



**SMA MUHAMMADIYAH 1  
YOGYAKARTA**



**Learn  
English**

# **ENGLISH**

## **Kelas XII**

**Modul Pembelajaran SMA**

**Tim MGMP Bahasa Inggris**

# MODUL SMA KELAS XII

BAHASA & SASTRA INGGRIS

Semester 1



1



SMA MUHAMMADIYAH 1 YOGYAKARTA

# Preface

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah memberi hidayah, kekuatan, kesehatan, dan ketabahan kepada penulis sehingga penyusunan bahan ajar **English Language and Literature XII** ini terselesaikan.

Modul ini pada setiap unit berisi gambaran aktifitas yang akan dilakukan siswa, tujuan pembelajaran yang menjadi pencapaian pada setiap unit yang disampaikan, *observing* sebagai *warming up* menuju target bahasa (*language target*) yang akan di bahas, deskripsi materi yang merupakan penjelasan atau pemaparan materi secara terperinci pada setiap unitnya, latihan guna untuk mengasah atau melatih kemampuan siswa, kesimpulan yang merupakan penjelasan singkat yang mencakup inti pembelajaran, *self evaluation* untuk mengevaluasi diri siswa terkait sejauh mana pemahaman terhadap materi dan latihan yang dipelajari serta mengidentifikasi kesulitan yang di alami siswa, *material evaluation* yang mencakup *cognitive assessment* dan *skill assessment*.

Penyusunan modul sebagai bahan ajar ini terselesaikan atas dukungan dari berbagai pihak. Oleh karena itu, penulis mengucapkan terima kasih kepada semua pihak atas terselesaikannya penyusunan modul ini.

Walaupun penulis telah menyusun bahan ajar ini dengan upaya yang sungguh-sungguh, karena berbagai keterbatasan penulis, modul ini masih memiliki sejumlah kekurangan. Sehubungan dengan hal tersebut, penulis mengharapkan masukan dari berbagai pihak, terutama rekan guru dan siswa pengguna modul ini, untuk perbaikan lebih lanjut.

Penulis

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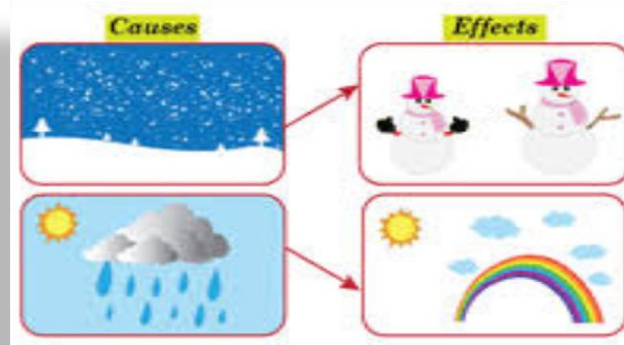
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# UNIT I

## Cause and Effect



Taken from: <https://www.make-a-stand.com/cause-and-effect-essay-topics/>

### Student Learning Plan

#### **Kompetensi Dasar**

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan such ... that; so ... that).
- 4.1 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **IPK**

- 3.1.1. Menyimak dan menirukan percakapan tentang tindakan memberi dan meminta informasi terkait hubungan sebab akibat sesuai dengan konteks penggunaannya.
- 3.1.2. Mengidentifikasi struktur teks terkait hubungan sebab akibat.
- 3.1.3. Melengkapi bagian rumpang kalimat dengan unsur kebahasaan such ... that; so ... that.
- 3.1.4. Menggabungkan dua kalimat dengan menggunakan causal relationship.
- 4.1.1. Membuat dialog dengan menggunakan causal relationship.
- 4.1.2. Membuat video percakapan yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## Learning Activities

### A. Learning Activity in modul 1

*In this activity, I ask you to:*

- ✓ Read and imitate dialog about the act of giving and asking for information related to a causal relationship (*Cause and Effect*)
- ✓ Analyze by mentioning the social function from the dialogue about the act of giving and asking for information related to a causal relationship (*Cause and Effect*)
- ✓ Identify the structure of the text from the dialogue related to a causal relationship (*Cause and Effect*)

### B. The Purpose of the Study

Through learning activities using Discovery Learning, it guide students to read (imitate) the dialogue, mention the topic of the dialogue, analyze the social function, identify the structure of the sentence, catch students' understanding by answering the questions, complete the missing sentence, analyze the error sentence, change the sentences by using 'such ... that; so ... that', and create a dialogue dialogue related to a causal relationship (*Cause and Effect*) by paying attention to social function, structure of the text and language features correctly based on the context with curiosity, responsibility, discipline, be hoest, polite, confident, never give up, have a responsive attitude (think critically), be creative, and be able to communicate well.

### C. Observing

**Activity 1. Read the dialogues. Pay attention to the bold words and the italic sentences.**

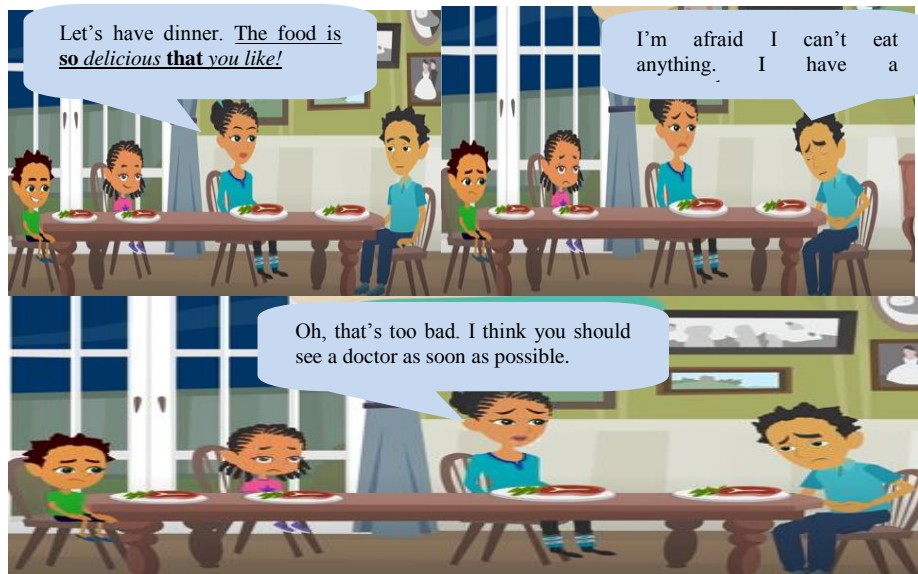
#### Dialogue 1



*Taken from: cause and effect conversation video*



## Dialogue 2



*Taken from: cause and effect conversation video*

## Dialogue 3

- Derry : Hey, Rurry!
- Rurry : Hey, Derry! what's up?
- Derry : Have you heard the news?
- Rurry : What news?
- Derry : Our class mate, Sony, will represent our country to compete in International Chemistry Olympiad.
- Rurry : Are you serious? Wow, That's so cool!
- Derry : He is such a smart student that he can be our country's representative. I heard that he has been being trained by excellent chemistry teachers from Jakarta.
- Rurry : No wonder, He is so busy that he always goes home early now.
- Derry : Yeah, it's because his training starts right after school. By the way, let's congratulate him.
- Rurry : Yes, I agree with you. let's go.

*Taken from: brainly.co.id*

## Questions

1. What is happening in the first dialogue?
2. What is happening in the second dialogue?
3. What is happening in the third dialogue?
4. Do you think that they are talk about the cause of something that lead the effect? State your reason!
5. What structure are use in the underline sentences?



#### D. Vocabulary Builder

Such	Sehingga
That	Heran
Lovely	Takut
Delicious	Bersaing
Afraid	Dilatih
Represent	Benar-bebenar / sungguh
Compete	Mewakili
Chemistry	Kimia
Trained	Enak
Wonder	Menyenangkan

#### E. Pronunciation

Such	:/səCH
That	:/THat
Lovely	:/lɒvlē
Delicious	:/də'liSHə
Afraid	:/ə'frād
Represent	:/,reprə'zent
Compete	:/kəm'pēt
Chemistry	:/'keməstrē
Train	:/trān
Wonder	:/wəndər

## F. Material Description

### Activity 2. Read and learn the following explanation.

In a conversation, sometimes people use Causal Relationship. There are several things that should you pay attention more about the structure, the use and the rule of using it. The following is the explanation.

#### Causal Relationship (*Cause and Effect*)

a. Definition

“**So and Such**” is Adverb of Degree. In English emphasize the quality of someone / something that we can interpret as "very". Then followed by “**that**” which means, emphasis on quality causes something to happen that we can interpret as “so”.

b. Social function

‘So ... that ...’ and ‘Such...that ...’ is used to show cause and effect.

c. Structure of the text

**So + adjective / adverb + that + clause**

**Such + noun phrase (adjective + noun) + that + clause**

**Such + noun phrase (adverb + noun) + that + clause**

#### ❖ *When do we use it?*

- 1) ‘So ... that ...’ and ‘Such ... that ...’ is used when you want to show a fact with the result or consequence.

Examples:

- Ivan Gunawan is so famous **that** he appears on TV almost every day.

*Cause (Fact)*

*Effect*

The sentence “**Ivan Gunawan is so famous** “ expresses the **fact** of Ivan’s popularity.

The clause ‘**that**’ after ‘**so famous**’ expresses the **effect** of Ivan Gunawan being popular.

- 2) ‘So ... that ...’ and ‘such ... that ...’ is used when you want to show your extreme feelings or opinions about something.

You are such a bad citizen **that** you often break the law.

*Cause (Fact)*

*Effect*

## ❖ What are the rules?

### 1) So ... that ...

‘So’ is followed by an adjective.

‘That’ is followed by the effect clause.

Examples:

- Ivan Gunawan is **so** professional **that** he is able to open his own studio.  
*Cause (Fact)* *Effect*
- Painting is **so** interesting **that** I cannot pass the day without painting.  
*Cause (Fact)* *Effect*

### 2) Such ... that ...

‘Such’ is followed by a noun phrase (adjective + noun)

‘That’ is followed by the effect clause.

Examples:

- Ivan Gunawan is **such** a talented designer **that** he influences women to wear his dresses.
- He is **such** a big man **that** he has to buy customized T-shirts.  
*Cause (Fact)* *Effect*

We may use **so** or **such** in exclamations. We don’t need to add the conjunction ‘that’ in exclamation sentences. The following are the patterns.

### 1) The determiner ‘such’ is followed by a noun phrase.

Examples:

- You are **such a brave man!**
- You have **such weird taste!**

### 2) The adverb ‘so’ is followed by an adjective.

Examples:

- You are **so cute!**
- It’s **so dark** outside!

## d. Language features

Using :

- Adjective
- Noun phrase
- Noun
- Adverb
- Clause
- Determiner
- Article (a, an, the)

*Taken from: English in Use book*

## G. Discuss

### Grammar Point

In the *observing* part, you have seen three dialogues with different topic. But the three of them have the same language target, that's the use of "Causal Relationship ('so...that...' and 'such...that...'). Let's we discuss the Causal Relationship in the dialogues above.

Dialogue	Causal Relationship (Cause and Effect)	
	Such + Adverb/ <u>Adjective</u> + <u>Noun</u> + that + Clause (Noun phrase)	So + <u>Adjective</u> + that + Clause
1 & 2	<u>It such a lovely day that we can go to feel fresh</u> S such Adv N that Clause <u>air.</u>	<u>The food is so delicious that you like!</u> Subject be so Adj that Clause
3	<u>He is such a smart student that he can be</u> S be such Adj+N that Clause <u>our country's representative.</u>	<u>He is so busy that he always goes</u> S be so Adj that Clause <u>home early now.</u>

## H. Exercises

**Activity 3. Read the dialogue below. Then answer the questions.**

- Nancy : Guess who he is!
- Ronaldo : It looks like a famous presenter.
- Nancy : That's right. He's so popular that he appears almost every day on TV.
- Ronaldo : He is also a famous designer, isn't he?
- Nancy : Exactly! He is such a good designer that many well-known Indonesians are proud to wear his designs.
- Ronaldo : People say that his career began as an assistant designer.
- Nancy : Correct. In 2004, he began his career as a fashion designer and opened a studio. He designs exclusively cocktail dresses and evening gowns under the trade name 'Ivan Gunawan'.
- Ronaldo : That's very true. Do you know that he is the nephew of a fashion designer named Adji Notonegoro?
- Nancy : Adji Notonegoro? He is so popular that many famous people, such as Bill Clinton the former U.S. president, Kofi Anan, the former United Nations' Secretary – General, and the Sultan of Brunei and his family, wear his exclusive batik designs.
- Ronaldo : You are right. If I'm not mistaken, he was born on December 31, 1981. Is he from Jakarta?
- Nancy : Well, I'm not so sure. But I do know that he is also such a talented movie actor that I have never missed one of the films that he has acted in.

Ronaldo : Is that true? To tell the truth, I have never watched him acting in a movie.  
*Taken from: Pathway to English book*

1. Who is Ivan Gunawan?
2. What is the relationship between Ivan Gunawan and Adji Notonegoro?
3. What's the topic about?
4. What makes Ivan Gunawan and Adji Notonegoro famous?
5. "He's so popular that he appears almost every day on TV". What makes Ivan Gunawan popular?
6. "Do you know that he is the nephew of a fashion designer named Adji Notonegoro?"  
What can you infer from the question?
7. "He is also such a talented movie actor that I have never missed one of the films that he has acted in". The word 'miss' means ...
8. Find and Write the sentence in the dialogue above that use causal relationship "so ... that..."
9. Find and Write the sentence in the dialogue above that use causal relationship "such ... that..."
10. What's the social function of using the causal relationship, in the context of the dialogue above?

**Activity 4. Study the pattern of "so ... that ..." and "such ... that ..."**

1. She is such a hard-working animator that she never gives up improving her skills and always asks for critiques.
2. He is so famous that you can enjoy his performances as a presenter, movie actor, and fashion designer.
3. He is such a well-known culinary expert that many chefs want to learn the art of European and Asian cuisine from him.
4. He is so brilliant that he got a Fullbright Scholarship to study comics at the Savannah College of Art and Design.
5. This Indonesian artist was so popular that his work continues to inspire thousands of people all over the world.
6. He is such a talented fashion designer that he won the annual Wonders of Indonesian Fashion Competition in 2012.
7. He was such a talented painter that he won the prestigious silver medal in 1937 at the International Colonial Art Exposition in Paris.

**Activity 5. Write the unknown words in the tabel below then find their meaning in dictionary!**

Unknown words	Meaning

**Activity 6. Categorize the sentences in activity 4 into the following table. Number 1 and 2 is done for you.**

Cause		Effect	
So	Adjective	That	Effect Clause
So	Famous	that	you can enjoy his performances as a presenter, movie actor, and fashion designer

Cause				Effect	
Such	article	Adjective	Noun	That	Effect Clause
such	a	Hard-working	animator	that	she never gives up improving her skills and always asks for critiques

**Activity 7. Complete the following email with *so* or *such*.**

Tiara ★ ↩️ ☰

I am sorry for not emailing you for a while. I am (1) \_\_\_\_\_ busy that I can't take a break nowadays. But I motivated myself to go to Indonesian Fashion Week 2019. You know this is a rare chance. I should thank some good friends for it.

So let me share what I saw at the 2019 Indonesian Fashion Week. Do you still remember the first time we were at a fashion show? The first show we went to was the 2010 Pekalongan fashion. It was (2) \_\_\_\_\_ a great show that I will never forget it.

When I arrived at the Jakarta Convention Center, the venue for the 2019 Indonesia Fashion Week, dresses displayed at the front welcomed me. It was (3) \_\_\_\_\_ a fantastic display that I spent an hour enjoying it.

There were several fashion shows and designers did their best. I was glad when someone invited me to see a collection of one of the best Indonesian designers, Ivan Gunawan. You know he is my favorite. His collection is (4) \_\_\_\_\_ amazing that I couldn't stop admiring it.

When the show ended, I walked to the hall. Guess what! I met Miss Indonesia. I couldn't miss her hug Tiara. She is (5) \_\_\_\_\_ beautiful and elegant that guests took photos with her.

I've attached some pictures of the 2019 Indonesian Fashion Week for you. Have a nice weekend.

*Taken from: Pathway to English book*

**Activity 8. Complete the sentences below using “Such or So” and give it reason. Number 1 is an example for you.**

1. Those are **such** great pictures that I never want to throw them away.  
Reason : Because there is noun clause which combine between Adjective “great” and Noun “ pictures” before conjunction “that”.
2. Hawai has \_\_\_\_ amazing beaches that everyone wants to live there.  
Reason : \_\_\_\_\_
3. Jimmy and Ken are \_\_\_\_ alike that I can't tell one from another.  
Reason : \_\_\_\_\_
4. They were \_\_\_\_ hungry that they ate as if they hadn't eaten anything for days.  
Reason : \_\_\_\_\_
5. It was \_\_\_\_ rainy day that it seemed as if the sky was dropping on our heads.  
Reason : \_\_\_\_\_
6. I have \_\_\_\_ great relatives that I never feel alone.  
Reason : \_\_\_\_\_

**Activity 9. Combine ‘the cause’ and ‘the effect’ into full sentence. Number 1 is an example for you.**

- 1) Cause : It was too windy  
Effect : We couldn't go sailing. (*so...that...*)  
  
\*It was **so** windy **that** we couldn't go sailing.
- 2) Cause: My sister is very shy.  
Effect: She hides behind my mother when there are strangers around. (*so...that...*)  
\_\_\_\_\_
- 3) Cause: The dress was wonderfully designed.  
Effect: I couldn't take my eyes off it. (*so...that...*)  
\_\_\_\_\_
- 4) Cause: It was a great movie.  
Effect: I watched it several times. (*such...that...*)  
\_\_\_\_\_
- 5) Cause: She is a very charming woman.  
Effect: Everybody stares at her. (*such...that...*)  
\_\_\_\_\_



**Activity 10. Based on each picture provided, complete each sentence. See the example.**

1)



The latest collection is **so amazing that all of them are sold out before the show.**

It was **such beautiful dress that I want to keep Keep it.**

2)



The classical music concert is so \_\_\_\_ that \_\_\_\_.

It's such a(n) \_\_\_\_\_ that \_\_\_\_\_.

3)



Avengers is so \_\_\_\_\_ that \_\_\_\_\_.

It's such \_\_\_\_\_ that \_\_\_\_\_.

4)



Lumpia is so \_\_\_\_\_ that \_\_\_\_\_.

It's such a(an) \_\_\_\_\_ that \_\_\_\_\_.

*Taken from: Pathway to English book*

**Activity 11. Create a dialogue based on the question below. Use connective “so ... that ...” and “such ... that ...” in your dialogue.**

- a. What are your skills?
- b. Are you good at it?
- c. What makes you good at it?

- d. How often do you practice to improve your skills?
- e. What are the benefits you get from the skills?

**Activity 12. Perform the dialogue by making Video Call with your partner. Record it then send to your teacher.**

### I. Summary

- ‘so...that...’ and ‘such...that...’ are connectives that express cause and effect
- The pattern for the connectives are:  
 So + adjective / adverb + that + clause  
 Such + noun phrase (adjective + noun) + that + clause  
 Such + adverb + noun + that + clause
- Examples :
  - a. Ivan Gunawan is so talented that he makes pretty cocktail dresses.
  - b. They are such a adorable evening gowns that women love to wear them.

### J. Formative Evaluation

**Fill for your learning journal!**

1. Before I studied this chapter, I didn't understand \_\_\_\_\_
2. When I was studying this chapter, my difficulties is/are \_\_\_\_\_  
 How did I overcome the difficulties? \_\_\_\_\_
3. After having studied this chapter, I think \_\_\_\_\_

**Read the statements then checklist (v) the option that suit on you.**

Statements	Definitely	Yes	Maybe	No	No at all
The explanation is easy to understand.					
The task is easy to do.					
I fully understand the material in this chapter.					

## K. EVALUATION 1

### *Cognitive Assessment*

**Read the question and choose the best answer!**

*The dialogue is for number 1-3*

- Ms. Lisa : Dita you need to take remedy this week for your English. It's so low that you should repeat it.
- Dita : Yes, Ma'am. I'm sorry to let you down.
- Ms. Lisa : You don't perform as you usually do. Is there something wrong?
- Dita : No, Ma'am. I guess it is because I don't understand the topic in the unit completely.
- Ms. Lisa : Why didn't you tell me? I will help you review the unit again.
- Dita : No, thank you for the offer Ms Lisa. I guess I can learn from my mistakes. Hana is coming over to my house to help me out.
- Ms. Lisa : Alright, then. Would you like to have another copy of the unit review?
- Dita : Yes, please. That will be very helpful. Thank you, Ms Lisa.
- Ms. Lisa : My pleasure.

*Taken from: brainly.co.id*

1. Why does Dita apologise to Ms Lisa?
  - A. She didn't submit her English project
  - B. She didn't bring presentation material
  - C. She couldn't answer Ms Lisa's question
  - D. She got less value in English test
  - E. She didn't bring book
2. What's the topic of the conversation above?
  - A. Failed in English test
  - B. Forgot to learn
  - C. Didn't have any material
  - D. Careless in doing the test
  - E. Having problem
3. What kind of causal relationship that use in the dialogue?
  - A. Such...that...
  - B. So...that...
  - C. Such a...that...
  - D. So that...
  - E. Because

4. "This hedge grows \_\_\_\_\_ fast that we have to trim it often".  
The suitable causal relationship for the sentence is ...  
A. So that  
B. Because  
C. So  
D. Such  
E. Such a
5. "We had \_\_\_\_\_ good time that we hate to leave the party".  
The causal relationship that suit for the sentence is ...  
A. So that  
B. Because  
C. So  
D. Such  
E. Such a
6. "My back aches, \_\_\_\_\_ badly that I can't lift anything anymore".  
A. So that  
B. Because  
C. So  
D. Such  
E. So much
7. "Mr. Clark has been such an impressive teacher that I decided to become an English teacher".  
Which one is the *effect* of the sentence above?  
A. Mr. Clark  
B. an English teacher  
C. an impressive teacher  
D. that I decided to become an English teacher  
E. Mr. Clark has been such an impressive teacher
8. "The particles are so small that they burn up before they reach Earth".  
The cause of the sentence is ...  
A. The particles are so small  
B. that they burn up before they reach Earth  
C. so small  
D. burn up  
E. Earth

9. a) I was driving too slowly  
b) The others writers behind me began to protest  
The right sentence that use causal relationship (*so...that.../such...that...*) as the language target is ...
- A. I was driving such a slowly that the others writers behind me began to protest.
  - B. I was driving too slowly that the others writers behind me began to protest.
  - C. I was driving so that slowly that the others writers behind me began to protest.
  - D. I was driving such slowly that The others writers behind me began to protest.
  - E. I was driving so slowly that the others writers behind me began to protest.
10. a) A meteor storm is like a big threat to satellites  
b) They have to be moved or turned away from the storm.  
What is the compatible sentence in using causal relationship to combine the two sentences above?
- A. A meteor storm is such a big threat to satellit that they have to be moved or turned away from the storm.
  - B. A meteor storm is so a big threat to satellit that they have to be moved or turned away from the storm.
  - C. A meteor storm is such big threat to satellit that they have to be moved or turned away from the storm.
  - D. A meteor storm is so that big threat to satellit that they have to be moved or turned away from the storm.
  - E. A meteor storm is too big threat to satellit that they have to be moved or turned away from the storm.

### ***Skill Assessment***

After learning the lesson in this unit, do the following test to increase your skill.

1. Make a conversation teks for short movie consisting of causal relationship
2. (*so...that.../such...that...*, the theme is anything about school.
3. Make it in HVS paper then decorate as creative as you can.

## UNIT 2

### look forward to future



#### Student Learning Plan

##### *Kompetensi Dasar*

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *prepositional phrase*, adjective clause: finite dan non-finite)
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait benda dengan pewatas berupa sifat, jenis, dan fakta keadaan/kejadian, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

##### *IPK*

- 3.2.1. Menganalisis struktur kalimat menggunakan unsur kebahasaan *prepositional phrase*
- 3.2.2. Melengkapi dengan preposisi yang tepat
- 3.2.3. Menentukan fungsi prepositional phrase sebagai adjective atau adverb
- 3.2.4. Memahami isi teks yang kalimat menggunakan unsur kebahasaan *prepositional phrase*
- 4.2.1. Menulis teks menggunakan prepositional phrase dengan deskripsi gambar

## Learning Activities

### A. Learning Activity in modul 2

*In this activity, I ask you to:*

- ✓ Analyzing the sentences that use prepositional phrase
- ✓ Completing by right prepositional phrase
- ✓ Deciding the function of prepositional phrase whether as adjective or adverb
- ✓ Understanding the contain of the text that use prepositional phrase as language target
- ✓ Writing the text use prepositional phrase by seeing the picture as clue

### B. The Purpose of the Study

Through learning activities using Discovery Learning, it guide students to analyzing the sentences that use prepositional phrase, completing by right prepositional phras, deciding the function of prepositional phrase whether as adjective or adverb, understanding the contain of the text that use prepositional phrase as language target, writing the text use prepositional phrase by seeing the picture as clue with curiosity, responsibility, discipline, be hoest, polite, confident, never give up, have a responsive attitude (think critically), be creative, and be able to communicate well.

### C. Observing

**Activity 1. Look at the picture then analyze the position of them.**



<https://cantik.tempo.co/read/855257/lima-keuntungan-punya-banyak-teman>



1. \_\_\_\_\_ is posing between Sherly and Elisa.
2. \_\_\_\_\_ is standing behind Elisa.
3. \_\_\_\_\_ is standing beside Daniel.
4. \_\_\_\_\_ is standing on the left side of Mia.
5. \_\_\_\_\_ is posing on the right side of Elisa.
6. \_\_\_\_\_ is standing in front of Daniel

*Take from: Pathway to English book*

#### D. Vocabulary Builder

Accross	Sekitar
Beyond	Karena
Among	Sebrang
Into	Ke dalam
Around	Dibawah
On	Di antara
In	Di samping
Under	Dalam konteks
After	Di luar
Due to	Tanpa
Since	Di dalam
In case of	Setelah
Next to	Sejak
Without	Di atas

#### E. Pronunciation

Accross	:/ə'krôs
Beyond	:/bē'änd
Among	:/ə'məNG
Into	:/ 'intō
Around	:/ə'round
On	:/än
In	:/in
Under	:/'əndər

After	:/ˈaftər
Due to	:/d(y)oō tōō
Since	:/sɪns
In case of	:/ɪn kās əv
Next to	:/nekst to
Without	:/wəˈtʰaʊt

## F. Material Description

Activity 2. Read and learn the following explanation.

### Prepositional Phrase

\*Preposition + Object of Preposition (Noun/Noun Phrase/ Noun Clause/Pronoun/Gerund/Gerund Phrase)

\*Preposition + Modifier(s) + Object of Preposition (Noun/Noun Phrase/ Noun Clause/Pronoun/Gerund/Gerund Phrase)

- ✓ **Preposition** : Words that show a connection or relationship between others words in sentence
- ✓ **Phrase** : Set of words which doesn't contain S + V
- ✓ **Prepositional Phrase** : Phrases that make prepositions as HEAD / CORE (yang di jelaskan)
- ✓ **Object of Preposition** : Noun, Noun phrase, Noun Clause, Pronoun, Gerund, Gerund phrase that comes after preposition
- ✓ Prepositional phrase always begin by preposition (in, on, at, under, behind, beside, in front of, next to, etc)
- ✓ Ending with Object of Preposition (yang menjelaskan preposisi)

Below is kinds of Object of Preposition

- **Noun**

The object of preposition that's used in the prepositional sentences below is **NOUN**. **Noun means** a word used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun).

Sentences	Prepositional phrase	Preposition (Head/Core)	Determiner	Object of Preposition (OOP)
I'll go with Dani	with Dani	with	-	Dani
I have special gift in my birthday from my mom	from my mom	from	my	mom
Baby girl is sitting on the floor	on the floor	on	the	floor
I know where's Monica since his address move to another country	since his address	since	his	address
Have you ever met the lady with a scar on her night hand?	with a scar	with	a	scar

o **Noun phrase**

The object of preposition that's used in the prepositional sentence below is **NOUN PHRASE** . **Noun Phrase means** *a word or group of words that functions in a sentence as subject, object, or prepositional object.*

Sentences	Prepositional phrase	Preposition (Head/Core)	Determiner	Object of Preposition (OOP)
I am sitting behind beatifull girl	behind beatifull girl	Behind	-	beatifull girl
He went to the living room to find his car key	to the living room	To	the	living room
Have you ever met the lady with a scar on her night hand?	on her night hand	On	her	night hand

○ **Pronoun**

The object of preposition that's used in the prepositional sentence below is **PRONOUN** . **Pronoun means** *a word that can function by itself as a noun phrase and that refers either to the participants in the discourse (e.g., I, you) or to someone or something mention elsewhere in the discourse(e.g., she, it, this).*

Sentences	Prepositional phrase	Preposition (Head/Core)	Determiner	Object of Preposition (OOP)
Raka felt uncomfortable because of you	because of you	because of	-	you
She is among us	among us	among	-	us

○ **Gerund**

The object of preposition that's used in the prepositional sentence below are **GERUND and GERUND PHRASE** . **Gerund means** *a form that is derived a verb but that functions as a noun, in English ending in -in.*

e.g.,

\*I am **singing** (It's not Gerund)

As VERB

\*My skill is **singing** (It's Gerund)

As NOUN

Sentences	Prepositional phrase	Preposition (Head/Core)	Determiner	Object of Preposition (OOP)
My group discuss about walking for health	about walking	about	-	walking (Gerund)
	about walking for health	about	-	walking for health (Gerund phrase)

○ **Noun Clause**

The object of preposition that's used in the prepositional sentence below are **NOUN CLAUSE** . **Noun clause means dependent clause that acts as a noun. It begin ith words such as how,that, what, whatever, when, where, whether, which, who, whoever, whom,why.**

Sentences	Prepositional phrase	Preposition (Head/Core)	Determiner	Object of Preposition (OOP)
I don't understand in case of why you defy you parents	in case of why you defy you parents	in case of	-	why you defy you parents
I still remember about when Dad bought me this robot 5 years ago	about when Dad bought me this robot 5 years ago	about	-	when Dad bought me this robot 5 years ago

A preposition signals that a noun or a noun structure follows it; the preposition + noun combination constitutes a prepositional phrase.

Example: the a mount of wealth in a country.

- Means : by
- Purpose : for
- Time : in, on, at
- Addition : besides
- Cause : because of, from
- Place : between, among, in, on, at

Prepositional phrases denote description, time, and place

Which one? Description	When (Time)	Where? (Location)	Which direction? (Location)
In the blue overcoat	During the rain	Outside the hoouse	To the sea
With a red tie	At night	On the rooftop	From school
In short pants	On Saturday	Near the window	Across the street
With a smiling face	Until the end of the day	Inside the cupboard	Into the room

## Two Functions in Prepositional Phrase

As an adjective	As an adverb
The prepositional phrase will answer the question ' <i>which one?</i> '	A prepositional phrase will answer questions such as ' <i>How? When? Or Where?</i> '

### a) As an Adjective

1. The book with the plastic cover has been read many times.  
**Adjective**  
*Which book? The one with the plastic cover*
2. The book on the bathroom floor is swollen from shower steam.  
*Which book? The one on the bathroom floor!*
3. The sweet potatoes in the vegetable bin are green with mold.  
*Which sweet potatoes? The ones forgotten in the vegetable bin!*
4. The note from Beverly confessed that she had eaten the leftover pizza.  
*Which note? The one from Beverly!*

### b) As an Adverb

1. Without a GPS, we will lose our way in the town.  
**adverb**  
*How will we use to not lose lose our way in the town? Without a GPS*
2. The tiger crept slowly behind the tree.  
**Adverb**  
*Where does the tiger crept slowly? Behind the tree.*
3. Freddy is stiff from yesterday's long football practice.  
*How did Freddy get stiff? From yesterday's long football practice.*
4. Before class, Josh begged his friends for a pencil  
*When did Josh do his begging? Before class!*

## G. Grammar Focus

### Knowing the Different Between Determiner and Modifier

- ✓ **Determiner** : a word or phrase that's used before a Noun to introduce the context of the noun.

*Kinds of Determiner:*

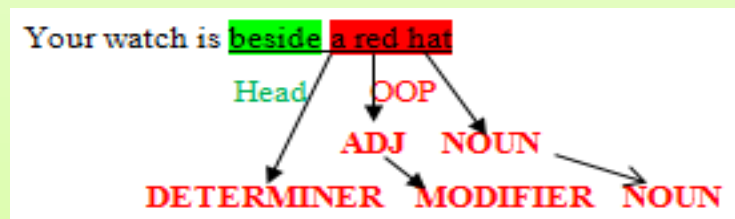
1. Articles (the, a/an)
2. Demonstratives (this, these, that, dan those)
3. Possesives (my, your, his, her, its, their, dan our)
4. Quantifiers (some, any, much, many, a little, a few, a lot of, etc)

- ✓ **Modifier** : a word, phrase or clause that's used to describe a Noun

Modifier can be:

1. Adjective (interesting dan beautiful)
2. Participle (used)
3. Intensifier (extremely dan really)
4. Noun (grammar, beach)

Example :



<https://www.studiobelajar.com/noun-phrase/>

For modifiers in the form of adjectives, there are rules to sort them. Here is the order of the adjective modifiers:

Evaluation/ opinion	Appearance	Age	Color	Origin
Beautiful	Size/ measure	young	pink	Geographical
good	big	old	green	French



bad	small	new	blue	Mexican
ugly	low	antique	striped	Japanese
interesting	high		bright green	
nice	heavy		dark blue	
	Shape		deep purple	
	round			Material
	square			wooden
	triangular			vegetable
	Condition			cotton
	broken			grass
	chipped			
	rotten			

**NOTE**

1. From the appearance category above, usually follows the order *size – shape – condition*  
Example: a big round shiny apple

However, other sequences can also be used like *condition – shape – size OR shape – condition – size*.

Example: a shiny round big apple  
a round shiny big apple

2. Just like an appearance category, this item on or off can also be valid for the origin category. The order that is usually used is *geographical – material*.

Example: Japanese wooden chair

However, other sequences can also be used like *material – geographical*.

Example: wooden Japanese chair

<https://www.studiobelajar.com/noun-phrase/>

## H. Exercise

Activity 3. Make prepositional phrases from the possible combinations of the following prepositions and noun phrases.

Prepositions:

into

behind

across

over

between

under

alongside

during

beside

around

Noun:

the curb

the room

the sea

the rain

the fire

the river

the cupboard

the street

the bank and  
the post office

the bed

*Taken from: Pathway to English book*

Activity 4. Read the following text and answer the questions.

The Inuit, who used to be called “Eskimos”, are the people of the Canadian Arctic. They have adapted to the freezing cold surroundings, where they depend on marine life for food. In the area, vegetables and trees are hard to find. The Inuit hunt land animals during the summer with traditional weapons, such as bows and arrows. Their primary means of transport is sleds pulled by dogs. In order to protect their body from the extreme cold, they made clothing out of caribou fur. Another interesting fact about the Inuit is the igloos, houses made of snow blocks, in which they live during winter.

*Taken from: Pathway to English book*

1. What is the text about?
2. What do you think it is hard for the Inuit to grow vegetables?
3. How do the Inuit feed themselves?
4. How do the Inuit travel around?
5. What is caribou? What does it look like?
6. What is your opinion about the Inuit?
7. Put the prepositional phrases under the suitable headings.

8. Identify and underline all the prepositional phrases in the text above. Put it into the suitab

Which one? Description	When (Time)	Where? (Location)	Which direction? (Location)

**Activity 5. Complete the sentences with the prepositional phrases provided**

1. I can't complete the report ....
2. The stories .... were translated by my professor.
3. The box .... should be taken to the storeroom before lunch.
4. The table of contents is found ....
5. That picture .... used to hang in the bedroom.

**Options:**

- near the front of the book
- without the information
- on the table in that book
- behind my desk
- inside the data
- before the cover

*Taken from: English in use book*

**Activity 6. Choose the right preposition for every single sentences below in the brackets.**

1. Be careful! Don't go (beyond / without / over) the trees.
2. The car went (against / past / around) us at a very high speed!
3. My brother is really (for / over / into) snowboarding – he goes every winter.
4. It was sunny all (round / between / through) the summer months.
5. The bus stops just (to / down / before) the traffic lights.
6. She has no control (with / over / on) that dog!
7. The project will be finished (from / under / inside) two weeks.
8. He recovered (from / with / over) his illness quickly.
9. She was very upset – she looked (near / about / around) to tears.
10. I want to improve (by / with / on) my last exam results.

*Taken from: grammar.com*

**Activity 7. Decide whether the prepositional phrases in the sentences are used as adjectives or adverbs.**

1. The river outside the boundary is dangerous to cross.
2. All the passengers aboard the bullet train were frightened when they heard the explosion.
3. My shopping list needs to be put into my purse, so that I won't forget it.
4. We will order pizza during the break.
5. Put the fresh flowers in the Chinese ceramic vase.
6. The clues within the first few chapters will lead to the murderer.
7. Before the first period, Josh borrowed a pencil from his classmate.
8. The sweet potatoes in the vegetable bin are green with mold.
9. Feeling brave, we tried the Devil Chili paste at the Primadona Restaurant.
10. After school, the children play volleyball at the park near the river.

*Taken from: Pathway to English book*

**Activity 7. Look at the picture of a dining room. Describe this picture using prepositional phrases. Continue from the sample below.**



*Taken from: <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.samlevitz.com>*

This is my dining room. It is behind the living room. There are a table and six chairs at the center of the room. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## I. Summary

- Prepositional phrases are groups of words containing prepositions.
- They usually follow by object of preposition, they are noun, noun phrase, noun clause, pronoun, gerund or gerund phrase.
- Preposition phrases can function as an adjective or adverb.

## J. Formative Evaluation

### Fill for your learning journal!

1. Before I studied this chapter, I didn't understand \_\_\_\_\_
2. When I was studying this chapter, my difficulties is/are \_\_\_\_\_  
How did I overcome the difficulties? \_\_\_\_\_
3. After having studied this chapter, I think \_\_\_\_\_

Read the statements then checklist (v) the option that suit on you.

Statements	Definitely	Yes	Maybe	No	No at all
The explanation is easy to understand.					
The task is easy to do.					
I fully understand the material in this chapter.					

## K. EVALUATION 2

### *Cognitive Assessment*

#### A. Read the questions and choose the best answer

##### *The text is for number 1-2*

The story of Dara Puspita, an Indonesian all-female band that was famous in the 1960s, is set to be made into a biopic by production house FP. FP producer Frederica said she believed the Surabaya-based band's story deserved to be told on the big screen. "We think it's important, especially because at that time they were the only Indonesian all-female band that performed in dozens of European cities," Frederica told tempo.co.

Expected to be released in 2020, the production house is currently still conducting research. "Their story will be very inspiring," said Frederica, who expressed optimism the film would set a new trend in the industry, which she said lacked, films about local musicians. The band has reportedly given consent for the adaptation. Drummer Titiek Hamzah also expressed hopes the film would show the band's stories and struggles. "It needs to represent what a musician's journey is like," she said. The journey of Dara Puspita began from the 1960s to the early 1970s. In 1965, they became the opening act for legendary band Koes Bersaudara under the name Irama Puspita. Among their popular tracks were "A Go Go", "Burung Kakaktua" and "Tanah Airku".

*Adapted from: <http://www.thejakartapost.com>*

1. How does the author organize the passage? By...
  - A. exposing the news about the film then explaining its values
  - B. exposing the reason behind the making of the film and explaining the plot
  - C. explaining the purpose of the film and the targets of the producer
  - D. describing the film and explaining the members of Dara Puspita Band
  - E. describing Dara Puspita Band and explaining its next project
2. Below is the sentences that use prepositional phrase, except ...
  - A. Expected to be released in 2020
  - B. The production house is currently still conducting research
  - C. An Indonesian all-female band that was famous in the 1960s
  - D. The journey of Dara Puspita began from the 1960s to the early 1970s.
  - E. She believed the Surabaya-based band's story deserved to be told on the big screen

##### *The text is for number 3*

Over the past 115 years global average temperatures have increased 1.8 degrees Fahrenheit, leading to record-breaking weather events and temperature extremes, the report says. The global, long-term warming trend is "unambiguous," it says, and there is "no convincing alternative explanation" that anything other than humans — the cars we drive, the power plants we operate, the forests we destroy — are to blame.

The report was approved for release by the White House, but the findings come as the Trump administration is defending its climate change policies. The United Nations

convenes its annual climate change conference next week in Bonn, Germany, and the American delegation is expected to face harsh criticism over President Trump's decision to walk away from the 195-nation Paris climate accord and top administration officials' stated doubts about the causes and impacts of a warming planet.

While there were pockets of resistance to the report in the Trump administration, according to climate scientists involved in drafting the report, there was little appetite for a knockdown fight over climate change among Mr. Trump's top advisers, who are intensely focused on passing a tax reform bill — an effort they think could determine the fate of his presidency.

*Adapted from: <http://nytimes.com>*

3. The author is primarily concerned with...
  - A. the record-breaking weather events and temperature extremes
  - B. the effort and fate Trump's presidency
  - C. the climate report released by the White House
  - D. the decision taken by US delegation in the climate change conference
  - E. the United Nation annual climate conference in paris
  
4. We all laughed when he came to school ....  
The suitable phrase to complete the sentence above is...
  - A. In his pyjamas
  - B. In a whisper
  - C. In debt
  - D. On the phone
  - E. At last
  
5. I don't need any help. I'll manage ...  
What phrase that suit to continue the sentence above?
  - A. At last
  - B. In public
  - C. On my own
  - D. On the phone
  - E. Out of danger
  
6. Jane is much better now. The doctor says that she is ... at last.  
The appropriate phrase to fill the blank sentence is ...
  - A. Out of luck
  - B. In a whisper
  - C. In public
  - D. Out of danger
  - E. In debt



7. No wonder he looks worried. Someone told me that he is ... to the bank for more than four thousand pounds.  
The best phrase to fill the sentence above is ...
- A. Out of danger
  - B. In debt
  - C. In public
  - D. Out of luck
  - E. On the phone
8. You can't talk to her now. She's still ... but I will ask her to call you back.  
What's the compatible phrase to load the sentence above?
- A. In public
  - B. In a whisper
  - C. On the phone
  - D. Out of danger
  - E. In pencil
9. The students without umbrellas stood outside.  
The function of the underline phrase is as ...
- A. Adjective
  - B. Noun
  - C. Verb
  - D. Adverb
  - E. Preposition
10. Many students travel around the world to learn languages.  
The function of the underline phrase is as ...
- A. Adjective
  - B. Noun
  - C. Verb
  - D. Adverb
  - E. Preposition

### ***Skill Assessment***

After learning the lesson in this unit, do the following test to increase your skill.

1. Take picture from your bed room
2. Describe it using prepositional phrase
3. Present it orally by making video (you should show the picture)
4. Send it to Google Classroom

## UNIT 3

### More than Words



#### Student Learning Plan

##### *Kompetensi Dasar*

- 3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan klausa finite atau klausa non-finite)
- 4.3 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keterangan (circumstance), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

##### *IPK*

- 3.3.1. Menganalisis kalimat yang menggunakan relative atau adjective clause
- 3.3.2. Menggabungkan kalimat dengan memilih relative clause yang tepat
- 3.3.3. Menggabungkan kalimat dengan menggunakan relative clause dalam bentuk dialog
- 3.3.4. Mengubah kalimat finite dan non finite clause
- 3.3.5. Menangkap makna teks yang mengandung relative atau adjective clause
- 4.3.1. Menulis teks dialog berdasarkan situasi yang diberikan dengan menggunakan relative clause

## Learning Activities

### A. Learning Activity in modul 2

*In this activity, I ask you to:*

- ✓ Analyzing sentences that use relative or adjective clause
- ✓ Combining sentences by choosing suitable relative clause
- ✓ Combining sentences by using relative clause in the form of dialogue
- ✓ Changing finite dan non finite clause sentences
- ✓ Capturing the sense of the text which contain relative or adjective clause
- ✓ Writing dialogue based on the situation given using relative clause

### B. The Purpose of the Study

Through learning activities using Discovery Learning, it guide students to analyzing sentences that use relative or adjective clause, combining sentences by choosing suitable relative clause, combining sentences by using relative clause in the form of dialogue, changing finite dan non finite clause sentences, capturing the sense of the text which contain relative or adjective clause, writing dialogue based on the situation given using relative clause with curiosity, responsibility, discipline, be hoest, polite, confident, never give up, have a responsive attitude (think critically), be creative, and be able to communicate well.

### C. Observing

**Activity 1. Look at the picture then analyze the position of them.**



*Taken from: haigrd.i*

1. Which girl is Dinda?
2. Which of those girls is Alfina?
3. Which of those students is Dirly?
4. Which student is Dany?

**Activity 2. Read the following dialogue and see to the bold clause.**

Tiara : Let's talk about what happened in my office this morning.  
Indra : I'd be glad to.  
Tiara : Look at this picture. This is an anecdote happened in my office this morning.  
Indra : What anecdote is it?  
Tiara : My boss hired a person to sleep.  
Indra : Which one is your boss?  
Tiara : My Boss is the man **who stand behind Mr.Yasril.**  
Indra : which one is the hired man?  
Tiara : He is the man **who sit in front of Mr.Bony.**  
Indra : Is there any other person witnesses the event?  
Tiara : Yes, she is the secretary.  
Indra : Which person is the secretary?  
Tiara : The secretary is the woman **whose hair is long with pink shirt.**  
Indra : Is there any bed to sleep for the hired man?  
Tiara : No, there isn't. But he slept on the sofa **which is locaed in special room**

*Taken from: English in use book*

1. What's the conversation talk you about?
2. What's does the anecdote mean?
3. What is the thing that Indra want to know?
4. What kind of clause that use in the bold words?
5. What kind of relative pronoun that's used in the bold words?

**D. Vocabulary Builder**

Glad	Dimana
Anecdote	Yang
Hired	Jenak
Witnesses	Senang
Which	Sewaa
Where	Menyaksikan

## E. Pronunciation

Glad	:/glad
Anecdote	:/ˈænək,dɔt
Hired	:/hɪəd
Witnesses	Senang
Which	:/hwiCH
Where	:/hwer

## F. Material Description

Activity 3. Read and learn the following explanation.

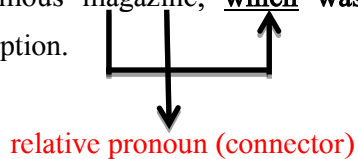
### Adjective or Relative Clause

Adjective or relative clause is to give more information about noun, pronoun, or situation in the main clause by using relative pronoun (connector).

A relative pronoun is a pronoun that introduces a adjective or relative clause. It is called a 'relative' pronoun because it 'relates' to the word that it modifies.

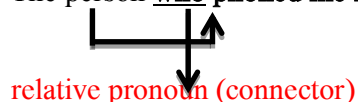
Example:

1. A famous magazine, which was published last November, also raised an issue on corruption.



In the above example, 'which' relates to 'thing', which it modifies and introduces the relative clause "which was published last November"

2. The person who phoned me last night is my teacher.



In the above example, ‘who’ relates to ‘person’, which it modifies and introduces the relative clause “who phoned me last night is my teacher”

### Seven Relative Pronouns

No	Relative Pronoun	Functions
1	<i>Who</i>	(for subject) is generally only for people
	<i>Whom</i>	(for object) is generally only for people
2	<i>Whose</i>	for possession
3	<i>Which</i>	for things or situations
4	<i>That</i>	In non-defining relative clause, ‘ <i>that</i> ’ is used for things. In defining relative clauses (clauses that are essential to the sentence and don’t simply add extra information) ‘ <i>that</i> ’ can be used for things and people
5	<i>When/on which</i>	for times
6	<i>Where/in which</i>	for place

Relative pronouns can refer to **singular or plural**, and there is **no difference between male and female**.

Example :

- He is the student who gets the first rank in my class.
- She is the student who gets the second rank in my class.
- They are the students who represent the English debate team.

### Two types of relative clause

#### 1. Defining Clauses

We use relative pronoun (who, that, which, whose, and whom) to introduce a defining relative clause, or a clause to give information that we need to understand what or who is being referred to. We don’t use commas in defining relative clause. In writing, we don’t use commas in defining relative clauses.

Defining Relative Clause	
Subject	<p>The person <b>who</b> phoned me last night is my teacher.</p> <p>The person <b>that</b> phoned me last night is my teacher.</p> <p>The car <b>which</b> hit me was yellow.</p> <p>The car <b>that</b> hit me was yellow.</p>
Object	<p>The person <b>whom</b> I phoned last night is my teacher.</p> <p>The person <b>that</b> I phoned me last night is my teacher.</p> <p>The car <b>which</b> I drive is old.</p> <p>The car <b>that</b> I drive is old.</p>
Possessive	<p>The student whose phone just rang should stand up.</p> <p>Students whose parents are wealthy pay extra.</p> <p>The police are looking for the car whose driver was masked.</p> <p>The police are looking for the car of which the driver was masked.</p>

## 2. Non-Defining Clauses

We use relative pronoun (who, that, which, whose, and whom) to introduce a non-defining relative clause, or a clause that we don't need to understand what or who is being referred to. We use commas in defining relative clause. In writing, we use commas around non-defining relative clauses.

Non-Defining Relative Clause	
Subject	<p>Mr. Bram, <b>who</b> phoned me last night, is a kind teacher.</p> <p>Mr. Bram, <b>that</b> phoned me last night, is a kind teacher.</p> <p>The car, <b>which</b> was a taxi, hit a pedestrian yesterday.</p> <p>The car, <b>that</b> was a taxi, hit a pedestrian yesterday.</p>
Object	<p>Mrs. Rita, <b>whom</b> I like much, is my teacher.</p> <p>Mrs. Rita, <b>that</b> I like much, is my teacher.</p> <p>The car, <b>which</b> I am driving now, is Toyota.</p> <p>The car, <b>that</b> I am driving now, is Toyota.</p>
Possessive	<p>Varel, <b>whose</b> motorcycle you borrowed just now, is a kind boy.</p> <p>We can take a taxi, <b>whose</b> tariff is using taxi fare meter.</p> <p>We can take a taxi, <b>of which</b> tariff is using taxi fare meter.</p>

*Adapted from: English in use book*

## G. Grammar Focus

### What's the different of finite and non-finite clause ?

Finite Clause	Non-Finite Clause
<ul style="list-style-type: none"><li>• Finite clauses can be main clauses or subordinate clauses</li><li>• The time of action can be seen from the verb used as it shows the tense.</li><li>• Example:<ul style="list-style-type: none"><li>- The demonstrators feel the spirit of People Power <u>which succeeded in overthrowing the corrupt regime of Ferdinand Marcos in 1986.</u></li><li>- People power, <u>which toppled the corrupt regime of Ferdinand Marcos in 1986,</u> was in the mind of protesters masses in Manila's main park on 26 August. <b>(adjective/relative/non-defining/finite clause)</b></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Non Finite clauses are always subordinate clauses</li><li>• The verbs used do not show the tense</li><li>• The time of action can be identified from the main clauses.</li><li>• Example:<ul style="list-style-type: none"><li>- It aims to help developing countries recover assets <u>stolen by corrupt leaders.</u></li><li>- A major issue <u>resentfully influencing India's economy</u> is corruption</li><li>- In 2005, a study <u>conducted by Transparency International</u> reported that more than 62% of Indians had firsthand experience of paying bribers or nepotism to complete work at public offices.</li></ul></li></ul>

*Adapted from: Pathway to English book*

## H. Exercise

Activity 4. Identify the following expression if they are expressions with relative clauses.

1. I told you about the woman who lives next door.
2. Do you see the cat which is lying on the roof?
3. I don't know which of these eggs are bad.
4. Do you know the boy whose mother is a nurse?
5. I don't understand what he is talking about?
6. Do you know who repaired my bike?
7. A seaman is someone who works on a ship.
8. This is the bank which was robbed yesterday.
9. It is my fault that you don't get any informations.
10. Why did she refuse your invitation?



Number	Relative Clause	Non Relative Clause
1	V	
2		
3		
4		
5		
6		
7		
8		
9		
10		

*Adapted from: English in use book*

**Activity 5. Study the following sentences to match with the proper relative clause provided.**

A	B	C
1. A hotel is a place	who	a. Job is to serve customers in a restaurant.
2. What's the name of the woman	whom	b. You bought your new laptop?
3. What do you call someone	whose	c. He applied for.
4. A waiter is a person	which	d. People stay when they're on holiday.
5. Overalls are clothes		e. Writers computer programs?
6. Is that the shop		f. People wear to protect their clothes when they are working.
7. He's the man		g. Son plays football for PSSI
8. Heru didn't get the job		h. The man is wearing a blue jumper.
9. The man is in the garden		i. She has been looking for.
10. This is the book		

*Adapted from: English in use book*

**Activity 6. Make short dialogues about expressions using relative pronouns.**

Example : The man is Mr. Adam. He is reading a newspaper.

Answer: A : Tell me about Mr. Adam.

B : Mr. Adam is *the man who* is reading a newspaper.

(*The man who* is reading a newspaper is Mr. Adam)

- The children broke the glass window. He played football in the yard.
- The bird doesn't sing. You gave the bird to me last week.
- The painting is not sold. I painted it last month.
- I visited my friend. He is in the hospital.
- I lost the file. You gave me the file yesterday.
- The doctor is an eye specialist. I visited the doctor last night.
- The flower is dying. I planted the flower just two days ago.
- I lost my key. I put the key on the table an hour ago.
- Will you show me slides? I made the slides for the next presentation.
- The volcano emitted volcanic ash. The volcano erupted last night.

*Adapted from: English in use book*

**Activity 7. Create finite and non finite clause. See the example.**

No	Finite Clause	Non- Finite Clause
1	An English newspaper <b>which was published last August</b> raised an issue about corruption <b>which threatens economic growth.</b>	An English newspaper <b>published last August</b> raised an issue about corruption <b>threatening economic growth.</b>
2	The name of the organisation <u>that publishes</u> the annual survey.	
3		Other crime <u>committed</u> by those in public service.
4	Open Government Partnership <u>which aim</u> to secure concrete commitments from government around the world.	
5	Corruption in India is a major issue <u>that adversely</u> affects its economy.	
6		Open Government Indonesia (OGI) is part of multicultural initiative <u>called</u> Open Government Partnership.

*Adapted from: Pathway to English book*

**Activity 8. Study the following dialogue and answer the questions.**

Nilam : Hi Murti. We haven't meet for a long time.

Murti : Hi Nilam. Where have you been?

Nilam : I've been from Erwinda's wedding party.

Murti : Who is Erwinda?

Nilam : Our classmate in the elementary school. She was the one who used to sit in the first row.

Murti : Was she our classmate whose address is in Graha Sari Residence?

Nilam : Yes, you are right. You have collected your memory on her.

Murti : Whom did she marry with?

Nilam : She married Rony who works in the same company with my brother.

Murti : How was the party?

Nilam : It was great and amusing.

Murti : where there any guests you know?

Nilam : I met Susan and Mr.Anang who taught us physical education.

Murti : Thanks for the time to talk. I have to go now. I need to fetch my little brother.

Byee, Nilam.

Nilam : Bye, Have a good time.

*Adapted from: English in use book*

1. What is the relationship between Nilam and Murti?
2. Where has Nilam been?
3. Who is Erwinda?
4. Why was Nilam invited by Erwinda?
5. How did Nilam like the party?
6. What made Nilam satisfied with the party?

7. How many guests did Nilam know? Who are they?
8. Why does Murti want to leave Nilam soon?
9. Write the adjective/relative clause in the dialogue above!
10. Give the topic for the dialogue!

**Activity 9. Make a role play with your friends (3-4 students) based on the following situation. In your dialogue, use adjective/relative clause then send it in Google Classroom.**

Situation : Your friend is asking you why you should be concerned about corruption. At the same time, another friend is not interested in the problem. He/She thinks corruption is an adults' problem, so you ask him/her to find out information about the effect of corruption.

*Adapted from: Pathway to English book*

## I. Summary

- Adjective or relative clause is to give more information about noun, pronoun, or situation in the main clause by using relative pronoun (connector).
- A relative pronoun is a pronoun that introduces a adjective or relative clause. It is called a 'relative' pronoun because it 'relates' to the word that it modifies.
- Seven relative pronoun, they are who, whom, which, whose, that, where, when, of which, in which.
- It consist of finite and non finite clause

## J. Formative Evaluation

**Fill for your learning journal!**

1. Before I studied this chapter, I didn't understand \_\_\_\_\_
2. When I was studying this chapter, my difficulties is/are \_\_\_\_\_  
How did I overcome the difficulties? \_\_\_\_\_
3. After having studied this chapter, I think \_\_\_\_\_

Read the statements then checklist (✓) the option that suit on you.

Statements	Definitely	Yes	Maybe	No	No at all
The explanation is easy to understand.					
The task is easy to do.					
I fully understand the material in this chapter.					

### K. EVALUATION 3

#### *Cognitive Assessment*

##### A. Read the questions and choose the correct answer

- I can't tell you anything about this book ... I bought only yesterday.  
The suitable relative pronoun to fill the sentence is ...
  - Who
  - Whom
  - Whose
  - Which
  - That
- Freddie wants to become a member of our club, ... is the best in town.  
Relative pronoun that suit for the sentence above is ...
  - Who
  - Whom
  - Whose
  - Which
  - That
- Newton studied "white light", ... is made of several different colours.  
The most appropriate relative pronoun for the sentence above is ...
  - Who
  - Whom
  - Whose
  - Which
  - That

4. There were a lot of people at the party, many of ... I had known for years.  
What's the right relative pronoun to fill the blank sentence?  
A. Whom  
B. Who  
C. That  
D. Of which  
E. Whose
5. There are 14 girls in my class, a few of ... are my friends.  
The suitable relative pronoun to fill the sentence is ...  
A. Whose  
B. Who  
C. Of which  
D. Which  
E. Whom
6. Brian : Which one is your sister?  
Jovan : The girl ... is standing near the blue car is my sister.  
The best relative pronoun to fill the dialogue is ...  
A. Who  
B. Whom  
C. Whose  
D. Which  
E. Of which
7. The man will teach us. We met him in the library this morning.  
The combination of the above sentences is ...  
A. The man who we met in the library this morning will teach us.  
B. The man which we met in the library this morning will teach us.  
C. The man whom we met in the library this morning will teach us.  
D. The man whose we met in the library this morning will teach us.  
E. The man of which we met in the library this morning will teach us.
8. The woman whose dress is red is Diana's mother. It means ...  
A. The dress is red. The woman is Diana's mother.  
B. The woman is Diana's mother. She wears a red dress.  
C. Diana's mother is the woman. Her dress is red.  
D. The woman wears a red dress. She is Diana's mother.  
E. The woman is Diana's mother. Her dress is red.

9. Andi : Which one is your house?  
Dimas : It is located in front of the pharmacy.  
We can conclude that ...
- A. Dimas's house is the house who is located in front of the pharmacy
  - B. Dimas's house is the house whom is located in front of the pharmacy
  - C. Dimas's house is the house whose is located in front of the pharmacy
  - D. Dimas's house is the house which is located in front of the pharmacy
  - E. Dimas's house is the house of which is located in front of the pharmacy
10. Deny : Do you know the boy?  
Rendi : Which boy do you mean?  
Deny : He is sitting on seat 5.  
Rendi : He is my neighbour  
It means ...
- A. My neighbour is the boy he is seating on seat 5.
  - B. The boy is my neighbour who is seating on seat 5.
  - C. My neighbour is sitting on seat 5 who is a boy.
  - D. The boy is seating on seat 5 which is my neighbour.
  - E. The boy who is sitting on seat 5 is my neighbour.

*Adapted from: English in use book*

### ***Skill Assessment***

After learning the lesson in this unit, do the following test to increase your skill.

1. Write down the most memorable experience that you have
2. Use adjective/relative clause in your story
3. Submit your task by sending it in Google Classroom

## UNIT 4

### Discuss the Issues



#### Student Learning Plan

##### *Kompetensi Dasar*

- 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks pembahasan ilmiah (discussion) lisan dan tulis dengan memberi dan meminta informasi terkait pembahasan isu kontroversial dan aktual dari beberapa (minimal dua) sudut pandang, sesuai dengan konteks penggunaannya
- 4.4. Teks pembahasan ilmiah (discussion)
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks pembahasan ilmiah (discussion) lisan dan tulis, terkait isu kontroversial dan aktual
  - 4.4.2 Menyusun pembahasan ilmiah (discussion) lisan dan tulis, terkait isu kontroversial dan aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

##### *IPK*

- 3.4.1. Menganalisis fungsi sosial, struktur teks, elemen bahasa menggunakan mind map
  - 4.4.1.1. Menangkap makna dan informasi dari teks diskusi
  - 4.4.2.1. Membuat teks diskusi berdasarkan unsur bahasa yang sesuai
- 3.4.2. Menganalisis unsur dasar debat
  - 4.4.2.2. Membuat draft teks debat
  - 4.4.2.3. Praktek debat

## Learning Activities

### A. Learning Activity in modul 4

*In this activity, I ask you to:*

- ✓ Analyzing social function, structur of the text and language feature of the text using mind map
- ✓ Getting the meaning and information of discussion text
- ✓ Composing and creating discussion text
- ✓ Analyzing the basic elements of debate
- ✓ Creating draft in making debate script
- ✓ Practicing debate

### B. The Purpose of the Study

Through learning activities using Problem Based Learning, it guide students to analyze social function, structur of the text and language feature of the text using mind m, get the meaning and information of discussion tex, compose and create discussion text, analyze the basic elements of debate, create draft in making debate script, practicing debate with curiosity, responsibility, discipline, be hoest, polite, confident, never give up, have a responsive attitude (think critically), be creative, and be able to communicate well.

### C. Observing

**Activity 1. Look at the picture and answer the questions.**



*Taken from: intisari.grid.id*

1. What are the child doing?
2. What TV programs do you like to watch?
3. What TV programs are good and suitable for children?
4. What TV programs are good and suitable for adults?



5. Are all TV programs good for us?
6. Are TV programs such as news, sport events, cooking tutorials good for adult?
7. Are war film, violence, advertisement good and suitable for children?
8. Mention the advantages of TV.
9. Mention the disadvantages of TV.
10. What is your opinion about TV?

*Adapted from: English in use book*

### Activity 2. Answer the questions before entering the material

- ✓ Are you sometimes involved in conversations talking about mostly discussed issue?
- ✓ How do you do it? Oral/written?
- ✓ Is there any people who deal with the issue and against the issue?
- ✓ Why can it happen?
- ✓ How can you fix the issue from the arguments that people show?

### D. Vocabulary Builder

On the other hand	Selanjutnya
Furthermore	Meskipun
Moreover	Daripada
In addition to	Di samping itu
For instance	Walaupun begitu
Even if	Selain itu
However	Sungguhpun
In spite of/Despite	Misalnya
Instead of	Sebaliknya
Nevertheless	Sebagai tambahanny
In contrast	Akan tetapi

## E. Pronunciation

On the other hand	:/ʌn ði 'lðə hænd
Furthermore	:/fɜːðə'mɔː
Moreover	:/mɔː'rəʊvə
In addition to	:/ɪn ə'dɪfɪn tuː
For instance	:/fər 'ɪnstəns
Even if	:/iːvɪn ɪf
However	:/haʊ'evə
In spite of/Despite	:/ɪn spaɪt əv :/dɪ'spaɪt
Instead of	:/ɪn'sted əv
Nevertheless	:/nevəðə'les
In contrast	:/ɪn kən'trɑːst

## F. Material Description

**Activity 3. Read and learn the following explanation.**

### Discussion Text

#### A. Definition

- ✓ A discussion text is a piece of writing or a text which presents a problematic discourse and explores both sides of an issue. This problem or issue will be discussed from different points of view.
- ✓ In discussion text, the writer tries to present :
  - Pros and cons,
  - Arguments for and arguments against,
  - Advantages and disadvantages,
  - Positives and negatives,
  - Good points and bad points of an issue

to allow the readers to reach a logical conclusion

## B. Social Function or Communicative Purpose of Discussion Text

- ✓ To present to the audience different opinions or arguments and information on a topic from different points of views, at the end, the writer's opinion.
- ✓ Some examples of discussion are:
  - Talkback radio
  - Current affairs interviews
  - Essays
  - Debates
  - Letters to editors
  - Newspaper articles

## C. Generic Structures

- Issue  
Contains of statement and preview about something
- Supporting point  
After stating the issue, it is necessary to present the argument to support that one point is agreeing.
- Contrastive point  
Beside the supporting argument, discussion text needs the arguments which disagree to stated issue.
- Recommendation/conclusion  
It is used to tell how to solve issue by connecting the arguments for and against.

## D. Language Features of Discussion Text

- Introducing category or generic participant
- Relating verb/to be (is, am, are, was, were)
- Using thinking verb (help, appear, happen, etc)
- Using additive, contrastive, and casual connection (in contrast, on the other hand, etc)
- Using modalities (should, must, etc)
- Using adverbial of manner (and, also, as well as, finally, etc)
- Using conjunction/transition (and, also, as well as, finally, etc)
- Using simple present tense, past tense, present continuous tense

## E. Connective Words

- Connectives are words to link ideas, so that there is a unity in a paragraph.
- Connectives are found in a discussion text.

Connectives	Functions
and, also, as well as, besides, finally, furthermore, moreover, in addition to	More information follows
for example, such as, the following, like, for instance	Examples will follow
even if, however, in spite of, in stead of, nevertheless, on the other hand, despite, still, yet	An opposite idea will follow
but, except	An exception will follow
as a result of, because, due to, in order to, since	Information about the cause of something follows
as a consequence. As a result, consequently, so, so that, therefore	Information about the effects of something follow

**Example :**

- *Even if* some people support the rule of the internet in education, many people believe that the internet degrades the quality of research.
- *However* interesting video games are, children should remember their homework.
- *No matter how* difficult the final examination is, you should finish it on time.
- I won't buy an LED *whatever* it costs.

**Note :**

- Although, even though, though should be followed by **a clause**
- In spite of and despite should be followed by **a noun**

**F. Comment Adverb**

Comment adverb in discussion texts are used to express our opinion on something. Some comment adverbs that can be found in discussion texts are *personally, obviously, clearly, and undoubtedly*.

**G. Expressing Stance**

Argument(s) for:	Argument(s) against
<ul style="list-style-type: none"> <li>• I strongly believe that ...</li> <li>• I absolutely agree with....</li> <li>• I'm standing in a position to support...</li> </ul>	<ul style="list-style-type: none"> <li>• I disagree with ...</li> <li>• That might be true, but I ...</li> <li>• I'm in opposition to ...</li> </ul>
<ul style="list-style-type: none"> <li>• I agree with you</li> <li>• I'm positive about that</li> <li>• I like it that way</li> </ul>	<ul style="list-style-type: none"> <li>• I'm afraid I disagree</li> <li>• I'm not sure about that</li> <li>• I don't see it that way</li> </ul>

H. Kinds of Discussion Text

The Basic of Debating

What's debate?	What's motion?
<ul style="list-style-type: none"> <li>▪ It is a structured argument.</li> <li>▪ Two sides speak alternately for and against a particular contention usually based on a topical issue.</li> <li>▪ The two sides are the affirmative team and the negative team.</li> <li>▪ <b>The affirmative</b> team must define and support the topic by giving constructive arguments.</li> <li>▪ <b>The negative team</b> must oppose the topic as defined by the affirmative team, and build a counter-case against the affirmative team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Motion, also known as topics, are full propositional statements that determine what a debate shall be about.</li> <li>▪ In the debate, the affirmative team must argue to defend the propositional statement of the motion</li> <li>▪ And the negative team must argue to oppose it.</li> </ul>
<b>Example of motions for English debate competition</b>	
<ul style="list-style-type: none"> <li>▪ Economy This house believes that the government failed to run the economy.</li> <li>▪ Politic This house believes that people are getting irrational.</li> <li>▪ Social This house would ban marriage to more than one wife.</li> <li>▪ Education This house would merge any schools with their neighbors</li> <li>▪ Law This house support the seath penalty for corruptors.</li> <li>▪ Culture This house would place its own culture first</li> <li>▪ Entertainment This house would ban beauty contest.</li> <li>▪ Sport This house would legalize the use of performance-enhancing drugs in sport.</li> </ul>	

## How to get successful communication in debate?

- ✓ We should be sure that our listener hear what we are saying
- ✓ We should deliver our message appropriately
- ✓ If we want to debate or to disagree with someone, we should be able to express our disagreement politely.
- ✓ Debating politely in English can be conducted through wor choice and the intonation of your speech.
- ✓ Polite expression to disagree include introduction. Phrasing and closing. Remember you should soften what you are about to say.

Intro	Phrasing	Closing
Well	I'm afraid I disagree	Let's agree to disagree
Actually	I beg to differ	Let me tell you my reason
Very true	But I don't see it that way	Sorry to disagree

*Adapted from: English in use book and Pathway to English book*

## G. Grammar Focus

### ▪ Present tense

To tell the event happen right now or habitual

#### ○ Verbal sentence

(+) S + Verb 1 + Object

(-) S + do/does + not Verb 1 + Object

(?) Do/does + S + Verb 1 + Object

Note : For Subject (she, he, it, + *s/es* after Verb 1)

Example : (+) She drinks Boba milk tea

(-) She does not drink Boba milk tea

(?) Does she drink Boba milk tea?

#### ○ Nominal sentence

(+) S + To be (is/am/are) + Object (adjective, noun, adverb)

(-) S + To be (is/am/are) + not + Object (adjective, noun, adverb)

(?) To be (is/am/are) + S + Object (adjective, noun, adverb)

Example : (+) The thing is special for my mother

(-) The thing is not special for my mother

(?) Is it special for your mother?

- Past tense  
To tell the event happen right in the past
  - Verbal sentence
    - (+) S + Verb 2 + Object
    - (-) S + did+ not Verb 1 + Object
    - (?) Did + S + Verb 1 + Object

Example : (+) She drunk Boba milk tea yesterday  
 (-) She did not drink Boba milk tea yesterday  
 (?) Did she drink Boba milk tea yesterday?
  - Nominal sentence
    - (+) S + To be (was/were) + Object (adjective, noun, adverb)
    - (-) S + To be (was/were) + not + Object (adjective, noun, adverb)
    - (?) To be (was/were) + S + Object (adjective, noun, adverb)

Example : (+) The thing was special for my mother  
 (-) The thing was not special for my mother  
 (?) Was it special for your mother?
  
- Present continuous tense  
To tell the event that is happening in that time
  - (+) S + is/am/are + Ving + Object
  - (-) S + is/am/are + not + Ving + Object
  - (?) is/am/are + S + Ving + Object

Example : (+) Rio is doing his homework  
 (-) Rio is not doing his homework  
 (?) Is Rio doing his homework?

### Study the example of discussion text (*Oral and Written way*)

#### Activity 4. Study the dialogue. Read and practice with your friend

- a) Sandra : What do you think we should do about video game?  
 Leslie : **In my opinion**, video games offer a lot of benefits. They can relax a child's mind after a tiring day at school.  
 Sandra : **Actually, I'm not sure about that**. According to the article I read video games make children lazy. Playing video games is addictive. **Therefore** many children prefer playing video games to studying.  
 Leslie : **I don't think** that that's a very good argument because video games can trigger children to be more creative. The games provide a challenge, that can sharpen their brains.

Sandra : Sorry. **I don't see it that way.** There's no easy.

- b) Teacher : Do you think it's good idea to abolish the national exams?  
 Student A : No, I disagree **because** they can be used to evaluate the education system in our country.  
 Student B : **But**, the national exams will only encourage schools to give tasks that develop students' abilities to answer typical exam questions.  
 Student C : **Despite** criticism of the national exams, schools across the nation still plan to hold the final exams.  
 Student D : **I personally believe** that the national exams can be used only for evaluating the education system and to determine its weakness.

*Adapted from: Pathway to English book*

**Activity 5. Study the structure of the following discussion text.**

Text Structure	Text	Feature
Title	The Internet on Education: Pros and Cons	<b>Social function</b> to get a balance on a picture and point of view about the role of the Internet in education
Issue	<b>You know</b> , we can't deny the role of the Internet in education. But actually there are several <b>positive</b> and <b>negative</b> impacts of the Internet in education.	<b>Sign indicating an issue</b> <ul style="list-style-type: none"> <li>You know</li> </ul> <b>Sign indicating a controversy</b> <ul style="list-style-type: none"> <li>Positive and negative</li> </ul>
Argument "for/pro" Elaboration	One of the positive impacts of the Internet in education <b>is</b> when you <b>are</b> curious about something. You <b>can</b> find out the information to feed your 'learning hunger' immediately from the Internet. <b>So</b> , if you <b>are</b> curious about the ants in your backyard or if you <b>want</b> to know more about dinosaurs or any other prehistoric animals, there <b>is</b> abundant information at your fingertips <b>and</b> you <b>can</b> improve your knowledge.	<b>Grammar used</b> <i>The present tense</i> <b>The use of modal</b> <i>Connective words</i>
Argument "for/pro" Elaboration	<b>Well, on the other hand</b> , some would argue that Internet <b>degrades</b> the quality of research, throwing people into area where the answer they find <b>are</b> low-quality guesses, at best. <b>Since</b> , the Internet <b>allows</b> anyone to publish anything, finding high quality information is sometimes difficult. The internet <b>can</b> also be a huge distraction, like many other things that <b>distract</b> us from serious inquiry.	<b>Sign indicating an argument</b> <b>Grammar used</b> <i>Contrastive connector</i> <i>Connective words</i> <i>The present tense</i>
Conclusion	<b>So far</b> , the role of the Internet in education has	<b>Sign indicating an argument</b>



	<p><i>become</i> a <i>dilemma</i> for many people in the world. On the one hand, it <b>can</b> feed our 'learning hunger' but on the other hand, it degrades the quality of research.</p>	<p><b>Grammar used</b>  <b>Contrastive connector</b>  <b>Connective words</b>  <i>The present tense</i>  <u><i>The use of modal</i></u></p>
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*Adapted from: Pathway to English book*

**H. Exercise**

**Activity 6. Read the arguments. Group the arguments in the right column.**

1.



I believe video games give a lot of benefits. Playing video games is a good way to kill children's boredom.

Pro	Con

2.



Unfortunately, some people think that the Miss Universe competition is not in line with Indonesian culture. The fact that the competition requires each contestant to wear a swimsuit is still extremely unacceptable in Indonesian culture.

Pro	Con

3.



I personally believe that National Examination will only encourage schools to give tasks which develop students' ability to answer typical examination questions.

Pro	Con

4.



A motorcycle is not dangerous. Underage drivers are dangerous! Senior High School students, between 15 and 17 years old, tend to speed, show off and generally put themselves in far too many dangerous situations.

Pro	Con

*Adapted from: Pathway to English*

**Activity 7. Read the text. Then, complete the following mind map.**



<https://www.google.com/search?q=people+are+playing+video+game>

## Pros and Cons on Video Games

Nowdays, the video games industries are developing rapidly. They have become multi-billion dollar industries. Video games have become an important part not only of children's lives but also of adults'. Nevertheless, there are some arguments whether video games have a good or a bad influence on children.

People who believe in the good influence of video games say that video games kill children's boredom and refresh their minds after a tiring school day. These games encourage children to be more creative because the games challenge children to win. The games sharpens their brains.

On the other hand, video games discourage children from studying. They find it hard to concentrate on their studies because the games they play are on their minds during school. Some children even skip their extracurricular activities to play games.

In addition, video games too often expose children to violence. Two years ago, the students in the USA shot his teacher and some of his friends. Newspaper said that the boy was deeply influenced by violence in video games he used to play.

It is obvious that video games have many more disadvantage than advantages. So, parents should be carefullin selecting appropriate games for their children.

*Adapted from: Pathway to English book*

The issue discussed

\_\_\_\_\_

\_\_\_\_\_

Con – list of arguments:

\_\_\_\_\_

\_\_\_\_\_

Pro – list of arguments:

\_\_\_\_\_

\_\_\_\_\_

The position of the writer

\_\_\_\_\_

\_\_\_\_\_

*Adapted from: Pathway to English boo*

**Activity 8. Answer the following questions based on the text in activity 7.**

- a. What is the purpose of writing about the controversy over video games?
- b. Analyse the structure of the text by matching the columns.

The Text	Structure of the Text
1) Pros and Cons about Video Games	a) Argument ‘against’ 1
2) Paragraph 1	b) Argument ‘for’ 1
3) Paragraph 2	c) Issue
4) Paragraph 3	d) Argument ‘for’ 2
5) Paragraph 4	e) Argument ‘against’ 2
6) Paragraph 5	f) Title

*Adapted from: Pathway to English book*

**Activity 9. Analyse the language features of the text in Activity 7. Write the sentences in the right column. See the examples.**

The present tense	The games sharpen their brains.
The present continuous tense	
The use of modal ‘should’	
Connective words	
Past tense	

*Adapted from: Pathway to English book*

**Activity 10. Read the text and answer the questions.**

Muslim’s Headscarf

The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the veil as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgement, some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame

wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilizations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practice and cultural traditions of their classmates, and be taught to understand and respect these.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

*Taken from: <https://www.itapuih.com/2017/06/10-contoh-soal-discussion-text-dan.html>*

1. What is the first paragraph called?
2. What does the text discuss about?
3. The issue of the text is ....
4. What is Muslim women's view on the veil?
5. Paragraph 4 tells us that banning on Muslim headscarf could ....
6. What's the pro argument that appear in the above issue?
7. What's the contra argument that appear in the above issue?
8. What does the writer suggest?
9. "Intolerant schools make up problems as an excuse for not allowing....." (paragraph 5) The underlined word is synonymous with .....
10. Why do you think about the issue above? State your point of view.

**Activity 11. Create a discussion text based on the situation below. See the tricks in writing discussion text below**

Some high school students after school go to work as counter guard, newspaper deliveryman, clothes shopkeeper.

1. Do you know why they decide to take part time jobs?
2. Do you agree with their decision to work while studying?
  - If you do, state your reasons.
  - If you don't, state what the students should do to make sure that they do not fail.

#### **Tricks in writing discussion text**

- Use a question for the title.
- Introduce the reader to the discussion and why you are writing about it.
- Keep the argument balance and present both points of view as fairly as possible.
- Support each side's points of view with reasons and evidence.
- If you present your own points of view in the conclusion, give the reasons for your decision.

**Activity 12. Study and practice the following task by making video call with your friends.**

- Make a group which consist of 6 students (3 students as affirmative team, and 3 students as negative team)
- The motion is ‘This house believe that Wars always Create More Problems than They Solve’.
- Develop the point for the affirmative and the negative teams into a debate script.
- Choose only one side of the arguments -“For” or “Against” below. Don’t mix up the two. Your arguments should be as forceful as possible, persuasive and logical. But never ridicule or abuse your opponents in any way.

✓ **Argument for (Affirmative team)**

- No one wants it, but if the necessity arises we must be ready for it.
- Patriotism-a freedom struggle.
- Protect and defend our borders, resources, our territory, religion.
- Fight it out and settle the dispute once and for all.

✓ **Argument against ( Negative team)**

- No solution to disputes and disagreements between nation.
- Cause blood shed and destruction.
- Scarce resources used up for war-economic development suffer nuclear war can destroy the whole world.
- The real war should be against poverty, exploitation, hunger, illiteracy.

- Then perform the debate by doing video call.

*Adapted from: English in use book*

## **Themes Motion: This House Believe That SMK Is Better Than SMA**

### **1st Speaker Of Affirmative team:**

I strongly believe that SMK is better than SMA. SMK is a school in Indonesia that focusing on its major to create new freshmen that have both skills and knowlege in their majoring. SMA is a school in Indonesia that focusing only in the knowlegde in their majoring.

So that is why SMK could get more easier job by their majoring basedon its peupose and motto "SMK Bisa". But SMA students need to continue their study to college level to focusing on the majoring and than they could get the job by it. The implicative of SMK can rechanged the new high and fastest level on education in reaching the best solution on jobless in Indonesi.

### **1st Speaker Of Negative team:**

I don't agree with the motion that SMK is better than SMA. By seeing its quality of education SMA has higher level on quality far from SMK. SMK is a new sistem program created by government to make a ready-freshmen worker. But in fact, the its quality is opposite to their misiion. But you can see the sistem of SMA in Indonesia. They focus on only knowledge, but the school can create a good quality of its purpose so they take 85 person quotes in the University level.

### **2nd Speaker Of Affirmative team:**

**Rebuttle:** No, i don't agrre with you. You thought and said that both sistem is different. But then you said the its purpose was failed by seeing SMK point of view. You can't compare the percentages of the number of students that accepted in University with the percentage of freshmen woker of SMK in knowledge. You must see how big the number of dreshmen from SMK that being accepted to be employees in company!

I would like to delivered my sPeech from the effectiveness of SMK on creating qualified worker.

SMK took an unique education sistem that they do acceleration on how student after graduation from school can directly get a job and qualified. If you see that SMA, they need 4 years more to get a job after the graduation. It means that SMK get effective way on create new qualified worker than SMA.

### **2nd Speaker Of Negative team:**

**Rebuttle:** I dn't agree with the material on delivering of 2nd speker of affirmative tem. He doesn't know how big freshmen from SMK who failed on applying a job. SMA also can directly get a job after they graduate from high school. It means the effectiveness of your delivery still non sense.

But seeing on my point of view, the SMA is a doubled degree of graduation.

You can easily continue to the university level easier than SMK and you can get a job as you want. It means, if you failed from the examination of application on university and you need a money. You can make a money to apply in the company.

So many company accepted from freshmen of SMA. So this proves to us that SMA is better than SMK.



### **3rd Speaker of Affirmative team:**

**Rebuttle:** All the materials that negative team talking about is silly and can not be taken as fact. They don't see why the government make the 60:60 SMK:SMA in the future by 2008. It just because the SMK is the new hopes to Indonesia and applicable on education to create a new freshmen and worker on company without taking first college level degree.

So by seeing my team who delivered to you before adjudicator, we are take a red line on how good SMK to get more easier job than SMA with their major they have. And my second speaker said that the effectiveness of SMK student to be qualified worker. Let's us imagine that Student of SMK from automotive engineering can work as mechanic. But the student from SMA cannot work as mechanic even just apply to the company by its requirement. It means it is so effective.

### **3rd Speaker Of Negative team:**

**Rebuttle:** If yes the SMK is better, why the image of good quality is taking by SMA level. Does it proven you? So all the rebuttle of 3rd speaker is still can not prove their team.

The higher level is the higher qualified. So when SMA student took higher level on college degree. They would have good qualified on working. So that is why the student from SMK if work in the company just can be a low level position like mechanic, shop keeper, etc. But when student of SMA graduate from University they applied to company they work as manager of workshop (Leader of mechanic), and Manager of Shop (leader of shop keeper). So this proves that SMA better than SMK.

### **Speker 4 of Negative team:**

By seeing my team's point of view. We straightly go to the red line on how effective of SMA levels on creating better freshmen. So for the adjudicator time is yours.

### **Speaker 4 of Affirmative team:**

We still absolutely believe that SMK is better than SMA because of its sistem, how effective to create qualified worker after graduation. So please win for us the adjudicator.

*Taken from: <https://www.sekolahbahasainggris.co.id/6-contoh-teks-debat-dalam-bahasa-inggris-terbaik/>*

## **I. Summary**

- ✓ A discussion text is a piece of writing or a text which presents a problematic discourse and explores both sides of an issue. This problem or issue will be discussed from different points of view.
- ✓ The function is to present to the audience different opinions or arguments and information on a topic from different points of views, at the end, the writer's opinion.



✓ In discussion text, the writer tries to present :

- Pros and cons,
- Arguments for and arguments against,
- Advantages and disadvantages,
- Positives and negatives,
- Good points and bad points of an issue

✓ Generic Structures

- Issue
- Supporting point
- Contrastive point
- Recommendation/conclusion

✓ Using connective words

Connectives	Functions
and, also, as well as, besides, finally, furthermore, moreover, in addition to	More information follows
for example, such as, the following, like, for instance	Examples will follow
even if, however, in spite of, in stead of, nevertheless, on the other hand, despite, still, yet	An opposite idea will follow
but, except	An exception will follow
as a result of, because, due to, in order to, since	Information about the cause of something follows
as a consequence. As a result, consequently, so, so that, therefore	Information about the effects of something follow

✓ Using expressing stance

Argument(s) for:	Argument(s) against
• I strongly believe that ...	• I disagree with ...
• I absolutely agree with....	• That might be true, but I ...
• I'm standing in a position to support...	• I'm in opposition to ...
• I agree with you	• I'm afraid I disagree
• I'm positive about that	• I'm not sure about that
• I like it that way	• I don't see it that way

✓ Debate is kind of discussion text. It consist of two sides speak alternately for and against a particular contention usually based on a topical issue or motion

*Adapted from: English in use book and Pathway to English book*

## J. Formative Evaluation

Fill for your learning journal!

1. Before I studied this chapter, I didn't understand \_\_\_\_\_
2. When I was studying this chapter, my difficulties is/are \_\_\_\_\_  
How did I overcome the difficulties? \_\_\_\_\_
3. After having studied this chapter, I think \_\_\_\_\_

Read the statements then checklist (v) the option that suit on you.

Statements	Definitely	Yes	Maybe	No	No at all
The explanation is easy to understand.					
The task is easy to do.					
I fully understand the material in this chapter.					

## K. EVALUATION 4

### *Cognitive Assessment*

#### A. Read the questions and choose the correct answer

*The text is for number 1-2*

Some people agree with the rule because it indicates students' mastery of the whole material or the competence they have managed to have over the past three years. The result of the final exam is also significant for students' future study in the higher level.

In addition, we are far left behind by our neighboring countries that have implemented a higher graduation grade standard. If the standard is omitted, then student will get left behind even further by those students from neighboring countries.

However, some other people believe that imposing a high standard will not be effective. The results of the exams have proven to be unreliable. How can you assess the students' competence only in a couple of days. A smart student for example, may get a low grade just because he is sick during the exam. On the other hand, an idle student may achieve the standard due to luck. There should then be an alternative way to the national exam.

Despite working on different points of view, the government's this matter in the hope of getting a better solution relating party are intensely solution upon improving the High-School graduates' quality.

*Adapted from: itapuih.com*

1. What is the writer's position in the controversy of graduation standardization?
  - A. The writer does not take side
  - B. The writer follows the government's policy.
  - C. The writer is strongly against it.
  - D. The writer supports it.
  - E. The writer opposes it.
  
2. "The implementation of the new graduation standard evoked people to bring different responses." (Paragraph 1).  
The underlined word is closest in meaning to ...
  - A. Created
  - B. Reminded
  - C. Examined
  - D. Gained
  - E. Got

*The text is for number 3-6*

#### Advertisements

There are many reasons for both sides of the question, "Should we have printed advertisement?" Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel it is important source information.

There are some reasons why we should have advertisement in newspaper and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping. Another reason is that advertisement promotes business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue that ads should not be put in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don't like finding junk mail in their letter boxes. Ads also influence people to buy items they don't need and can't really afford. Ads use up a lot of space and a lot of effort has to be made the ads eye-catching.

After looking at both sides of issue, I think we should not have advertisements because they cost a lot of money and take up a lot of room in the papers. I don't think I find some of them interesting. I mainly disagree because it's junk mail.

*Adapted from: englishahkam.blogspot.com*

3. Why does the writer present two sides of opinions of advertisements?
  - A. She/he wants to take side
  - B. She/he wants to be in the affirmative side
  - C. She/he uses the opinions to emphasize her own stance
  - D. She/he wants the readers know the opinion about the issue
  - E. She/he wants the readers to understand her stance
  
4. The writer influences the readers by repeatedly saying that ....
  - A. The ads are only garbage
  - B. The ads contain unimportant business information
  - C. The ads promote unnecessary service products
  - D. The ads inform us tips of easy shopping
  - E. The ads become the source of information

5. "Ads use up a lot of space and a lot of effort has to be made the ads eye-catching. The underlined word is closest in meaning to ....
- A. Newsworthy
  - B. Subtle
  - C. Plain
  - D. Impressive
  - E. Delicate
6. "... their shops and they sell more goods." (paragraph 2) The underlined word refers to ....
- A. Buyer
  - B. Shop owner
  - C. Readers
  - D. Writer
  - E. Advertiser

*The text is for number 7-10*

Some people claim that children do enough work in school already. They also argue that children have hobbies that they want to do after school, such, as sports or music. A further point they make is that a lot of homework is pointless and doesn't help the child learn at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own.

without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school. Furthermore they claim that the school day is too short to get anything done that needs doing and it makes sense to send home tasks like independent reading or further writing tasks that don't need teacher's support.

On balance, I think that some homework is a good idea but that it should only given at the weekend when children have more time.

*Adapted from: englishahkam.blogspot.com*

7. How do we compare the second and the fourth paragraph?
- A. Both paragraphs argue that homework is necessary for students.
  - B. Unlike the fourth paragraph, the second paragraph argues that homework is unnecessary.
  - C. The second paragraph supports that students need homework, but the fourth paragraph does not.
  - D. The second paragraph and the fourth paragraph argue that students do not need homework.
  - E. The second and the fourth paragraphs do not say anything about the benefit of homework.
8. How many reasons are presented by those who are against homework?
- A. 1
  - B. 2
  - C. 3
  - D. 4
  - E. 5

9. Those who are pro homework think that the students can ... in the evening.
- A. prepare for the next lesson
  - B. review their lessons
  - C. enjoy their pastime
  - D. do their hobbies
  - E. test themselves
10. What is the writer's suggestion about homework?
- A. Homework is pointless.
  - B. Homework is badly needed.
  - C. Homework should be given at weekend.
  - D. Student should not be given homework.
  - E. Student must frequently have homework.

***Skill Assessment***

After learning the lesson in this unit, do the following test to increase your skill.

- 4. Think about the issue that you feel important to discuss.
- 5. Compose or create the discussion text based on the issue that you choose.
- 6. It should consist of :

Issue

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Supporting point

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Contrastive point

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Recommendation/conclusion

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## UNIT 5

### lets Riview



*kompasiana.com*

#### Student Learning Plan

##### **Kompetensi Dasar**

- 3.5. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (review) lisan dan tulis dengan memberi dan meminta penilaian terkait film/buku/cerita, sesuai dengan konteks penggunaannya
- 4.5. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review), lisan dan tulis, terkait film/buku/cerita

##### **IPK**

- 3.5.1. Menganalisis fungsi sosial, struktur teks, elemen bahasa review text
- 4.5.2. Menangkap makna dan informasi dari teks riview
- 4.5.3. Membuat teksriview berdasarkan unsur bahasa yang sesuai

## A. Learning Activities

### A. Learning Activity in modul 5

*In this activity, I ask you to:*

- ✓ Analyzing social function, structure of the text and language feature of review text
- ✓ Getting the meaning and information of review text
- ✓ Composing and creating review text

### B. The Purpose of the Study

Through learning activities using Discovery Learning, it guides students to analyze the social function, the structure of the text and language feature of review text, get the meaning and information of review text, compose and create review text with curiosity, responsibility, discipline, be honest, polite, confident, never give up, have a responsive attitude (think critically), be creative, and be able to communicate well.

### C. Observing

Activity 1. Look at the picture and answer the questions.



1. What do you know about 'Ayat-Ayat Cinta 2'?
2. Who is the author of the novel of 'Ayat-Ayat Cinta 2'?
3. Where is the setting of place of the novel?
4. When was the novel adapted in a film?
5. Have you read this novel?
6. Have you seen this film?
7. What do you think of this novel or this film?

#### D. Vocabulary Builder

Take place	→ karakter
Character	Lawan
Thrown off	Menghajar
Keep	Bertempat di
Kidnap	Keajaiban
Antagonist	Salah
Adapted	Menjaga
Go wrong	Dramatis
Beat up	Beradaptasi
Marvel	Terlempar
Dramatic	Menculik

#### E. Pronunciation

Take place	'teɪk pleɪs
Character	kærəktə
Thrown off	θrəʊn ɒf
Keep	ki:p
Kidnap	'kɪdnæp
Antagonist	æn'tæɡənɪst
Adapted	ə'dæptɪd
Go wrong	'gəʊ rɒŋ
Beat up	bi:t 'ʌp
Marvel	mɑ:vəl
Dramatic	drə'mætɪk



## F. Material Description

**Activity 2. Read and learn the following explanation.**

### Review Text

#### A. Definition

- ✓ Review are used to summarize the original text, analyze concepts within the text, and respond to ideas and concepts within the text.
- ✓ Reviews are similar to personal responses except that they are less reflective, and more formal and complex.
- ✓ Reviews can conclude the author's critical perspective (point of view) on something, such as a movie, book or play.
- ✓ A review can be an in-depth response to a certain text, or might compare two (or more) different texts.
- ✓ Review are similar to personal responses except that they are less personal and more formal
- ✓ Review are also more structured than personal responses.
- ✓ Reviews usually have title or a heading that indicates what the review is about. This can be the name of the text that is being reviewed, or what the review is focusing on.

We can find reviews in the media such as :

- Radio
- Television
- Magazine
- Newspaper
- Pamphlets

You may write a personal response for texts such as:

- TV shows
- Plays
- Operas
- Recordings
- Exhibitions
- Concerts

- Ballets movies
- Literacy works: novels, short stories, poems, dramas
- Fiction and non-fiction books

#### B. Social Function of Review Text

- ✓ To offer a critical analysis and evaluation of creative works, or to review about something or to criticize and art work or event for a public audience which could be a book, film, song, game, experience, etc.

#### C. Generic Structures

- Introduction / Orientation  
The introduction gives the context of the text being reviewed. The context describes different parts of the text, such as who, what, where, and when. The introduction paragraph may also include a preview. The preview sets the tone of the review by giving an overall response to the text.
- Interpretative recount  
Summary of an art works including character and plot
- Evaluation  
Concluding statements: judgment, opinion, or recommendation. It can consist at more than one.
- Summative evaluation  
The last opinion consisting the appraisal or the punch line of the art works being criticized

*Taken from: english in use book and britishcourse.com*

#### D. Language Features of a Review

- Compound/complex sentences
- Evaluative words
- Present tense
- Past tense
- Related technical words

*Taken from: pathway to english book*

## E. Organising the evaluation of reviews

In evaluating, reviewers commonly compare two similar pieces of art, for examples:

- The same director in two different films he/she directed
- The same main actor/actress in two different film
- The script/the plot/the morals/the messages in two different films of the same genre
- A film and a novel of the same title
- The same content of two different film or books
- The sequel and the the first instalment

Your evaluation should focus on several aspects of film production of your choice (lighting, camera work, sound, cinematography, production design, etc) and offer a position on the effectiveness of those elements with supportive evidence.

Sometimes, critics or reviewers would write like this:

- The movie is better than the original book.
- The movie features high powered actions with excellent special effects
- Andrew Garfield excels as Peter Parker. He really drew you into Peter's character.
- Kirsten Dunst is still the ideal Mary Jane.
- Alferd Molina is excellent as Doc Oc.
- The scene of of drama touches our heart.
- Batman Forever is an excellent film. The character is well developed.

*Taken from: pathway to english book*

## F. Organising the evaluate summation of reviews

It refers to the conclusion of the reviewer concerning the film/the book or other work of art. It contains appraisal statements or punch lines (a judgment for low quality).

Appraisals	Punch lines
<ul style="list-style-type: none"><li>▪ The film warms the hearts of the young and adults.</li><li>▪ The film is successful at the box office.</li><li>▪ The film has effectively stirred different emotions of the audience.</li><li>▪ This is worth-seeing film.</li><li>▪ It is a 'you must see' film.</li><li>▪ Titanic is a masterpiece of the 20th century.</li><li>▪ Overall, the film is excellent with a lot of laughs.</li></ul>	<ul style="list-style-type: none"><li>▪ A great cast doesn't always make a great film.</li><li>▪ The plot is hard to understand.</li><li>▪ The story is incoherent.</li><li>▪ The character is not well developed.</li><li>▪ The film is boring and disappointing.</li></ul>

Example:

Overall, spider-Man 2 is an excellent film. The plot is excellent. The characters are well developed. The humor is there. Lots of inside jokes. It has loads of action, too. Overall, it is fun for the entire family. Unlike other special effects intensive film, I intended to see this film again.

*Taken from: pathway to english book*

## G. Example of Review Text

### A Review on *Tenggelamnya Kapal van der Wijck*

<p>Orientation tells the background information of the movie</p>	<p><i>Tenggelamnya Kapal Van der Wijck</i> (The Sinking of the Van der Wijck) is a 2013 Indonesia romantic drama film directed by Sunil Soraya and written by Imam Tantowi and Dhony Dirgantoro. The film casts Pevita Pearce, Herjunot Ali and Reza Rahadian as the main leads. The movie is based on Hamka's novel, <i>Tenggelamnya Kapal Van der Wijck</i> (1939), and it was realeased at theaters on 19 Desember 2013. The film takes the theme of love and cultural conflict in 1930s.</p>	<p>Social function: To critiques artworks (films, novels, songs, TV shows or movies) for a public audience</p>
<p>Interpretative recount tells the plot/synopsis/summary of the story</p>	<p>The story <b>begins</b> when Zainuddin (Herjunot Ali), a young man of Minang descent who has lived and grown up in Makassar, goes to Batipuh, Tanah Datar, West Sumatra, to visit his father's birthplace and deepen his spirituality. Zainuddin's arrival is not welcomed by the villagers due to his family background. <u>Zainuddin's father who came from Minang married his mother who came from Bugis, Makassar.</u> Minang people still held to the maternal lineage firmly. <i>However, Zainuddin determinedly decides to stay in Batipuh and he is more determined after meeting a beautiful girl named Hayati (Pevita Pearce). This triggers violent obstacles from the villagers and Zainuddin is forced to leave Batipuh.</i> Before leaving, Zainuddin and Hayati promise to love each other and Hayati promises to wait for Zainuddin.</p> <p><i>The problem becomes worse when Hayati is proposed to by a wealthy man of pure Minang descent, Aziz (Reza Rahardian). Forced by her family, Hayati accepts the</i></p>	<p>Language Elements:</p> <ol style="list-style-type: none"> <li>1. <b>The simple present tense</b></li> <li>2. <i>Compound sentence</i></li> <li>3. <u>Complex sentences</u></li> <li>4. <i>compound-complex sentences</i></li> </ol>

	<p>proposal, breaking her promise to Zainuddin. Feeling broken-hearted, Zainuddin leaves Minang and ventures to Java Island. With his talent as a writer, Zainuddin gains fame as well as fortune. Meanwhile, destiny makes Zainuddin and Hayati meet once again. At a book-launching, Zainuddin meets Hayati as Aziz's wife.</p> <p>This time, the wheel of fortune turns around. Aziz loses his money and properties due to gambling. Aziz and Hayati come to Zainuddin's big house to borrow some money and ask for a temporary shelter. Zainuddin grants the request. Feeling ashamed, Aziz commits suicide and give up on Hayati. Although Zainuddin loves Hayati, he rejects her because Hayati had broken their promise. Zainuddin sends her back to Padang on a royal ship, the <i>Van der Wijck</i>. Unfortunately, on the way to Padang, the ship sinks together with Hayati, leaving Zainuddin with the pain of Hayati's death. Zainuddin continues living in deep remorse.</p>	
<p>Evaluation states the judgment, opinions about the director, performances of the main actors, the plot, the theme, the dialogues and comparison with another similar artworks. It may consist of more than one paragraph.</p>	<p><u>Unlike</u> the novel, the screenwriter of <i>Tenggelamnya Kapal Van der Wijck</i> fails to dig deeper on the morals. The film merely expresses a universal lesson. It's a story of a man who learns to achieve success from his failure and sorrow. In the novel, Buya Hamka criticised a lot about the Minang customs and tradition. <i>The film lacks of criticism about Minang old customs and tradition.</i></p> <p>Despite the shallowness of Minang customs in the movie, <i>Herjunot ali succeeded in playing the role of Zainuddin. His performance is as charming as that in Di Bawah Lindungan Ka'bah, a similar theme film by the same author.</i></p>	<p><u>The expressions of comparing two artworks</u></p> <p>This review compares the morals in the film and that in the book.</p> <p><i>Reviewer's judgment</i></p> <p><u>The reviewer compares the actor's acting in two different films.</u></p>
<p>Evaluative summation states final opinions about, recommendation and appraisal or punch line of the movie.</p>	<p><u>Overall, <i>Tenggelamnya Kapal Van der Wijck</i> is an excellent Indonesian film.</u> The movie portrays the scenic panorama of Minang land. <u>The sweet original soundtracks from Nidji, such as 'Nelangsa' and "Terusir" make the film unforgettable. This is a worthwhile film to see.</u></p>	<p><u>Recommendation to see the film</u></p> <p><u>Appraisal for the film.</u></p>

*Taken from: pathway to english book*

### ▪ Present tense

To tell the event happen right now or habitual

- Verbal sentence
  - (+) S + Verb 1 + Object
  - (-) S + do/does + not Verb 1 + Object
  - (?) Do/does + S + Verb 1 + Object

Note : For Subject (she, he, it, + *s/es* after Verb 1)

Example : (+) She drinks Boba milk tea  
(-) She does not drink Boba milk tea  
(?) Does she drink Boba milk tea?

- Nominal Sentence:
  - (+) S + To be (is/am/are) + Object (adjective, noun, adverb)
  - (-) S + To be (is/am/are) + not + Object (adjective, noun, adverb)
  - (?) To be (is/am/are) + S + Object (adjective, noun, adverb)

Example : (+) The thing is special for my mother  
(-) The thing is not special for my mother  
(?) Is it special for your mother?

### ▪ Past tense

To tell the event happen right in the past

- Verbal sentence
  - (+) S + Verb 2 + Object
  - (-) S + did+ not Verb 1 + Object
  - (?) Did + S + Verb 1 + Object

Example : (+) She drunk Boba milk tea yesterday  
(-) She did not drink Boba milk tea yesterday  
(?) Did she drink Boba milk tea yesterday?

- Nominal sentence
  - (+) S + To be (was/were) + Object (adjective, noun, adverb)
  - (-) S + To be (was/were) + not + Object (adjective, noun, adverb)
  - (?) To be (was/were) + S + Object (adjective, noun, adverb)

○ Nominal sentence

- (+) S + To be (was/were) + Object (adjective, noun, adverb)
- (-) S + To be (was/were) + not + Object (adjective, noun, adverb)
- (?) To be (was/were) + S + Object (adjective, noun, adverb)

Example : (+) The thing was special for my mother  
(-) The thing was not special for my mother  
(?) Was it special for your mother?

○ Compound sentence

Compound sentences are formed by combining two independent clauses. For example:

- Erin loves her brother, *and* he loves her too.
- The dog ran off, *but* I didn't care.
- I am tall, *yet* she is short.

Note that when independent clauses are joined, they need a coordinating conjunction between them. Coordinating conjunctions include the following words: for, and, nor, but, or, yet, so.

When you write a compound sentence, you need to use a comma before the coordinating conjunction to punctuate your sentence correctly. (<https://grammar.yourdictionary.com>)

○ Complex sentence

When a dependent clause is joined to an independent clause, it forms a complex sentence. The dependent clause can come either at the beginning or the end of the sentence. For example:

- When I come home, I will eat dinner.
- If you sell the most cookies, you will win the prize.
- The college gave her a scholarship because she is so smart.

Note that when you place the dependent clause at the beginning of the sentence, you need to put a comma after it. When the dependent clause is at the end of the sentence, no comma is required. (<https://grammar.yourdictionary.com>)

○ Compound-complex sentence

compound-complex sentence brings both of these sentence forms together. It contains at least two independent clauses (like a compound sentence) and at least one dependent clause (like a complex sentence). For example:

- Erin loves her brother, and he loves her too because she pays his bills.
- The dog ran off when I chased him, but I didn't care.
- Though my mother says it doesn't matter, I am tall, and she is short.

Note that the dependent clause can be at the beginning, middle, or end of a compound-complex sentence. No matter where it is placed, the punctuation follows the rules for both compound sentences and complex sentences.

That means that you need to put a comma before the coordinating conjunction and, if applicable, another comma after the dependent clause when it occurs at the beginning of the sentence.

some additional examples to get a feel for how compound-complex sentences will help you add detail to your writing:

- When I went to the store, my parents wanted me to pick up some milk, but I didn't have enough money.
- Even if the child is hungry, he will never eat oatmeal, but he will always eat ice cream.
- The man was mean because he was lonely, but his attitude only made his situation worse.

*(<https://grammar.yourdictionary.com>)*



## H. Exercise

**Activity 3. Read the following book review and then complete the table.**

### Maze Runner Review Film

Maze runner is a movie which is adapted from James Dashner novel with the same name. This movie tell us about a group of people who tried to get out from a place called Glade, but they need to go through the maze which have a danger creature called Griever.

This movie tells about a boy named Thomas, wakes up inside an underground service elevator with no memory of his identity. A group of male youths greet him in a large grassy area called the Glade that is enclosed by tall, stone walls. Every month, a new boy and supplies arrive in the elevator. The boys, called Gladers, have formed a rudimentary society with each assuming specialized tasks, they have been in the Glade for about three years. Alby, their leader and the first to arrive in the Glade, says every boy eventually recalls his name, but none remember their past. The boy learns that a vast Maze surrounding the Glade may provide the only way out. During the day, designated Runners search the Maze for an escape route, returning before nightfall when the entrance closes. No one has ever survived a night inside the Maze.

Then, the condition of the Glade starting to change when a female named Teresa come as the last person in the Glade. One day, the leader Alby get stung by a Griever. Then Thomas replace Alby place as the runner and he become Minho's partner. The two of them then try to find way out from the maze.

The acting of all the casts is awesome. The development of the character is also good. But, the movie would be more alive if there is a romance scene. Because, as we know that romance is often catch the audience attention.

I think this movie is a great science-fiction movie. The movie shows us how to fight for life. The movie also shows that we can live with any races. For example are Minho and Alby. So, this movie is good for anyone to watch. *(english in use book)*

**Activity 4. Read the text. Then,complete the following mind map.**

Paragraph	Part of Text	Main Ideas
1	Orientation	
2		
3		
4		
5		

**Activity 5. Read the following text and decide whether the statements true or false (T/F).**

### Halfback Tough

By: Thomas J. Dygard

Paperback, 224 pages

Publisher October 1st 1989 by Puffin (first published 1986)

Original title: Halfback Tough

Edition language : English

Literary awards : Rebecca Caudill Young Reader's Book Award Nominee (1990)

Reviewed by Chase

The story is about a kid who gets bad grades and makes trouble, Joe Atkins. He goes to a school called Worthington High. Joe is always being questioned by the police officers when something bad has happened. He then goes to a different school, Graham High. He was sitting on the bleachers, smoking a cigarette, and watching a tennis game. Then a kid comes by and says. "There's no smoking". He didn't even know the guy. Then he gets the feeling and wants to try out football. So he went up to the booth and asked how do I sign up? They said "Just fill out this form and turn it back to me when you're done". Later when he turned it in, the booth person said ; "You didn't put a position in, what would you like to be? He looked over at a paper and it said halfback. So he said halfback., I would like to be the halfback. Then the next day he had practice and was assigned second string, 1st string was Jason McNeal. Then after a while Joe was being put on the team as 1st String. He was happy about him being on the football team, but he still felt like an outsider. Then while being in the game he became more and more popular and was getting good grades and had a good attitude. Every game he played he won and when he played the most hardest team "Alexandria" it was Wildcats Visitors 7 at halftime, then they got back on the field and finally the score was ... find out what happens by reading this great book by Thomas J. Dygard. I think the author is a great writer and make sense. Most book I read don't make sense but this the only book that I could fully understand. The author has made fifteen sports novels, all published by Puffin in paperback.

*Taken from: English in Use Book*

**States whether the following statements are true (T) or false (F) based on the text above.**

1. \_\_\_\_\_ The book is about Joe and his story about being a troubled kid to turning into a football star.
2. \_\_\_\_\_ There is a very good lesson to take away from this book: Make wise decisions, you can't take bad choices back.
3. \_\_\_\_\_ The main character in this book was Jason McNeal.
4. \_\_\_\_\_ Through the whole book Joe is battling for the starting position.
5. \_\_\_\_\_ Joe had a very good reputation and grades at his old school.
6. \_\_\_\_\_ At Graham High School he feels like an outsider again and he decided to move out.
7. \_\_\_\_\_ The book is about sport education
8. \_\_\_\_\_ The author uses the term halfback tough to describe Joe.
9. \_\_\_\_\_ Jason is a troubled kid, but when he moves to a new town, he gets a chance to start over.
10. \_\_\_\_\_ The Halfback Tough got literacy award in 1990.

**Activity 6. Make a review of one of the following works of art.**

- a. Film
- b. TV show/programmes
- c. Books
- d. Songs

Use the following checklist to make sure you have written all of the elements of a review.

Checklist for Review

Elements	Yes	No	Evidence
<b>Orientation :</b> 1) Did I mention the type of work of art? 2) Did I mention the writer? 3) Did I name the publisher/products/the director?			
<b>Interpretative Recount</b> 1) Did I write the summary? 2) Did I write in complex or compound sentence			
<b>Evaluation</b> 1) Did I write my evaluation clearly? 2) How many paragraphs did I write? 3) What tense did I use? 4) Did I use comparison expression 5) What did I compare?			
<b>Evaluation Summation</b> 1) Did I use the words of appraisals? 2) What tense did I use? 3) Did I include the rating for the work of art?			

## I. Summary

- Review are critiques of and evaluation about works of art, such as film, novels and books. They help both audiences and readers know what movies and books to see and read.
- The organisation of a review is as follow:
  1. Orientation
  2. Interpretative recount
  3. Evaluation
  4. Summative evaluation
- Language elements of ten found in reviews are:
  1. Compund/complex sentences
  2. Evaluative words
  3. Present tense
  4. Past tense
  5. Related technical words

## J. Formative Evaluation

Fill for your learning journal!

2. Before I studied this chapter, I didn't understand \_\_\_\_\_
3. When I was studying this chapter, my difficulties is/are \_\_\_\_\_  
How did I overcome the difficulties? \_\_\_\_\_
4. After having studied this chapter, I think \_\_\_\_\_

Read the statements then checklist (v) the option that suit on you.

Statements	Definitely	Yes	Maybe	No	No at all
The explanation is easy to understand.					
The task is easy to do.					
I fully understand the material in this chapter.					

## K. EVALUATION 5

### *Cognitive Assessment*

#### A. Read the questions and choose the correct answer

*The text is for number 1-3*

#### Harry Potter and Philosopher's Stones

Judged by this first volume, the Harry Potter books are a fine addition to English children's fantasy literature. Harry Potter, orphaned when his parents are killed by the evil wizard Voldemort, is taken in by his aunt and uncle, who are Muggles – ordinary, non-magical people. Harry is rather out of place there, but things improve greatly for him when goes to the Hogwarts School of Witchcraft and Wizardry – except that one of the staff is in league with Voldemort.

Part of the attention of Harry Potter and the Philosopher's Stone comes from the familiar but at the same time exotic setting of an English public school, complete with houses and schoolboy adventures, in which Harry and his friends Ron and Hermione struggle to save the world and win the house cup.

So Harry Potter and the Philosopher's Stone will be a great Christmas present for kids who haven't read it yet – and it is a book that adults (at least those without stunted imaginations) can read as well.

*Taken from: <https://englishahkam.blogspot.com>*

1. The story of Harry Potter began when ....
  - A. he became an orphan
  - B. his uncle and aunt adopted him
  - C. Voldemort was killed
  - D. his parents killed Voldemort
  - E. his uncle and aunt killed Voldemort
  
2. When Harry Potter lived with his uncle and aunt, ....
  - A. he felt uncomfortable
  - B. he befriended Voldemort
  - C. things improved in his life
  - D. he had fantasy about magic
  - E. he became ordinary people
  
3. We can conclude from the first paragraph that ....
  - A. Harry Potter's parents were muggle
  - B. Harry Potter lived in a magical place
  - C. Harry Potter is a relative of Voldemort
  - D. Harry Potter's parents adopted him as an orphan
  - E. Harry Potter enjoyed his life with his uncle and aunt

*The text is for number 4-6*

Reading the three plots of Mary Higgins Clark in *All Through the Night* concern a stolen gold ornamental cup, a missing baby, and a will which seems to be deceitful. To solve the mystery, she revives her beloved characters; Alvirah, the former cleaning woman; and Willy Meeham, the plumber who won the lottery. They left their life in Jackson Heights, Queens, for an apartment on Central Park. The two have fun along the way solving the puzzle.

The pace is swift and the story is pure escape - totally fun Mary Higgins Clark. I admit, however, that I am still trying to know what melody of the song "All Through the Night" sounds like.

This holiday season, put aside your chores and curl up on couch with *All Through the Night*. When you close it you will be relaxed and more ready to enjoy the festivities. And then you might just want to tuck a copy into someone's stocking or gift bag, as well.

*Taken from: <https://englishahkam.blogspot.com>*

4. What is the writer's suggestion for the holiday season?
  - A. Left your life for an apartment in Central Park.
  - B. Put aside your chores and read the novel.
  - C. Tuck a stocking into someone's gift bag.
  - D. Stole a gold ornament and he deceitful.
  - E. Have fun and solve some puzzles.

5. What intrigues the writer about *All Through the Night*?
  - A. It made her curl up on couch all day.
  - B. It made her ready for any festivities during holiday.
  - C. She didn't know the melody of the song in the book.
  - D. She wanted to escape every time she read the book.
  - E. She closed it and got relax.
  
6. In the first paragraph, the reviewer ....
  - A. introduces the Marry Higgins Clark
  - B. analyzes the three plots in the story
  - C. mainly discusses about Alvirah
  - D. is solving all of the mystery
  - E. summarizes the characters

*The text is for number 7-10*

It was the dawn of science and technology. Anything seemed possible even the creation of life itself. Victor Frankenstein becomes obsessed with this idea and works relentlessly to prove his theories; but the glory he imagined becomes a living nightmare - not only for him, but for his friends and family too.

Mary Shelley's gothic horror story-frankenstein - was first published in 1818 and has been the inspiration behind numerous stage productions and films - many of which strayed a long way away from her original masterpiece. Classical comic presenting a full-colored graphic remains true to this classic tale, bringing the original story to life which has never been created before.

This graphic novel is available in two versions: Original Text and Quick Text editions. The Original Text stays faithful to Shelley's original text, while the Quick Text brings the story up to date by presenting the text into a more simplified style so that the tale is accessible to all readers.

The quick Text edition will allow you to soak up a general feeling for characters and locations, while the Original Text version will help you easily slip into the language in which the novel was written.

Even if you're not studying the original, this graphic novel is worth buying. It's a great story, and should be one that everyone has the chance to read. Now, thanks to this release, even those who don't particularly like to read too much are given the chance to find this tale and hopefully it may encourage them to search out the original book too.

As with the previous classical comics, the presentation is first class. The best grade glossy paper really helps to set this graphic novel head and shoulders above the usual comic book releases on the market. Not only, that you also get a pretty comprehensive biography of Shelley; Mary Shelley's family Tree; a feature that explains what life was like in the year of the book's release; and a brief

Look on how Frankenstein has been adapted to many different formats over the years.

*Taken from: <https://itapuih.com>*

7. The text is about ....
- A. The quick text and original text of Frankenstein story
  - B. The simplified text of the updated horror story
  - C. The horror story written by Frankenstein
  - D. The original text of the author's novel
  - E. The updated of classical horror story
8. The main idea for the third paragraph is ....
- A. Victor Frankenstein wrote his story with gothic horror style
  - B. There are two versions of the graphic novel to enjoy
  - C. The different versions of Frankenstein story is always an inspiration for drama and film productions
  - D. The simplified novel has more interesting pictures for readers to understand
  - E. Mary Shelley had two different versions of Frankenstein story adapted for film
9. The original text of Frankenstein graphic story makes the readers ....
- A. Understand the style of writing in its era
  - B. Curious about the historical background of story
  - C. Recognize the different life of Frankenstein story
  - D. Have the inspiration to put the story to a film and drama products
  - E. Remind the life of Mary Shelley, the author of Frankenstein
10. "... many of which strayed a long way away from ... " (paragraph 2).  
The underlined word can be replaced with...
- A. Wandered
  - B. Changed
  - C. Directed
  - D. Pointed
  - E. Avoided

### ***Skill Assessment***

After learning the lesson in this unit, do the following test to increase your skill.

1. Create a conversation with your friends telling about the previous task in activity 6.  
It should consist of:
  - Your point of view about the art work
  - The suggestion for art work that you discuss

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