skills to create a cultural exhibition. I remind you to have a solid team work because this project has quite high difficulty levels.

The idea of this project is to exhibit a culture in the world. What can you exhibit? You can tell people about the country itself, the food, the dress, the arts, the dance, folklores, tales or fables, or even you can present the uniqueness of the country, like the transportation, the meaning of certain gestures, etc. You only need to create three corner ideas for your exhibitions. Make sure you are able to finish the jobs within two weeks.

After that you have to present your ideas to your stakeholders, which is your teachers. Explain your plan as clear as you can and the budget estimation. Remember, your ideas should be fresh and creative. It means, you are encouraged to use recycle material. After the ideas from each group are

approved, the stakeholders make the schedule of the exhibition. It means you are going to exhibit your work in public.

The next step to prepare is the performance, the displayed objects, your presentation as the guides and flyers. The flyers need to be distribute in any places three days before the exhibition day.

Your project will be scored based on your group work, brochures, presentation and visitors' opinions.

The Collaboration Rubrics (adapted from: cpcc.edu)

	1 (0 Points)	2 (5 Points)	3 (10 Points - <i>unless otherwise indicated</i>)	4 (15 Points - <i>unless otherwise indicated</i>)
Contribution to Group's Tasks (15 Points)	<ul style="list-style-type: none"> • Chooses not to participate • Shows no concern for goals 	<ul style="list-style-type: none"> • Participates inconsistently in group • Shows sporadic concern for goals 	<ul style="list-style-type: none"> • Participates in group most of the time • Shows concern for goals most of the time 	<ul style="list-style-type: none"> • Participates actively • Models caring about goals
Completion of Personal Tasks (15 Points)	<ul style="list-style-type: none"> • Impedes goal setting process • Impedes group from meeting goals • Does not complete assigned tasks 	<ul style="list-style-type: none"> • Participates sporadically in goal setting • Participates sometimes in meeting goals • Completes assigned tasks 	<ul style="list-style-type: none"> • Participates in goal setting most of the time • Participates in meeting goals most of the time • Completes assigned tasks the majority of the time 	<ul style="list-style-type: none"> • Helps direct the group in setting goals • Helps direct group in meeting goals • Thoroughly completes assigned tasks
Discussion Skills (15 Points)	<ul style="list-style-type: none"> • Discourages sharing • Does not participate in group discussions 	<ul style="list-style-type: none"> • Shares ideas occasionally when encouraged • Allows sharing by most group members 	<ul style="list-style-type: none"> • Shares ideas most of the time • Sometimes encourages groups 	<ul style="list-style-type: none"> • Shares many ideas related to the goals • Encourages all group members to share their ideas
Active Listening (15 Points)	<ul style="list-style-type: none"> • Does not listen to others • Not considerate of others' feelings and ideas 	<ul style="list-style-type: none"> • Listens to others sometimes • Considers other people's feelings and ideas 	<ul style="list-style-type: none"> • Listens and takes other's feelings into consideration most of the time 	<ul style="list-style-type: none"> • Listens attentively to others • Empathetic to other people's feelings and ideas

		sometimes		
Contribution to Group's Evaluation <i>(15 Points)</i>	<ul style="list-style-type: none"> Discourages evaluation of how well the group is working 	<ul style="list-style-type: none"> Participates marginally in group evaluation 	<ul style="list-style-type: none"> Encourages group evaluation 	<ul style="list-style-type: none"> Encourages group to evaluate how well they are working together as well as self evaluation
Problem-solving <i>(15 Points)</i>	<ul style="list-style-type: none"> Chooses not to participate in problem-solving 	<ul style="list-style-type: none"> Offers suggestions occasionally to solve problems Demonstrates effort sometimes to help the group work together 	<ul style="list-style-type: none"> Offers suggestions to solve problems and sometimes encourages group participation 	<ul style="list-style-type: none"> Involves the whole group in problem-solving
Cohesion <i>(10 Points)</i>	<ul style="list-style-type: none"> Promotes fragmentation of group 	<ul style="list-style-type: none"> Does not impede group's efforts 	<ul style="list-style-type: none"> Demonstrates effort to help the group work together a majority of the time 	<ul style="list-style-type: none"> Actively participates in helping the group work together better

Rubric for Brochure (Texas Education, 2006)

Criteria	weight	Professional	Adequate	Needs Work	Unsatisfactory
Content	50%	<input type="checkbox"/> Demonstrates in depth understanding of topic <input type="checkbox"/> Accurately utilizes researched information in the brochure	<input type="checkbox"/> Demonstrates understanding of the topic <input type="checkbox"/> Employs research information with an adequate degree of accuracy	<input type="checkbox"/> Demonstrates little understanding of topic <input type="checkbox"/> Employs research information with a fair degree of accuracy	<input type="checkbox"/> Lacks understanding of topic <input type="checkbox"/> Reports only the most basic parts of the information
Written Presentation	20%	<input type="checkbox"/> Well organized content <input type="checkbox"/> Attractive and well-designed format <input type="checkbox"/> Clear and easily understood message <input type="checkbox"/> Computer generated with strong visual appeal	<input type="checkbox"/> Content is organized <input type="checkbox"/> Format is adequate <input type="checkbox"/> Message is sufficiently understood <input type="checkbox"/> Computer generated with acceptable eye appeal	<input type="checkbox"/> Content lacks organization <input type="checkbox"/> Format is difficult to follow and poorly organized <input type="checkbox"/> Message not clearly understood <input type="checkbox"/> Computer generated but poorly designed	<input type="checkbox"/> Unorganized content <input type="checkbox"/> Hard to follow <input type="checkbox"/> Message difficult to understand; tendency to wander or ramble <input type="checkbox"/> Handwritten or computer generated with little organization or skill
Research Quality	15%	<input type="checkbox"/> Five sources used <input type="checkbox"/> Use of reliable sources <input type="checkbox"/> Accurate analysis of research	<input type="checkbox"/> Three sources used <input type="checkbox"/> Sources have some reliability <input type="checkbox"/> Adequate analysis of research	<input type="checkbox"/> Two sources used <input type="checkbox"/> Questionable reliability of sources <input type="checkbox"/> Basic information with questionable accuracy	<input type="checkbox"/> Less than two sources used <input type="checkbox"/> Little reliability of sources <input type="checkbox"/> Inaccurate information
Visual Appeal	15%	<input type="checkbox"/> Imaginative; original <input type="checkbox"/> Use of graphics make the message "come alive"	<input type="checkbox"/> Creativity is acceptable <input type="checkbox"/> Use of graphics adequate to present message	<input type="checkbox"/> Little creativity used <input type="checkbox"/> Poor selection of graphics	<input type="checkbox"/> No originality <input type="checkbox"/> Graphics do not tie in with the message

Presentation Rubric

Evaluating Student Presentations

Developed by Information Technology Evaluation Services, NC Department of Public Instruction

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INTEGRATED SKILLS II