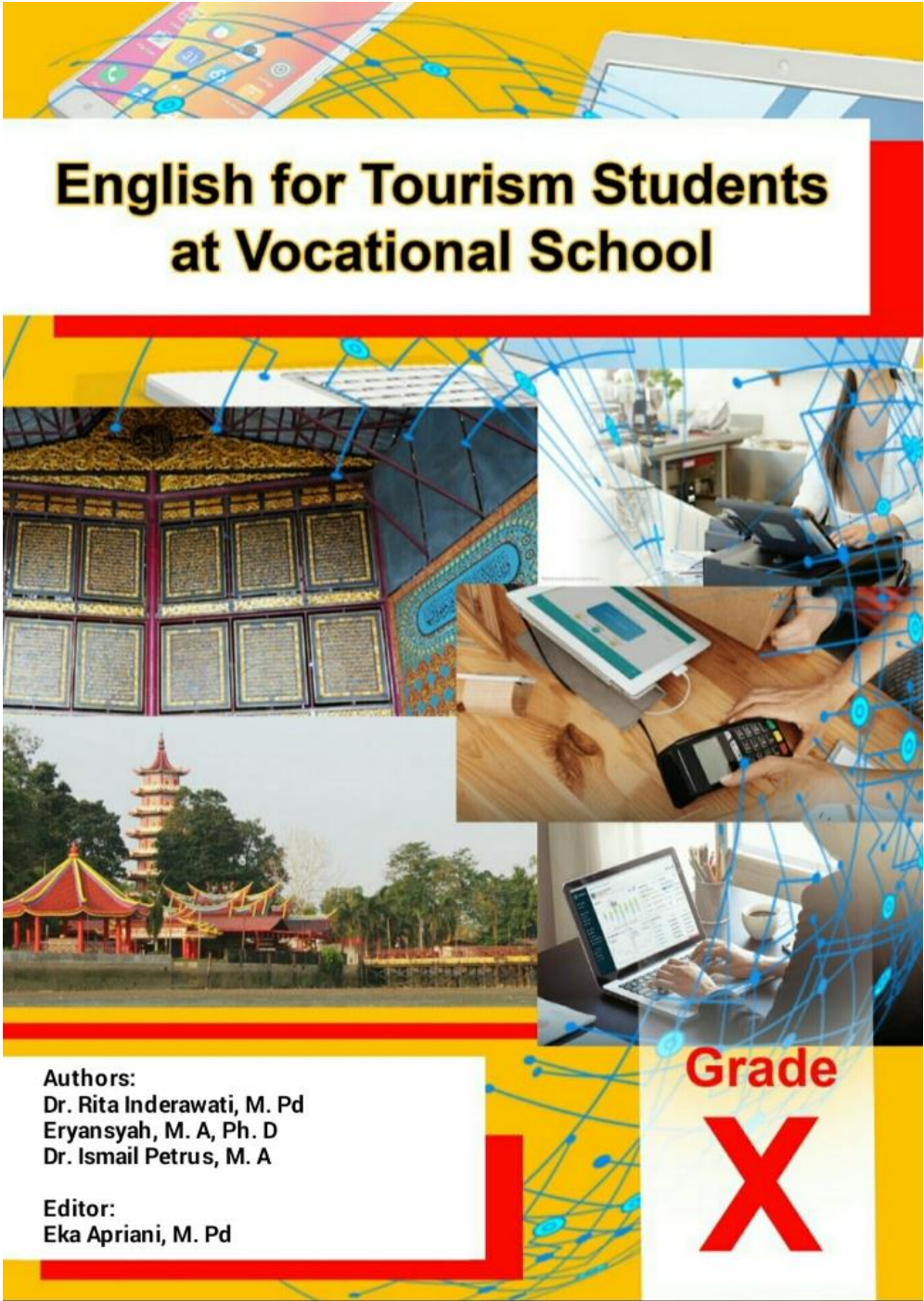




English for Tourism Students at Vocational School

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Editor:

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Grade

X

ENGLISH FOR TOURISM STUDENTS AT VOCATIONAL SCHOOL

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FOREWORD

Alhamdulillah, all praise and gratitude the writers turning to the presence of Allah because the book, entitled "English for Tourism Students at Vocational School", has completed. The book is arranged in order to help teachers and students in Vocational Schools, Department of Tourism in learning English. This book is hoped to be a reference for teachers in teaching English and to make English lessons are more interesting and fun.

In writing this book, the writers would like to say thanks to the following important persons who have help them a lot. First, a gratitude is delivered to Prof. Dr. Ir. H. Anis Saggaff, MSCE. as the Rector of Sriwijaya University who provides the fund for the book through the research scheme "Competitive Leading Research (*Penelitian Unggulan Kompetitif*)" in 2020. This book is one of the products of the research. Next , the writers address most grateful to those who had been willing to participate in the research: Prof. Sofendi , MA, Ph.D. as Dean of FKIP Unsri, the administration staff, the Principal and Vice Principals of SMK Negeri 3 Palembang, the English Teachers and students who had also given abundant help during designing and conducting this inquiry. Lastly, they thank so much to graduate school students under their advisory, Anisa , Sinta , Praise , Yenny , and Umi who helped them, in collecting data and are preparing their thesis that focus on development study of local culture reading material for vocational students.

The writers realized if in the preparation of the book it still has shortcomings, so that criticism and suggestions from readers are very useful for the writers in the future. Hopefully the book can be useful for teachers and students of vocational schools throughout Indonesia in general, as well as teachers and students in the province of South Sumatera especially.

Palembang, 27 February 2021

Writers

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CHAPTER 1



Source: <https://bit.ly/2Pir6DO>

TALKING ABOUT SELF

Tujuan Pembelajaran:

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

1

Talking about Self

Part A Hello, I'm Sandra, I'm a receptionist

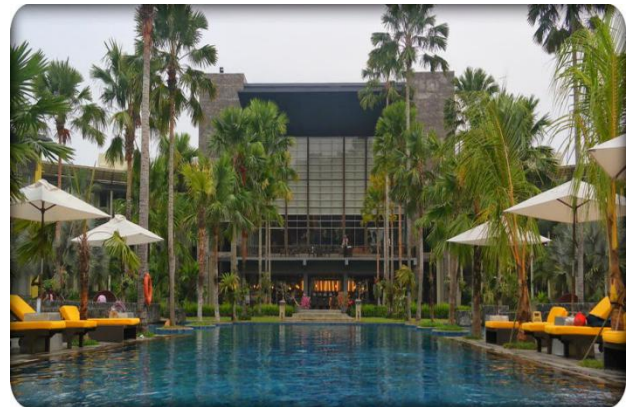
Lets's start



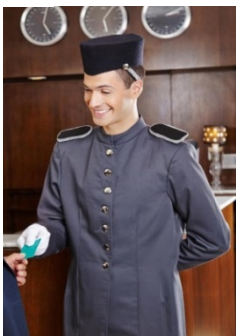
Activity 1

Look at the pictures of hotel staff.

Understand the following job and then match each image with the job.



1



Source:
<https://bit.ly/2nXWRGW>

2



Source:
<https://bit.ly/33L4IMF>

3



Source:
<https://bit.ly/2VYZZ27>

4



Source:
<https://bit.ly/2pzE8ly>

5



Source:
<https://bit.ly/35QfTjL>

A. I'm a kitchen assistant
D. I'm a sous-chef

B. I'm a receptionist
E. I'm a waiter

C. I'm a commissionaire

Here are some more employees from different hotels around the world
What do you think they do? Match each picture with the job.

6



Source:
<https://bit.ly/2oXc4Zr>

7



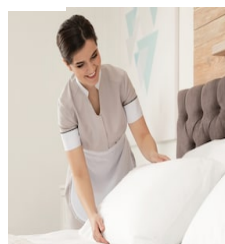
Source:
<https://bit.ly/2BoEKNF>

8



Source:
<https://bit.ly/2N1UQSy>

9



Source:
<https://bit.ly/31xKTlb>

10



Source:
<https://bit.ly/2N1VGyG>

F. I'm a waiter G. I'm a management trainee
H. I'm a bar person I. I'm a porter J. I'm a room attendant

Is YOUR job here? What do you do? What is your job?

Let's find out



ACTIVITY 2



Scan this QR Code. Then check your answer. Listen to the ten employees in Activity 1 saying who they are.



ACTIVITY 3



Scan this QR Code. You're going to hear ten names. Listen to the spelling of the names and repeat them



LANGUAGE FOCUS



Questions and answers

Questions

What's your name?
What's your job?
What do you do?

Answers

I'm Leanda./ My name's Leanda
I'm a receptionist
I'm a receptionist

What's his name?
What's his job?
What's her name?
What's her job?

His name's Leon.
He's a waiter
Her name's Amanda
She's a kitchen assistant

ACTIVITY 3

Now write the questions

- | | |
|---------|-------------------------|
| 1 | Her name is Cathrine. |
| 2 | She's a room attendant. |
| 3 | My name's Mike. |
| 4 | His name's Harry. |
| 5 | He's a sous-chef |

Lets's do it!



ACTIVITY 4



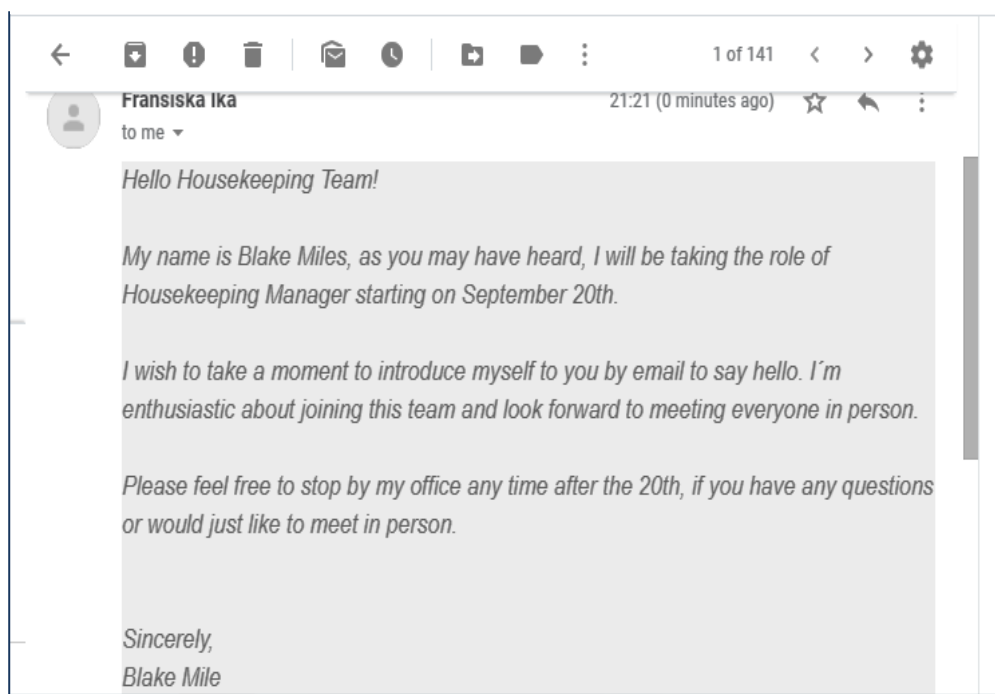
Find three speaking partners in Skype. Introduce yourself. Learn the name and find out the job of each person. Don't forget to record the screen while you are talking and submit it to your teacher.

ACTIVITY 5

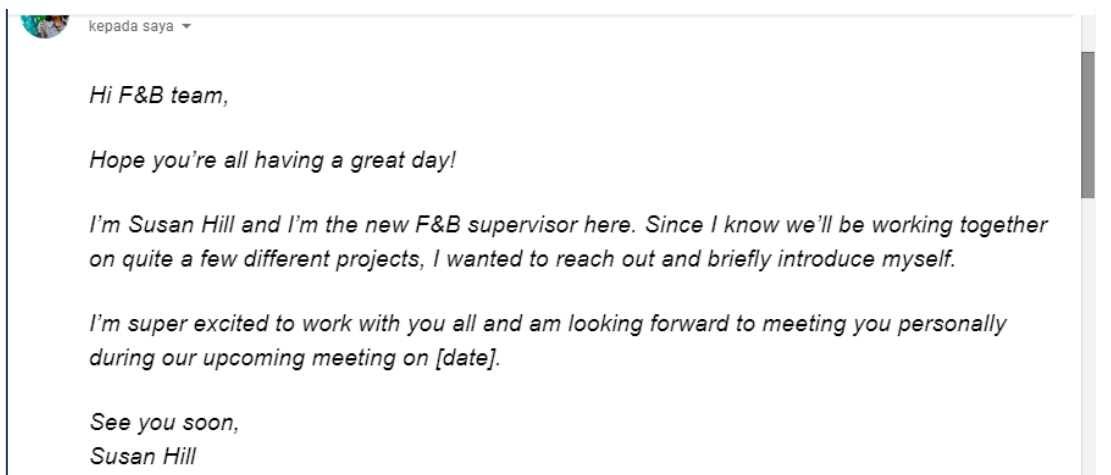


Read the text carefully. Your teacher is going to identify you as students A or B. Students A, read Text 1; students B, read Text 2.

TEXT 1



TEXT 2



ACTIVITY 7

COMPREHENSION QUESTIONS

the key concept for each paragraph,
in your own language. Students A,

refer to text 1, students B, refer to text 2.

TEXT 1

Paragraph	Key Concept	Significant Information
1		
2		

TEXT 1

Answer the following questions.

1. What is Mrs. Hill position?
2. Why does she write an email?
3. Will Mrs. Hill have meeting with F&B team

Paragraph	Key Concept	Significant Information
1		
2		
3		

ACTIVITY 7

COMPREHENSION QUESTIONS

TEXT 1

Answer the following questions.

1. What is Mr. Mile's job?
2. Why does he write an email?
3. How can Mr. Mile's staffs find him if they have something to discuss?

TEXT 1

Answer the following questions.

4. What is Mrs. Hill position?
5. Why does she write an email?
6. Will Mrs. Hill have meeting with F&B team

ACTIVITY 8**TEXT STRUCTURE**

Individually, complete the following table to find out the structure of the emails of introduction on activity 5.

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

Part B *It's my family*



Read the email. Pay attention to the bold words

GRAMMAR FOCUS

Pronoun

Pronouns are words that can replace a noun like *I, you, me it, they, we, she, him, us*. Pronouns prevent the repetition of the same noun previously mentioned.

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

Subjective	Objective	Possessive Adjective	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

Let's find out



ACTIVITY 9

Substitute the underlined words with **subject pronouns**:

1. Leon and Howard (.....) learn Korean.
2. The rabbit (.....) is in the cage.
3. Do Dena and you (.....) like badminton ?
4. Does your mother (.....) sing well?
5. Mr. Caren (.....) comes to the hospital in the morning.
6. Do the drivers (.....) have a driving license ?
7. You and I (.....) live in Malaysia.
8. Do John and Pamela (.....) go to school together?
9. My mum (.....) makes a delicious cake.
10. The zoo (.....) opens on the weekends.

ACTIVITY 9

Choose the suitable word to fill in the blanks:

1. goes to the library with
Her/ us She/we She/us
2. Does clean the bathroom?
he it him
3. usually go to school with
She/ they Her/ them I/ them
4. Do like playing kite"? No, I don't like
we/ it you/ it you/ her
5. Sam is a selfish person. So we don't like
he him his
6. Can you give a glass of tea, Terry?
you I me
7. "When do you do homework?" "I do after school."
them it he
8. Send to, please.
I/ it it/ I it/ me

Let's do it!



ACTIVITY 10



Responding to an email/a letter

Responding to a letter/email

Just think you're Yoko. Write an email or letter that responds to an email or letter that you've read and discussed. Use the following questions to help you.

1. What do you write to start replying to an email/letter?
2. What specifics are you writing in your e-mail/letter? (Your dad, your mother and your siblings)
3. What do you write to end your letter/email?
4. Before you send your email/letter, read your email/letter to notice and correct any content, grammar, vocabulary, spelling or punctuation errors.

CHAPTER 2



COMPLIMENTING AND CONGRATULATING OTHERS

Tujuan Pembelajaran:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi pujian bersayap dan ucapan selamat serta responnya.
2. Merespon ungkapan memberi pujian bersayap dan ucapan selamat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaannya.
3. Memberikan pujian bersayap dan ucapan selamat dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaannya.

2

COMPLIMENTING AND CONGRATULATING OTHERS

Part A You did it!

Let's start



Activity 1

1. Find the video clip of "Somewhere over the Rainbow" sung by Connie Talbot on the internet. While watching, pick out the suitable pictures described the content of the song.



Complementing and Congratulating Others

2. What is the song about?
3. How do you feel while listening to the song?
 - Sad
 - Glad
 - Confused
 - Nothing
4. What do you think of the song?
 - The melody
 - The lyrics
 - The genre
5. What must you do first if you do not understand the lyrics of an English song?
6. What are you going to do if you do not understand the meaning of the lyrics?
7. Do you think you can improve your English by singing an English song?

Let's find out

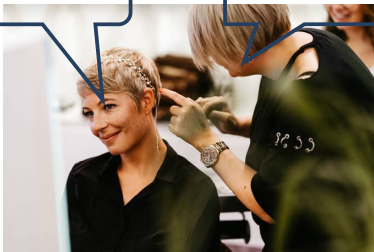


ACTIVITY 2

SPOKEN COMPLIMENTS

Please observe the picture below. Fill in the appropriate expression in the following empty box.

Oh, thank you



Thanks. I really appreciate your compliment



2. Compliments and Praise

I am glad you like it.



The menu in this restaurant is very delicious. I like it

You are very enthusiastic in guiding us to all the places

I like your new hairdo

ACTIVITY 3

 Scan this QR Code. Listen and repeat

Excellent! You've did really good, Diana

That's great, Ilene. I really love it.



It's been fantastic. I love it, thank you.

That was a marvelous kick. You did very well.

ACTIVITY 4

 Scan this QR Code. Listen and repeat the words you hear



great

sponge

bakery

masterstroke

flattering

cellist

spacious

scenery

satisfied

salary

ACTIVITY 5



Listen to the statements and choose the best responses



Statement	Response
	a. I appreciate the compliment
	b. Well, you've done really well, Leon.
	c. Yeah, you're flattering me.
	d. Do you think so?
	e. I'm so happy that you like it.

LANGUAGE FOCUS



Remember

Compliments are used to say something good about a person and express admiration. Compliments help people maintain good relationships with each other. They can be **given** => **expressed** verbally, but also in writing. In business, people sometimes express compliments to their colleagues on a card sent with a parcel



Commented [EN1]: Rasonyo kata "expressed" lebih tepat

ACTIVITY 6



Discuss with your peers and teacher about the following questions.

- 1) Have you ever given a compliment?
- 2) Why do you believe you have to do that ?
- 3) Who did you send this to ?
- 4) When you did so, how do you feel?
- 5) How do you react when someone is giving you a compliment?
- 6) What can we get from giving and accepting compliments ?



ACTIVITY 7

Practise this dialogue with you friend.

Dialogue A

Guest : My compliments to the chef. This linguine is superb.

Staff : Thank you, Ma'am. I'll be sure to let the chef know.

Guest : Your English is very good.

Staff : Thank you very much.

Dialogue B

Tour guide : This is the third day of the tour. How do you feel?

Guest : We had amazing time yesterday. It was especially nice to hear the little tidbits about Yericho, the hotel in the desert. We learned a lot. And especially because of you. You really worked above and beyond any requirement. You are very enthusiastic.

Tour guide : Oh, I'm glad you enjoy the tour. Hope you are enjoying the rest of the days, Mam.

Check your comprehension.

- 1) Where do the dialogues probably take place?
- 2) Who have got the compliments in both dialogues?
- 3) How does the hotel guest feel about the food? How does she express her happiness?
- 4) How does the tour member feel about the tour? How does she express her happiness?
- 5) Underline all the phrases that express compliments!

These are the expressions used when giving compliments. Listen and repeat!

COMPLIMENTS	RESPONSE
- That's a lovely cake. - That was a nice lunch. - What a lovely garden! - You are really a good chef. - You did it very well. - Well done! - You're doing just fine. - You are doing great.	- Thank you. - I'm glad you enjoyed it - Do you really think so? - It's kind of you to say that. - Thank you very much. - Thanks. - I'm glad you like it. - Thank you so much.
PRAISE/CREDIT	REQUESTING PRAISE/CREDIT
- Good job, Alice. - That was a great game, Jack. - You deserve a lot of credit for all the work you've done, Fred.	- Don't I get any credit? - Don't I deserve some credit for what I did? - Wasn't what I did worth anything?

ACTIVITY 9



a. Create a dialogue based on one of the following situations.

- You are a foreign tourist. You watch a dance festival in a country and you see the dancers are very talented.
- You are a guest in a hotel. You hire a junior suite room. The room is comfortable, spacious and well-equipped.
- A guest is commending the way you manage the tour.

b. Work in groups and role-play one of the following scenarios

c. Use your cell phone to document your results, post it to your social media and ask your friends to comment on it.

2

COMPLIMENTING AND CONGRATULATING OTHERS

Part B I'll be the first one to congratulate you

Let's start

~



ACTIVITY 1

Here are some congratulation cards. Find out on what occasions those cards are given.

Let's find out



ACTIVITY 2



Scan this QR Code. Listen to the recording and repeat. Pronounce the phrases or sentences correctly.

1.	Congratulations.
2.	Congratulations on your wedding.
3.	Congratulations on your graduation.
4.	Congratulations on your success. Fantastic!
5.	That's wonderful news!
6.	What great news.
7.	That's fantastic!
8.	I'm really pleased to hear about your graduation.
9.	Fantastic! Well done.

ACTIVITY 3



Scan this QR Code. Listen and repeat the words you hear.



longing	wedding	lottery	good luck
warmest	support	prayers	graduated
lucky	wonderful	blessed	moving into

ACTIVITY 4



Scan this QR Code. Listen to the statements and choose the correct responses

- 1) _____ Oh, thanks. I really appreciate it.
- 2) _____ Thanks a lot.
- 3) _____ Thanks. I really took a month to practise.
- 4) _____ Thank you, sir. I must say that you have done great deal for me.
- 5) _____ Thanks. You know I can't do anything without your support.

2 Complementing and Congratulating Others

Do You Know?

By congratulating someone, we are telling them that we are pleased to hear about their good luck or achievement.



Discuss with your peers and teacher about the following questions.

- 1) Have you ever given a congratulation?
- 2) Why do you believe you have to do that ?
- 3) Who did you send this to ?
- 4) When you did so, how do you feel?
- 5) How do you react when someone is giving you a congratulation?
- 6) What can we get from giving and accepting congratulation ?

ACTIVITY 5



Act out the dialogue with your friend.

Situation : *The opening ceremony of a travel agent's office.*

Mr. Yuser : Good morning, Mr. Jackson. Thank you so much for visiting. I'm glad you will be here. I really appreciate it.

Mr. Jackson : Thank you very much, Mr. Yuser. Congratulations on the launch of your new branch.

Mr. Jackson : By the way, how many divisions do you have right now, Mr. Yuser?

Mr. Yuser : Hmm.....four in total. It's the fourth one.

Mr. Jackson : The fourth one? Well, you did a fine job, Mr. Yuser. Once again, congratulations and every accomplishment in the future.

Mr. Yuser : You too, Mr. Jackson. Please enjoy the party. Would you excuse me for a moment please ?

Mr. Yuser : Yes, of course.

ACTIVITY 6



Answer these questions based on the dialogue between Mr. Yuser and Mr. Jackson

- Why did Mr. Jackson congratulate Mr. Sunton?
- What is Mr. Sunton's response?
- How many office branches does Mr. Sunton have now?
- Underline all the expressions of congratulation in the dialogue.

The expressions of congratulation are:

CONGRATULATING	RESPONSE
- I would have been the first to congratulate you on... - I would like to compliment you on the... - Please embrace my warmest congratulations, please. - Can I congratulate you on that? - I would congratulate you on that. - It was wonderful to hear from... - Congratulations ! - Congratulations on ... ! - Well done, awesome!	- It's a very good of you to say that. - How kind of you to say that. - Thank you for saying this. - I'm so happy you think so. - Oh, it's nothing special, I think. - Oh, I still have a lot to learn. - Oh, not really. - Oh, thank you.

Ways to Say It

Let's do it!



ACTIVITY 7



Get out of your chair and meet five students in your classroom, offer them congratulation on whatever you think is appropriate.

e.g.

- Congratulations on your good work.
- Let me congratulate you on your new motorcycle.

2 Complementing and Congratulating Others

- May I congratulate you on winning the contest?
- I have to congratulate you on your performance.
- I would like to congratulate you on being accepted to this school.

ACTIVITY 8

 Read the two conversations. Analyze the conversations and fill in the table.

Conversation 1

David : I heard you got promoted as ticketing manager. Well, congratulations, my friend! That is fantastic!

Ken : Thank you for saying this.

David : I wish you success in the future.

Ken : I hope so. I have to work hard for it.

Conversation 2

Sony : I've just heard about your graduation. Congratulations, that's brilliant!

Sany : Thank you so much for helping me out. I don't know how I'd be without you

Sony : You deserve it! You've worked so hard.

Sany : Thank you.

Sony : How are you fixed up for next year?

Sany : I don't know. I'll see about it after my holidays.

	Conversation 1	Conversation 2
Expressions of congratulation that you find		
Reason for congratulating		
Future plans		

ACTIVITY 9



Fill in the dialogues below using the expressions of congratulations and their responses.

a. Dialogue 1

Uncle : Hey, I heard that you bought a new apartment. Did you?

Ongky : You bet, uncle.

Uncle : Well, _____

Ongky : _____ Call me at my place and I'll show you my new apartment.

Uncle : Don't worry. Next week, I'll drop by.

b. Dialogue 2

Butet : Mr. Uki, you're going to be appointed our new reservation manager, aren't you?

Mr. Uki: Hey, where did you get the news?

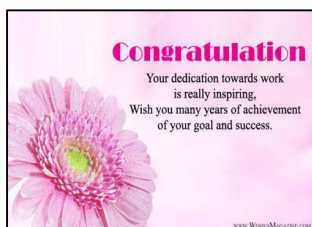
Butet : Well, walls have ears, don't they? By the way,

Mr. Uki: _____

ACTIVITY 10



Read the following cards and answer the questions.



a. What are the functions of the cards?

b. The three cards share the same structures. Mention them.

2 Complementing and Congratulating Others

ACTIVITY 10



Read the following congratulation letter and answer the questions.

New Colony,
Mumbai, 600706.
22 October 2019

Lucas Davis,
Nine towers,
Pune, 200801

Dear Lucas,

I'm glad to hear the news that you've actually received a career promotion at your workplace. Indeed, a lot of effort is needed to get promotion at the workplace, particularly when there is so much competition and every person is trying to get one.

The credit for this, though, just goes to you as you put in a decent effort and served with determination. I'm grateful that I've come to meet such a disciplined person in my life.

I would like to congratulate you and wish you every success in your future job and career. I'm still surprised how quickly things went, and everything went so well. It is indeed a matter of considerable achievement, and it should be celebrated defiantly by celebrating.

So party hard and work with the same commitment and interest in the future as well. I pray to God that he will lavish all his grace on you and support you every step of the way.

Yours truly,
Nathan Scott

Questions:

- What is the letter about?
- To whom is the letter addressed?
- Who wrote the letter?
- Why did she write the letter?
- Where did Linda graduate from?

2 Complementing and Congratulating Others

ACTIVITY 11



Make a congratulation card about:

- Moving to a new house
- Having a new baby
- Promotion in career
- Opening a new business

SELF REFLECTION

For your learning journal

Before I studied this chapter,	I didn't understand _____
When I was studying this chapter	I had some difficulties _____ _____ And I overcame them by _____ _____ _____
After studying this chapter,	I think _____ _____



CHAPTER 3

EXPRESSING INTENTION

Tujuan Pembelajaran:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu sesuai dengan konteks.
2. Menyatakan secara lisan dan tulis niat melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.
3. Menanyakan secara lisan dan tulis niat melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

What are you going to do for holiday?

Let's start



Activity 1

Look at the *following* pictures of *these places famous cities in the world* and discuss in groups.

- ✓ Do you know where is it? Why do you think people visit this place?
- ✓ Which one do you prefer to visit?
- ✓ Why do you choose this place to visit?

A



Source: <https://my24hours.net/travel/mulai-oktober-2018-menara-eiffel-direnovasi-dan-dicat-warna-baru/>

B



Source:
https://en.wikipedia.org/wiki/Merlion#/media/File:Rear_view_of_the_Merlion_statue_at_Merlion_Park,_Singapore,_with_Marina_Bay_Sands_in_the_distance_-_20140307.jpg

C



<https://www.visitlondon.com/things-to-do/visiting-london-for-the-first-time/where-is-london>



Vocabulary Builder



Activity 2

After looking at the pictures above, please make a list of verbs and nouns that are related to the pictures. Don't forget to write phonetic transcription and meaning.



Verb List	Phonetic Transcription	Meaning
1.		
2.		
3.		
4.		
5.		
Noun List		Meaning
1. Ticket	['tɪkɪt]	tiket
2.		
3.		
4.		
5.		



Let's find out

ACTIVITY 3



Scan this QR Code. Listen carefully! Then identify expressions and responses that contains intention. Write down below!



Scan



Five pink cloud-shaped boxes for writing answers, numbered 1 to 5.

ACTIVITY 4



Scan this QR Code. You will hear a conversation contains intention about tourism. Then make your own conversation with your pairs!



Scan



LANGUAGE FOCUS

**"EXPRESSING INTENTION"**

- + I'm going to
- + I would like to
- + (Yes, I think) I will
- + I am planning to
- + I have decided
- + I'm thinking of
- + I intend to
- + Perhaps/ Maybe I will

Let's do it!**ACTIVITY 5**

With your pairs, record your own performance in doing dialogue about intention (Activity 4) then upload it to social media. Ask your friends to give comments. Don't forget to give the link.



WOULD LIKE

“Would like” or “I’d like” is used to say what we want politely, especially when we offer and request something. Verbs that follow “would like” are in the to-infinitive form.

- ✚ Subject + would like + to infinitive form
- ✚ Examples:
- ✚ Would you like a biscuit with your coffee?
- ✚ I would like to order a pizza.

WOULD RATHER

“Would rather” is used to show a choice from different options. Subject + would rather + V1

Examples:

- ✚ I would rather go to a cinema.
- ✚ They would rather stay at home.



ACTIVITY 6

✚ Read the dialogue carefully, then fill in the blanks with correct expressions.

Conversation between Sean and Mark :

Sean : Hello Mark, what arethis weekend ?

Mark : Hello, go to zoo with my family. How about you?

Sean : Well, I still don't have any idea .

Mark : Why go to the cinema with your siblings ?

Sean : Wow, that's a good idea. But, I have to do my homework first. Have you done your homework from Mr. John?

Mark : No, I have not, I will do it tomorrow afternoon.

Sean : Well, can we do it together?

Mark : Yes,.....

Sean : Okay,..... I will go to your house at 2 P.M then.

Mark : See you tomorrow, Sean.

SIMPLE FUTURE TENSE

Simple future is a tense used to denote events that will happen in the future and end in the future.

Subject + Shall/Will + V1

Shall: I and We

Will: He, She, It, I, They, We and You

Usually "will" is used for all subjects.

Subject + be + Going to + V1

I: am

She, He, It: Is

We, They, You: Are

Examples:

She is going to ride her motorcycle.

We will visit "Kuta Beach" next year.



Grammar Focus

Read aloud



Where are you going to spend your next holiday?



Berlin - Germany

1. My sister's going to travel by car from Italy.
2. She's not going to speak a Latin language.
3. She's going to walk through the Brandenburg Gate.
4. She's going to see the rests of a tragically famous wall.
5. She's going to eat lots of *würstel*.



1. I'm not going to travel far from Italy.
2. I'm going to walk along the Seine banks.
3. I'm going to visit a famous monument made of iron.
4. I'm going to eat very good *crêpes*.
5. I'm going to drink some champagne.



Paris - France

ACTIVITY 7

Going to ... countries in the world!

What are they? Where are we going to find them?



Here are some images connected to the places where we have decided to go on holiday. What are they? Where are we going to find them? Look at the examples and try to complete numbers 1 to 10 with the cities and countries in the following box:

Paris (France) Berlin (Germany) Buenos Aires (Argentina) Barcelona (Spain) Rio de Janeiro (Brazil)
Edinburgh (Scotland) St Petersburg (Russia) Venice (Italy) Mexico City (Mexico) London (England)

Examples:



We are going to visit Trafalgar Square in London, England.



We are going to eat tortilla in Barcelona, Spain.

1. We are going to visit _____
2. We _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY 8

Unscramble the following sentences.

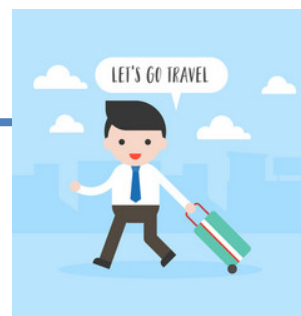
1. go/would/to/rather/France/Italy./than/she

2. get/her/return/Jenny/like/would/ticket/to/next/for/week.

3. would/not/I/this/go/summer./rather

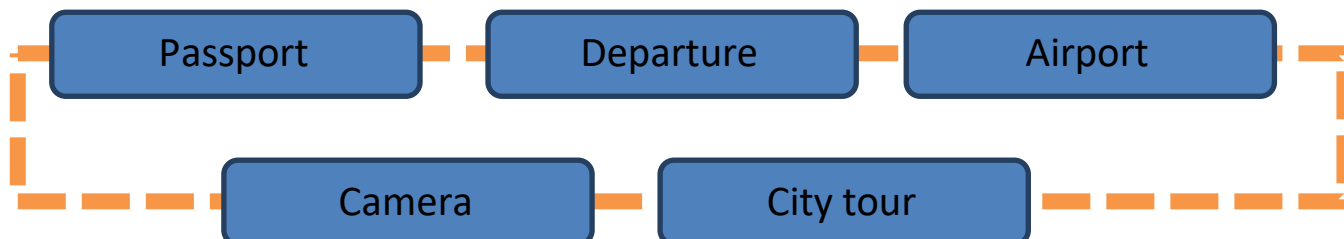
4. a/of/tea/breakfast?/you/for/like/would/cup/your

5. spend/rather/not/Charles/for/money/year./much/his/holiday/would/this



ACTIVITY 9

Please make sentences containing “would like” and “would rather” using the words in the box below! Write on your paper.



ACTIVITY 10

Make a short speech on a piece of paper by using the clues below, then present your speech in front of the class individually!

1. First, imagine that you become a guide of travel agent.
2. Then, make a schedule for city tour.
3. Make an outline of your speech about “How to be a good guide”
4. Present your speech in front of the class individually





Tujuan Pembelajaran:

Setelah mempelajari Bab 4, siswa diharapkan mampu:

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaan.
2. Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan.
3. Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan

Let's start

ACTIVITY 1

Match these words to their meanings

Tour / trip / voyage / excursion / travel

How wonderful the place?

Read the definition and underline the correct word

1. A short journey or trip, especially one engaged in as a leisure activity
.....
2. A long journey involving travel by sea or in space
.....
3. Go from one place to another, typically over a distance of some length
.....
4. A journey for pleasure in which several different places are visited.
.....
5. An act of going to a place and returning

1. The activity of sitting or lying in the sun, especially to tan the skin.
a) Sailing b) diving c) sunbathing
2. It's a favorite place to see the sunset.
a) beach b) activity c) city
3. It means the antonym of 'expensive'
a) boring b) cheap c) quite
4. The sport or pastime of riding a wave towards the shore while standing or lying on a surfboard.
a) skating b) skiing c) surfing
5. It means 'relaxing'
a) peaceful b) noisy c) exciting
6. Which is the fastest means of transportation?
a) bicycle b) train c) ship
7. Our daily routine that are not holiday activities
a) shopping b) climbing c) going to school



The Swiss Alps



The Canary Island



Oxford

Use the words in the exercise above to describe the photos on the left. Which of the places would you like to visit? Why? Discuss in groups.

Let's find out

ACTIVITY 2**SCAN ME**

Scan this QR Code. Listen carefully and pronounce them together with the teacher! Then identify 10 vocabulary items related to tourism. Write down below!

Tourism Vocabulary

1	6
2	7
3	8
4	9
5	10

ACTIVITY 3**SCAN ME**

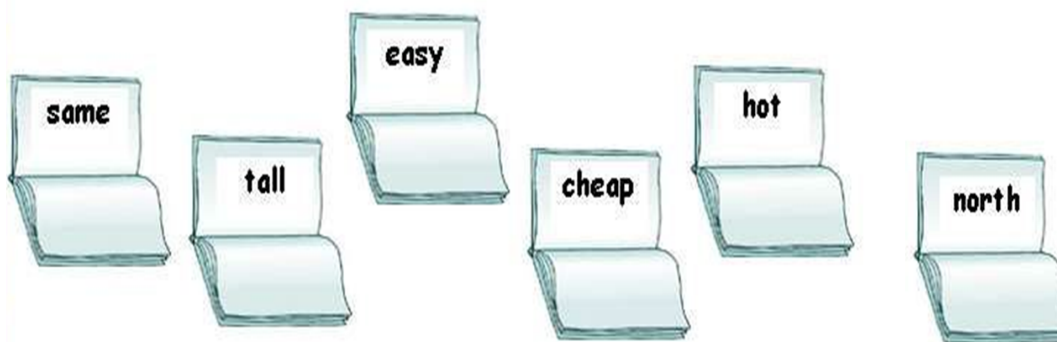
Scan this QR Code. You will hear about describing places. Choose one of the places in the video, then make a descriptive text with your pairs!

Match

ACTIVITY 4

Match the words in the box!

Expensive, difficult, short, different, south, cold



Tick

ACTIVITY 5

True

False

1	A bus is longer than a train.		
2	You travel by ship on the sea.		
3	The car is faster than the airplane.		
4	A motorbike is slower than a bicycle.		
5	Travel by airplane is expensive.		
6	Riding a bicycle is the cheapest way to travel.		
7	It is easier to ride a bike than a motorbike.		
8	A yacht is shorter than a train.		
9	Riding a camel is the fastest way to travel.		
10	You need to wear a helmet when you ride on roller blades.		

Let's do it!

**ACTIVITY 6**

Chat with your friend on skype using the questions below! Write their answers



	Do you like to travel by plane?	Have you ever been late for the airport ?	When will your next flight be?
Skype Friend 1			
Skype Friend 2			
Skype Friend 3			
Skype Friend 4			

Descriptive Text

✚ Descriptive text is a type of texts listing the characteristics of persons, places or things or describe living and non-living things, such as plants, animals, buildings, planes, etc.

✚ The communicative purpose of descriptive text is to describe persons, things and places.

✚ Generic Structure

- Identification: introducing the person or thing
- Description: describing the person or thing



Topic:
The Story of Bukit
Siguntang

Text Description

Bukit Siguntang

Siguntang Hill is a small hill 29-30 meters above sea level, located about 3 km from the northern side of the River Musi. Administratively, it is part of Bukit Lama, sub-district of Ilir Barat I, Palembang. It is just 4 km from the center of Palembang City and can be reached conveniently by public transport, going to Bukit Besar.

Identification



For most of the people across the hill, this spot is called holy. This hill is also home to the archeological remains of the Sriwijaya Empire in the 6th to 13th centuries. One of the archeological artifacts found in this location in 1920 is the Buddha statue. The statue was found in fragments, and it took months to get the entire thing together in one piece, even the part of the leg is now missing. This statue is now at Sultan Mahmud Badaruddin II Museum.

Description

Bukit Siguntang is the highest point in Palembang, a hill with a garden and huge trees over the landscape. On higher ground within the complex there are several tombs connected by locals to the royalties and heroes of Malay-Srivijayan.

ACTIVITY 7

Answer the questions based on the text above!

1. What is a Buddha statue?
2. In your opinion, why is Bukit Siguntang considered sacred?
3. Based on the text, where can people find the statue now?
4. Where is Bukit Siguntang located?
5. Find more information about Bukit Siguntang and describe using your own words!
6. What is the intention of the writer in writing this text?
7. What tense is most often used in this text?
8. What benefit can visitors get after visiting Bukit Siguntang?

SIMPLE PRESENT TENSE

Present Tense is one of the forms of verb tenses. It simply describes the actions, truths (facts), and situations.

Formula:

Positive (+): Subject + verb 1 (+ s/es) + object

Negative (-): Subject + do/does not + verb 1 + ...

Interogative (?): Do/does + subject + verb 1 + object?



GRAMMAR FOCUS



ACTIVITY 8

[illegible]

Let's do it!

ACTIVITY 9

Choose one of topics in the box, then describe it. After that, present it in front of the class!



Let's Talk about Tourism



Take nothing but photos, leave nothing but footprints.

How often do you go on holiday?
Where have you been?

What are the most popular tourist attractions in your country?

Describe a sightseeing trip you have taken.

Which museums have you visited? Which did you enjoy most? Why?

City trip or beach holiday? Which do you prefer? Why?

What are the benefits of tourism for a country? Explain.

What are possible disadvantages of tourism for a country? Explain.

What kind of jobs are there in the tourism industry? Would like to do one?

What makes a good tour guide? Explain.



Nouns and Adjectives

Writers use many noun phrases when describing something, trying to make readers get a mental picture of what is described.

As you know, the noun is a thing, a place, a person, or an animal, whereas the adjective is a word that describes a noun. The adjective that describes a noun is called a modifier.

A noun that goes with a modifier is called a noun phrase. Observe where the position of the modifier is.

Adjectives	Nouns	Noun Phrases
Big	Cafe	Big Cafe
Awesome	place	Awesome place
Gorgeous	cinema	Gorgeous cinema
Old	station	Old station
Beautiful	lake	Beautiful lake



CHAPTER 5

Announcement

5 Giving Announcement

GIVING ANNOUNCEMENT

Tujuan Pembelajaran:

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks pemberitahuan (announcement) tentang kegiatan sekolah secara benar sesuai konteks penggunaannya.
2. Menerangkan informasi tentang kegiatan sekolah dengan memperhatikan fungsi sosial, struktur teks, and unsur kebahasaan dalam teks pemberitahuan (announcement) lisan dan tulis secara benar sesuai konteks penggunaannya.
3. Membuat pengumuman tentang kegiatan sekolah dengan menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan teks tersebut sesuai dengan konteks penggunaannya.

5 Giving Announcement

WARMING UP



Activity 1

Look at the picture!

- ❖ Where do you usually find this information?
- ❖ What information does the picture provide?



Commented [EN1]: Ado penambahan kata *information* dan kata *mean* diganti *provide*

VOCABULARY BUILDER



Activity 2

Match the words below with the correct explanation!

Arrival (<i>noun</i>)	(of an object) easily broken or damaged
Departure (<i>noun</i>)	arrive and register at a hotel or airport
Fragile (<i>adjective</i>)	pass for boarding an airplane, granted to a passenger when the ticket is released or on check-in at the airport
Luggage (<i>noun</i>)	the action or process of identifying someone or something or the fact of being identified
Check in (<i>verb</i>)	the action or process of arriving
Gate (<i>noun</i>)	make (someone or something) late or slow
Boarding pass (<i>noun</i>)	Suitcases usually have a handle on one side and are used primarily for transporting clothes and other items during travel
Delayed (<i>adjective</i>)	reserve (accommodation, a place, etc), buy (a ticket) in advance
Book (<i>verb</i>)	airport area including a waiting area for travelers before boarding their flight
Identification (<i>noun</i>)	the action of leaving, especially to start journey

READING



ACTIVITY 4



Read the text below. Your teacher will identify you as students A to read text 1 or students B to read text 2.

Text 1 : An Announcement from Xiamen Air



ANNOUNCEMENT

Many flights have been delayed and passengers stranded as the main runway of Manila Airport was closed for over 32 hours. After the airport resumed operations at 12:00 pm, Aug. 18, Xiamen Airlines promptly dispatched airplanes to Manila to pick up passengers.

Manila Airport operated overnight on Aug. 18 so that airlines could carry the stranded passengers. The airport did not have enough resources to handle the surge in flights, leaving some flights unattended after landing and also resulting in repeated delay of flight departures. The staff of Xiamen Airlines are working to coordinate with the airport to make sure the operation restarts as soon as possible.

As of 16:15 pm , Aug. 19, seven Xiamen Airlines' planes that flew to Manila have returned, bringing a total of 1,113 passengers back to China. Xiamen Airlines will continually be sending four planes from Fujian to Manila to bring back more passengers.

Xiamen Airlines sincerely apologize to all passengers affected by the incident and will do everything in its power to assist passengers.

Thank you for your understanding.

Xiamen Airlines

Text 2 : An Announcement for Travellers

WORLD'S #3
Airport Service Quality Survey 2015
Amongst Top 3 Airports for 7 Consecutive Years

HYDERABAD
RAJIV GANDHI
INTERNATIONAL AIRPORT

GAR

ATTENTION TRAVELLERS

As it's our Republic Day, the security at the Airport has been beefed up for your safety. Travellers are hence advised to follow the below guidelines to ensure they experience a smooth journey.

- A) ARRIVE EARLY FOR EASY HASSLE FREE CHECK-IN
- B) DOMESTIC PASSENGERS, PLEASE ARRIVE 2 HOURS EARLY
- C) WEB CHECKED-IN TRAVELLERS, PLEASE ARRIVE 90 MINUTES EARLY

For easy and quick check-in we have increased 40% check-in lanes.

Thank you for your support!

ACTIVITY 5

Look at the table below ! After reading the texts, define the key concepts of the paragraphs and then write the most important information using your own words

TEXT 1

Paragraph	Key Concept	Significant Information
1		
2		
3		
4		

TEXT 2

Paragraph	Key Concept	Significant Information
1		
2		
3		

ACTIVITY 6

Comprehension Questions 1

Answer the following questions briefly

1. Who wrote the announcement?
2. Whom is the announcement for?
3. What is the announcement about?
4. What has Xiamen Airlines done to overcome the problem?
5. What did Xiamen Airlines write in the last paragraph?

Comprehension Questions 2

Answer the following questions briefly

1. Who wrote the announcement?
2. Whom is the announcement for?
3. What is the announcement about?
4. What has Xiamen Airlines done to overcome the problem?
5. What did Xiamen Airlines write in the last paragraph?

Please work in groups, then find the similarities and differences between Text 1 and Text 2.

VOCABULARY EXERCISE



ACTIVITY 7

Use the words in the box to complete the following sentences.

Arrival	Fragile
Boarding pass	Luggage
Booked	Gate
Identification	Delayed
Departure	Check in

1. Right after his _____ from the city, the traveller realized he had left his suitcase behind.
2. Passengers are requested to _____ two hours before the flight.
3. Please show me your passport, _____, your single tax invoice and your goods.
4. Our arrival at Malaysia was _____ by an hour.
5. I want this _____ carried to my room at once.
6. Could you put these _____ things in a safe place?
7. Maria can meet you at the airport if you let her know your _____ time.
8. Sam showed his passport to the man at the _____.
9. She _____ a flight to Chicago.
10. Can I see some _____, please?

TEXT STRUCTURE



THINK-PAIR-SHARE

ACTIVITY 8

Task 1 :

Please complete the following table individually to figure out the arrangement of the text 1 and text 2 announcements, based on which announcement you have read.

Elements of the Announcement	Purpose	Details
Opening		
Contents		
Closing		

Task 2 :

Teacher divides two students into a group to identify the text structure that they have found, then share the result in front of the class.

GRAMMAR REVIEW**Forming *Nouns* from *Verbs*****Task 1 :**

Study the following pairs of sentences to see how it relates to the words written in italics.

Examples :

1. a. The patients should register first before consultation.
b. The *registration* table is in front of the doctor's room.
2. a. Tom may have to *cancel* his hotel reservation
b. The storm caused delays and flight *cancellations*.
3. a. I hope they *arrive* soon
b. I informed you of my *arrival*

ACTIVITY 9**Task 2 :**

Complete the sentences with the correct forms of words in italics.

1. We are going to *reserve* a room in Aryaduta hotel. The _____ can be done through Traveloka.
2. My aunt *decides* to resign from her job because she wants to take care her baby. This _____ has to be respected.
3. The internet *connects* people around the world easily. This office has a very excellent internet _____.
4. The teacher will *divide* into 5 groups of presentations. The _____ of groups based on the student attendance list.
5. Toddlers are taught to *communicate* using their mother tongue. A good _____ will make them easier to have lots of friends

LISTENING



Click this link. Discuss with your friends to find the answers of these questions.

<https://www.youtube.com/watch?v=OUrWZS9Sx-A>



1. What is the announcement about ?
2. To whom is the announcement addressed ?
3. How about if we are in emergency evacuation ?
4. How to fasten the seat belt ?
5. How to put the life vest on ?



Source: <https://englishteaching101.com/listening-activities-for-esl-students/>

WRITING



ACTIVITY 10

Create your own announcement to all visitors of Raja Ampat.
Then post it on your social media (Instagram)



SPEAKING



ACTIVITY 11

Task 1 :

Present your own announcement in front of the classroom using Power Point

REFLECTION



Ask yourself the following questions at the end of this unit to know how effective your learning process is.

1. Do you know how to announce a piece of information orally?
2. Do you know how to make an announcement?
3. Does an announcement need to contain information?
4. Do you know how to organize the information for an announcement?
5. Why are people making an announcement?
6. Do you know the linguistic characteristics of the announcement?
7. Where are you normally going to find an announcement?

If the answer is 'no' to all of these questions, visit your instructor and speak to him/her about how to make an announcement.

JUDI ACHJADI

CHAPTER 6

FLOATING THREADS

INDONESIAN SONGKET AND SIMILAR WEAVING TRADITIONS

6

Tujuan Pembelajaran:

1. Menjelaskan makna, fungsi sosial, struktur teks, dan unsur kebahasaan (simple past tense vs present perfect tense) pada pernyataan dan pertanyaan tentang kejadian yang terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.
2. Meminta informasi tentang kejadian yang terjadi di waktu lampau yang merujuk pada waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.
3. Memberi informasi tentang kejadian yang terjadi di waktu lampau yang merujuk waktu kejadiannya dan kesudahannya sesuai dengan konteks penggunaannya.

WARMING UP



Activity 1

Look at the picture!

- ❖ What do you think about the picture?
- ❖ Have you ever worn one?



VOCABULARY BUILDER



Activity 2

Have a look at the list of terms below. Find their definitions in a monolingual dictionary.

No	Words	Meaning
1	Kingdom	
2	Heritage	
3	Woven	
4	Expedition	
5	Expand	
6	Achieve	
7	Silk	
8	Traders	
9	Craftsmen	
10	Attract	

PRONUNCIATION PRACTICE



Activity 3

Listen to your teacher reading the words below.

Kingdom	: /'kiNGdəm/
Heritage	: /'herədij/
Woven	: /'wōvən/
Expedition	: /,ekspə'diSH(ə)n/
Expand	: /ik'spand/
Achieve	: /ə'CHēv/
Silk	: /silk/
Traders	: /'trādər/
Craftsmen	: /'kraf(t)smən/
Attract	: /ə'trakt/

READING



ACTIVITY 4

Read the following text!

Sriwijaya Kingdom's Cultural Heritage

Songket is a kind of traditional woven fabric which is made by using a specific technique called *mencungkit*. Actually, several regions in Indonesia such as Bali, West Sumatra and West Nusa Tenggara also have songket. However, Palembang songket has its own uniqueness in terms of its history, development and motifs.

The history of songket began from the Sriwijaya expedition and role in the world trade, and Palembang was the center of Sriwijaya kingdom. The expedition of Sriwijaya kingdom was not just to expand territory but to achieve a strategic location in the main line of trade. When Sriwijaya or Palembang wanted to expand its territory, China traders came; therefore, it could make their relationships stronger in trading. China traders brought silk to sell in Palembang, and Palembang people processed it into a fabric called *songket*.



In the beginning, *songket* was not too famous around Palembang, because *songket* was only the fabric used by the king and queen in the Sriwijaya era. *Songket* was made into the clothes for the king and it was woven into a simple motif. Until the kingdom era was over, songket had not become a common thing. When the Dutch colonized Sriwijaya, they saw the skill of Palembang ladies. The ladies had a great skill in waving. They created many songket motifs and sold them to the shops. The sale of songket was not only for the king family only, but also for the public because the royal family had financial problems at that time. So, all people can now buy songket. In the development of songket, the craftsmen in Palembang create many new motifs which are more modern to attract people.

Answer the following questions briefly

1. What is the text about?
2. How about the history of *Songket*?
3. Explain briefly the beginning of the word Songket!
4. Why was *Songket* not too famous in Palembang?
5. What do the craftsmen do to attract people?

GRAMMAR REVIEW



THE SIMPLE PAST TENSE VS THE PRESENT PERFECT TENSE

Task 1:

Look at the text excerpt. Study the sentences by paying attention to bold type and bold-italic type of words.

- ❖ When Sriwijaya or Palembang **wanted** to expand its territory, China traders **came**, therefore it **could** make their relationship stronger in trading. China traders **brought** silk to sell in Palembang.
- ❖ The ladies have a great skill in waving. So, they ***have created*** many songket motifs and ***sold*** them to the shop.

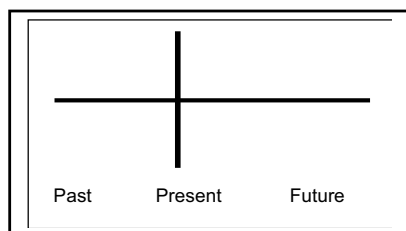
Can you explain why some of the words above are in the bold type ?

What about the words in the bold-italic type ?

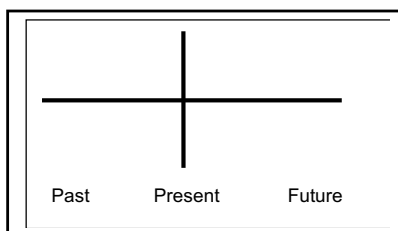
Task 2:

Please complete the diagram below. Place this symbol (X) on the diagram lines that show the Simple Past Tense and the Present Perfect Tense.

Simple Past Tense



Present Perfect Tense



ACTIVITY 5

Think of last Sunday. What did you do? What didn't you do? List the verbs.

[illegible][illegible]

ACTIVITY 6

Task 2:

Use the words in Task 1 to make sentences of simple past tense

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

USING THE PRESENT PERFECT TENSE

ACTIVITY 7

Task 3:

Take a look at the sentences you made for Task 2. Now, use the Present Perfect Tense to make extended statements. Take a look at the example below.

Example:

Your sentence : Last year I went to Paris

Extended statement : I have already visited Angola three times

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

SPEAKING



ACTIVITY 8

Task 1:

Make an interview video between you and your peer. Look at the sentences in the simple past tense that your peer made. Ask more questions about the activities he/she did yesterday using what, where, when, how, where and how. Have a look at the example below.

Example :

Your partner's sentence:

My family and I went to the zoo last week

Possible extended questions:

- Where did you go?
- When did you go?
- Who went to the zoo last week ? etc.

Task 2:

Make an interview video between you and your partner **peer**. Look at the sentences in the present perfect tense that your partner **peer** made. Ask more questions about him/her using *what, where, why, who, when or how*. Have a look at the example below.

Example :

Your partner's sentence:

They have already visited Bali twice.

Possible extended questions:

- How many times have they visited Bali?

Commented [EN1]: Kata **partner** menurut saya sexy word.
Lebih baik gunakan **peer**

WRITING



ACTIVITY 9

Write the interview summary in the context of the following paragraph.

REFLECTION



ACTIVITY 10

At the end of this chapter, ask yourself the following questions to see how successful your learning process is.

1. Can you explain the forms and uses of the simple past tense and the present perfect tense?
2. Can you write sentences or questions using the simple past tense and the present perfect tense?
3. Can you write/do an interview?

If the answer is 'no' to all of these questions, visit your instructor and speak to him/her about how to write interview report using the simple past tense and the present perfect tense.



Tujuan pembelajaran :

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaannya,
2. Menjelaskan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaannya.
3. Mendeskripsikan secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaannya.

7

Let's travel

WARMING UP



Have a look of this picture. Do you know the place in the picture ?

Discuss with your classmates!



Resource : <https://www.nativeindonesia.com/tempat-wisata-di-jogja/>

VOCABULARY



ACTIVITY 1 Match the words in the left column with the meaning in the right column.

Then, compare your work with your classmates.

stayed	petualangan
went	pernyataan
spent	pergi
adventure	tinggal
declaration	menghabiskan

READING



ACTIVITY 2 Read the text below. Mind your intonation and stress while reading the text aloud.

Last holiday, my students and I went to Jogjakarta. We stayed at Morison Hotel which was not far from Malioboro. We went to the sanctuaries in Prambanan on Friday. There are



three main sanctuaries: the Brahmana, Syiwa and Wisnu.

They are absolutely stunning. We went to Brahmana and Syiwa sanctuaries, meanwhile, Wisnu sanctuary was being renovated. We went to Kraton Yogya on Saturday morning and we have been there for almost two hours. We were lucky because we were directed by a talented and friendly guide. At that point we planned to continue our trip to Borobudur. We arrived there at 4 p.m. At 6 p.m. we heard from the information corner that Borobudur entryway would be closed. Finally we left Jogjakarta by bus in the evening.

Resource: <https://www.sekolahbahasainggris.co.id/kumpulan-contoh-soal-recount-text-beserta-kunci-jawaban-terbaru/>

ACTIVITY 3 Answer the following questions related to text above.

1. The content above basically talks about
2. The text is composed as a/an
3. What is the purpose of the text ?
4. Why the writer felt so lucky when he/she came to Jogjakarta ?
5. When did they leave Jogjakarta?

LISTENING



ACTIVITY 4 Listen and repeat the words after your teacher. Mind your pronunciation.

SOUND OUT

Scenery	['si:nəri]	Studio	['stju:diəʊ]
Blew	[blu:]	Statue	['stætʃu:]
Sold	['səʊld]	Beautiful	['bju:tɪfl]
Felt	[felt]	Planned	[plæn]
Visited	['vɪzɪt]	Lake	[leɪk]
Beach	[bi:tʃ]	Separated	['sepəreɪtɪd]
Decided	[dɪ'saɪdɪd]	Excited	[ɪk'saɪtɪd]

ACTIVITY 5 The previous text about the Holiday is a recount text. Study the explanation of a recount text below.

Recount text is a text which lists and describes past experiences by retelling events in the order in which they happened (chronological order). The aim of recount text is to retell the events in order to inform and entertain the readers.

A basic recount text consists of three parts (its generic structure):

- **Orientation or Setting** - tells the beginning of the incident and the characters, also the place and time of the incident (Who, When, Where and Why).
- **Series of Events** - identify and describe the events in chronological order

7 Let's travel

- **Re-orientation** - is the concluding statements that convey personal views on the events mentioned. The language features of recount text are:
- Using simple past tense.
- Using conjunctions and time connectives, such as first, next, later, when, then, after, before.

Study the example of generic structure identification of the recount text below:

This morning my friends and I **went** to EOS arts camp. We **travelled** by bus and it took an hour to get there. Some people from the camp **welcomed** us at the open stage. They **would** be our guides during our visit.

First we **went** to the arts studio. There **was** no activity in that place but we **walked** around to the paintings and statues. **Then** we **continued** our tour to film and music studio. We **saw** a film making in the film studio and **tried** some music instruments in the music studio.

On the way to the dormitory we **stopped** in the shop to buy some souvenirs. The dormitory **was** very clean and tidy. It **had** two separated buildings for male and female students.

From the dormitory we **went** to the lake. It **was** a beautiful lake. We **saw** some students canoeing and water skiing.

Finally, we **went** to EOS studio. We **met** Shanti and **had** lunch with her. **After** lunch we **took** some photos and **got** back to our bus.

It **was** a tiring day but everyone **was** excited. We **planned** to join the program there.

Orientation

Events

Re-Orientation

ACTIVITY 6 Past tense is the main tense used in recount text. Most of the sentences are using *the simple past tense*. You probably have studied the simple past tense in Junior High School. Let's recall the lesson together.

- The simple past tense denotes a past action. It is usually used with time signals, e.g. *yesterday, last week, a month ago*, etc.
- Very often the simple past tense ends in *-ed* (regular verbs), but many verbs of simple past tense do not end in *-ed* (irregular verbs).
- In questions and negatives, we use *did/did not + infinitive*.
- Patterns : subject + Verb-II + Object + Adverb

Examples :

- *She fried an egg for dinner yesterday*
- *I wrote a letter to my pen pal last week*
- *Patrick did not injure himself in the accident*
- *Did you enjoy the concert last night?*
- *Where did he buy the merchandise?*

Verbs ending in *-ed* (regular verbs)

Check	Checked
Boil	Boiled
Play	Played
Study	Studied
Wait	Waited

Verbs not ending in *-ed* (irregular verbs)

Buy	Bought
Do	Did
Give	Gave
Meet	Met
Read	Read

READING



Activity 7. Read the following recount text carefully and then identify its generic structure.

My Wonderful Holiday in Bali

Last week, my friends and I went to Bali by plane “Merpati Airline” for three weeks. It needed one hour and forty minutes to arrive there. On the first day, we visited SMP 1 Denpasar and spent about two hours until lunch time. Then we went to the Legian beach by bus.

In Legian beach, we had a boat trip to the Penyu Bay. We have seen some big, green turtles and some



other animals. In the afternoon, we continued our trip to Garuda Wisnu Kencana in Jimbaran. We enjoyed the giant statue of Wisnu, one of the gods of Hinduism, and a giant bird statue of Garuda. The statue is supposed to be taller than the Liberty statue in the US. Our first day ended with a dinner at Jimbaran Beach, where we watched the sunset. We stayed at the Fourteen Roses Hotel in Legian for the night.

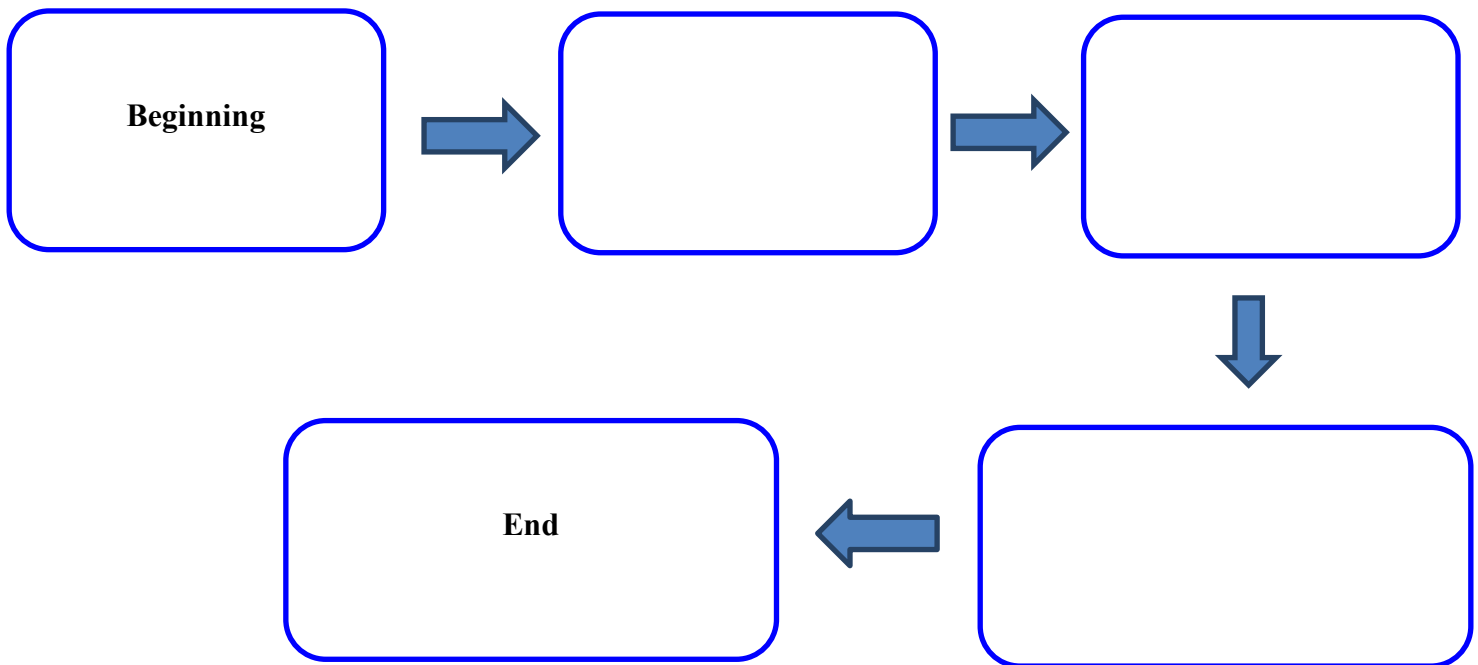
On the second day is a shopping time at the Sukowati traditional market. There are lot of souvenirs in this market. We bought some. After that, we visited the Kedaton forest in Tabanan and enjoyed the sunset in Tanah Lot. On the last day of our holiday in Bali, we enjoyed the morning walk at Kuta beach. It was the most beautiful and unforgettable experience.

Soource : <https://travel.tribunnews.com/2017/05/25/catat-10-rekomendasi-penginapan-nyaman-dan-strategis-di-bali-tarifnya-mulai-rp-100-ribuan>

WRITING



Activity 8. Make a diagram to show the chronological order of the events, from the beginning to the end.



Activity 9. Discuss with your partner about the main ideas and grammar used in both texts in Activities 2 and 7. Prepare 10 or more questions to ask your friends. If there are questions that both of you cannot answer, you can ask your teacher.

EXPLORING

Activity 10. Work in pairs to find two examples of recount text talking about holiday. Then, identify the generic structure and language features of both texts. Finally, make a diagram for each text to show the chronological order of the events.

WRITING



Activity 11. Work with your peer. Discuss the answers to the questions:

1. What is the main tense used in the text?
2. What is the pattern of the text?
3. How does the text show its chronological order? What words are used?
4. Find 5 more examples of sentences using words which link events in time.

Let's do it!



ACTIVITY 12

Find three speaking partners in Skype. Tell about your holiday experience. Don't forget to record the screen while you are talking and submit it to your teacher.

ACTIVITY 4



Read the text in Activity 7 carefully. Write the simple past that you find in the recount text.

No	VERB 2	MEANING
1		
2		
3		
4		
5		

LEARNING JOURNAL

What did you learn from this unit? Put check (✓) in the right column based on your actual achievement.

No	Aspects	Very Well	Well	Poorly
1.	Comprehending a recount monologue			
2.	Comprehending a recount text			
3.	Identifying the main ideas of a recount text			
4.	Identifying the structure of a recount text			
5.	Writing a recount text			
6.	Using the simple past tense correctly in sentences and texts			

SUMMARY

Recount text

Recount text is a text which lists and describes past experiences by retelling events in the order in which they happened (chronological order). The aim of recount text is to retell the events in order to inform and entertain the readers.

A basic recount text consists of three parts (its generic structure):

- **Orientation or Setting** - tells the beginning of the incident and the characters, also the place and time of the incident (Who, When, Where and Why).
- **Series of Events** - Identify and describe the events in chronological order

- **Re-orientation** - is the concluding statements that convey personal views on the events mentioned. The language features of recount text are:

Simple past tense

- Simple past tense denotes a past action. It is usually used with time signals, e.g. *yesterday*, *last week*, *a month ago*, etc

CHAPTER 8



Source : <https://www.asitasumsel.com/paket-tour-palembang-full-day-tour-by-cindo-citra-tour-travel/>

8 KEMARO ISLAND

Tujuan Pembelajaran:

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis sederhana dengan memberi dan meminta informasi terkait legenda rakyat, sesuai dengan konteks penggunaannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

Commented [EN1]: Judul chapter mungkin perlu diganti menjadi Narrative text saja. Kemari Island tdk tepat kerna ada juga cerita Malin Kundang

LISTENING

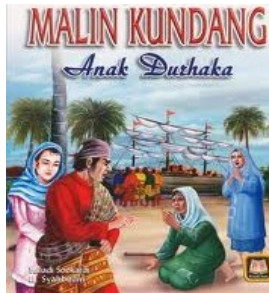


Activity 1

Scan the QR Code. You are going to hear a story about “Malin Kundang“. Listen carefully and answer the questions below orally.



1. Who is the main character of the story?
2. Who was Malin Kundang?
3. What are the characteristics of Malin Kundang?
4. Where did the story come from?
5. Where did Malin meet his mother?
6. Was Malin Kundang successful now? Why?
7. How did Malin Kundang's mom curse him?
8. What is the moral value of the story?



Activity 2

Scan the QR Code . You are going to hear a story about “Roro Jonggrang Temple“. Listen carefully.



READING



Activity 3

Study the narrative text bellow



Kemaro Island is located in the middle of Musi River in Palembang, South Sumatra. “Kemaro” is a word from Palembang which means “kemarau” in Indonesian or “dry” in English. This name assigned by local community to the island since the island is never gets wet. In other words, this island is still dry, while the flow of water in the Musi River is growing.

8 KEMARO ISLAND

Kemaro Island comes from the legend in ancient times that there was king of Sriwijaya who had a daughter named Siti Fatimah. She was really lovely. She fell in love with a Chinese merchant, Tan Bun Ann. Siti Fatimah and Tan Bun Ann loved each other.

One day, Tan Bun Ann decided to marry Siti Fatimah. Before he could marry Siti Fatimah, Siti Fatimah's father, the King of the Kingdom of Sriwijaya, gave a requirement to Tan Bun Ann. The King ordered him to take 9 bags of gold. Tan Bun Ann and his family committed to that requirement.

Tan Bun Ann's family placed the gold in the jars, and they veiled the gold with some vegetables to trick the pirates at the time, but Tan Bun Ann did not know about it. When the King tried to see the gold, Tan Bun Ann was shocked to see the vegetables in the jars instead of the gold. Tan Bun Ann was incredibly shy, and then he threw the jars and jumped into the river afterwards.

Finally, Siti Fatimah jumped into the Musi river and never returned, nor did Tan Bun An. After that incident, people saw a pile of stagnant soil above the Musi river which gradually turned into an island called Kemaro Island. People believe it was the grave of Siti Fatimah.

<https://brainly.co.id/tugas/9054014>

Activity 4 Answer the questions correctly

1. What is the story about ?
2. Who are the characters involved in the story ?
3. Where did the story come from ?
4. Who was Siti Fatimah in this story ?
5. Why did Tan Bun Ann jump to the river ?
6. What did Tan Bun Ann's family do to deceive the pirates ?
7. Why did Siti Fatimah jump to the river?
8. If you were Tan Bun Ann, what would you do ?

LISTENING



8

KEMARO ISLAND

Activity 5

Listen and repeat after your teacher to practice your pronunciation.

SOUND OUT

Leading	[ˈliːdɪŋ]	Gold	[ɡəʊld]
Called	[kɔːl]	Jumped	[ˈjʊmp]
Love	[lʌv]	Pirates	[ˈpaɪ(ə)rɪt]
Wanted	[ˈwʌntɪd]	Instead	[ɪnˈsted]
Offered	[ˈɒfə(ɹ)]	Surprised	[səˈpraɪzd]
Married	[ˈmæɪɪd]	Disappointed	[ˌdɪsəˈpɔɪntɪd]
Bag	[bæg]	Kicked	[kɪkt]
Grave	[ɡreɪv]	Believe	[bɪˈliːv]
Becomes	[bəˈkʌmz]	River	[ˈɪvə]
Middle	[ˈmɪdəl]	Avoid	[əˈvɔɪd]

Activity 6 The text “Malin Kundang” is an example of narrative text.

What is narrative text? Study the explanation below.

Narrative text is a text that includes a narrative (fiction/non-fiction/tales/folktales/fables/myths/epic) and the storyline consists of orientation, the climax of the story (complication), followed by resolution.

The general form of the narrative text is as follows:

1. Orientation: Introducing the participants and reminding them of the time and location.
2. Complication: Describing the growing situation that the participants are faced with.
3. Resolution: Showing the members how to solve the crisis better or worse.

8 KEMARO ISLAND

The language features of narrative text:

- Using process verbs
- Using temporal conjunctions
- Using the simple past tense

Review the example below which shows the generic structure.

Orientation

Kemaro Island is located in the middle of Musi River in Palembang, South Sumatra. “Kemaro” is a word from Palembang which means “kemarau” in Indonesian or “dry” in English. This name assigned by local community to the island since the island is never gets wet. In other words, this island is still dry, while the flow of water in the Musi River is growing.

Sequence of events

Kemaro Island comes from the legend in ancient times that there was king of Sriwijaya who had a daughter named Siti Fatimah. She was really lovely. She fell in love with a Chinese merchant, Tan Bun Ann. Siti Fatimah and Tan Bun Ann loved each other.

One day, Tan Bun Ann decided to marry Siti Fatimah. Before he could marry Siti Fatimah, Siti Fatimah's father, the King of the Kingdom of Sriwijaya, gave a requirement to Tan Bun Ann. The King ordered him to take 9 bags of gold. Tan Bun Ann and his family committed to that requirement.

8 KEMARO ISLAND

Complication

Tan Bun Ann's family placed the gold in the jars, and they veiled the gold with some vegetables to trick the pirates at the time, but Tan Bun Ann did not know about it. When the King tried to see the gold, Tan Bun Ann was shocked to see the vegetables in the jars instead of the gold. Tan Bun Ann was incredibly shy, and then he threw the jars and jumped into the river afterwards.

Resolution

Finally, Siti Fatimah jumped into the Musi river and never returned, nor did Tan Bun An. After that incident, people saw a pile of stagnant soil above the Musi river which gradually turned into an island called Kemaro Island. People believe it was the grave of Siti Fatimah.

WRITING



Activity 7

Now, read the text “Malin Kundang” and “the Legend of Roro Jonggrang” again and identify the generic structure. Follow the pattern below.

Orientation



Sequence of events



8 KEMARO ISLAND

Complication



Resolution



SPEAKING



Activity 8 Make 10 questions related to the text in Activity 3. Then, ask your partner to answer them.

Activity 9 Divided the class into several groups. Your teacher will assign which groups get the story of “Malin Kundang” and which groups get the story of “the Legend of Roro Jonggrang”. Discuss the answers to these questions with your group members. Make sure that everyone contributes in the discussion.

1. What is the theme of the story?
2. Who are the main characters of the story?
3. Where is the setting of the story?
4. What is the plot of the story? Elaborate your answer.
5. What is/are the moral value(s) of the story?

SPEAKING



8 KEMARO ISLAND

Activity 10 Find another narrative text that has similar characteristics (such as theme, setting, or plot) to the previous stories. Then analyze the intrinsic and extrinsic elements of the story. Submit your work to your teacher.

Activity 11 In the narrative text, there is the Past Perfect Tense. This tense can be found in narrative text. What is the Past Perfect Tense and when should we use it? Study the explanation below.

Grammar Insert

Past perfect tense is a form of the verb used to express that an action was completed at a point in the past before another action occurred. Actions that have been completed in the past can occur repeatedly or only once. It is often completed with a time expression (in the morning, at night, before 7 a.m.)

Positif (+)	· Subject + <u>had + verb 3</u>	· They <u>had studied</u>
Negatif (-)	· Subject + <u>had + not + verb 3</u>	· They <u>had not studied</u>
Interogatif (?)	· <u>Had</u> + subject + <u>verb 3?</u>	· <u>Had</u> they <u>studied?</u>

The positive sentence of past perfect tense can be changed into negative by adding “not” after “had”.

Pay attention to the diagram below.



8 KEMARO ISLAND

Activity 12

Read the story of “Malin Kundang” and “ the Legend of Roro Jonggrang”. Find the verbs (Past Perfect or Simple Past) and put them in the box below.

No	Past Perfect	Simple Past
1		
2		
3		
4		
5		

Grammar Insert

Past continuous tense

Past Continuous Tense or commonly referred to as Past Progressive Tense is a sentence formation rule used to express something that is / is happening before and after a certain time in the past.

Pattern:

S + was/were + Verb-ing + O + adverb

S + was/were + Verb-ing + O + when + S + Verb 2 + O

8 KEMARO ISLAND

Notes:

Subject	To be
I, He, She, It	was
You, They, We	were

Example:

- I **was sleeping** at 9.00 last night.
- They **were doing** their work when the teacher came to the classroom.
- Bob **was walking in the street** when I **picked** him up.
- The children **were playing** soccer at 4.00 this afternoon.

WRITING



Activity 13 Change the verbs in parentheses into the past continuous tense or the simple past tense. The first is an example.

1. While Jane was cooking (cook) the lunch, the phone rang (ring).
2. John (fall) off the ladder while he (paint) the ceiling.
3. Anna (wait) for me when I (arrive).
4. Jimmy (take) a photograph of me while I (not/ look).
5. I (see) Diana at the birthday party. She (wear) a really beautiful dress.
6. We (not/ go) out because it (rain).
7. He (take) a bath when you (knock) on the door.
8. the students (watch) the video during class?
9. Who ...(drive) the car when it ... (crash)?
10. Someone (try) to steal her phone while she (look) for the railway ticket.



Activity 14

Change the verbs into the correct forms of the Simple Past Tense or the Past Continuous Tense. Then make sentences from the words.

1. (I/ fall down/ from the stairs when I/repair/ the tile)

I fell down from the stairs when I was repairing the tile.

2. (the phone/ ring/ when I/ have/ dinner)

—

3. (it/ begin/ to rain when I/ walk/ to school)

—

4. (we/ see/ an accident when we/ wait/ for the school bus)

—

5. (we/ play/ bicycle when he/ fall/ from the mango tree)

—

6. (I/ wash/ my car when he/ call/ me)

—

Grammar Insert

Adverb is used to describe or provide additional information about a verb, adjective, or even the adverb itself. ... Usually adverbs end in -ly to describe the verb or adjective that comes before it.

Adverbs of time are- today, yesterday, tomorrow, last year, next year, one month, coming month, now, then, annually, daily, often, everyday, all day, never, ever, occasionally, fortnightly etc.

Examples:

➤ I met her **last week**.

(Saya bertemu dengannya minggu lalu.)

- Sorry, I can't talk right **now**. I'm driving.
(Maaf, saya tidak dapat berbicara sekarang. Saya sedang menyetir.)
- I bought this novel last month.
(Saya membeli novel ini bulan lalu.)
- She looked so sad two days ago, but today she is cheerful again
(Dia kelihatan begitu sedih 2 hari yang lalu, tetapi hari ini dia sudah kembali ceria.)

Activity 15 **Make sentences using the given adverbs of time below.**

When:	How long:
1. yesterday	7. all morning
2. today	8. for hours
3. tomorrow	9. since last week
4. later	10. for a week
5. last year	
6. now	

8 KEMARO ISLAND

LEARNING JOURNAL

What have you learnt from this unit? Put check (✓) in the right column based on your actual achievement.

No	Aspects	Very Well	Well	Poorly
1.	Comprehending a narrative monologue			
2.	Comprehending a narrative text			
3.	Identifying the main ideas of a narrative text			
4.	Identifying the structure of a narrative text			
5.	Writing a narrative text			
6.	Using adverbs of time correctly in sentences and texts			
7.	Using the past continuous tense correctly in sentences and texts			

SUMMARY

Narrative text is a text that includes a narrative (fiction/non-fiction/tales/folktales/fables/myths/epic) and the storyline consists of orientation, the climax of the story (complication), followed by resolution.

The generic structure of narrative text is as follows:

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3. Resolution: Showing the participants solving the crisis for better or worse.