

**THE USE OF MATERIALS AND COMMUNICATIVE EXERCISES IN
THE TEXTBOOK *PATHWAY TO ENGLISH* BASED ON CLT FOR
ELEVENTH GRADE OF SENIOR HIGH SCHOOL STUDENTS**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana*



By:

Sumita Ramadhanty

SRN. 173221077

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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ADVISOR'S SHEET

Subject : Thesis of Sumita Ramadhanty

SRN : 173221077

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Sumita Ramadhanty

SRN : 173221077

Title : The Use of Materials and Communicative Exercises in the Textbook

Pathway to English Based on CLT for Eleventh Grade of Senior

High School Students

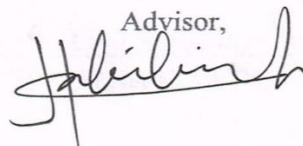
has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Sukoharjo, 21th October 2022

Advisor,



Habibi Nur Hidayanto, M.Pd.

NIP.19800622 201701 1 130

RATIFICATION

This is to certify the *Sarjana* thesis entitled “The Use of Materials and Communicative Exercises in the Textbook *Pathway to English* Based on CLT for Eleventh Grade of Senior High School Students” by Sumita Ramadhanty has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education.

Chairman : Nuning Wahyu Astuti, M.TESOL. (.....)
NIP.19890413 201903 2 025

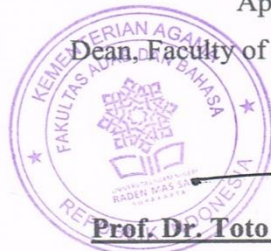
Secretary : Habibi Nur Hidayanto, M.Pd.
NIP.19800622 201701 1 130

Main Examiner : Nor Laili Fatmawati, M.Pd. (.....)
NIP.19860109 201701 2 156

Sukoharjo, 21th October 2022

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. Toto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Hari Susilo and Mrs. Sumini
2. My beloved brothers, Pijar and Revano
3. My thesis advisor, Mr. Habibi Nur Hidayanto, M.Pd.
4. My thesis validator, Mrs. Noviana Puspitasari, S.Pd.
5. My Almamater UIN Raden Mas Said

MOTTO

“Motivation is what gets you started. Habit is what keeps you going.”

-Jim Ryun-

“Only you can change your life. Nobody else can do it for you.”

-Carol Burnett-

“A good head and a good heart are always a formidable combination.”

-Nelson Mandela-

PRONOUNCEMENT

Name : Sumita Ramadhanty

SRN : 173221077

Study Program : English Language Education

Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis title “The Use of Materials and Communicative Exercises in the Textbook *Pathway to English* Based on CLT for Eleventh Grade of Senior High School Students” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 21 October 2022

Stated by,



Sumita Ramadhanty

SRN. 173221077

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Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the Universe, master of the judgement day, the Almighty God, for all blessings and mercies so the researcher was able to finish this undergraduate thesis entitled “The Use of Materials and Communicative Exercises in the Textbook *Pathway to English* Based on CLT for Eleventh Grade of Senior High School Students”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world.

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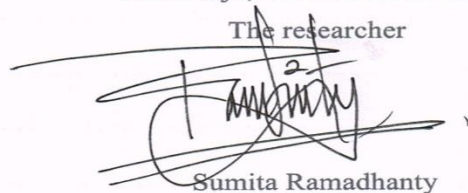
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 21th October 2022

The researcher

A handwritten signature in black ink, appearing to be 'Sumita Ramadhanty', written over a horizontal line. The signature is stylized and somewhat illegible.

Sumita Ramadhanty

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ABSTRACT

SumitaRamadhanty.173221077. The Use of Materials and Communicative Exercises in the Textbook *Pathway to English* Based on CLT for Eleventh Grade of Senior High School Students. Thesis of English Language Education, Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.2022.

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Key Words : CLT, Content Analysis, Textbook

English is an international language that must be mastered by every individual in this era. Therefore, the process of teaching English in schools should not only teach students to answer the questions given by the teacher. However, the goal in learning language is that students are able to apply the language that they learn in daily life. Then, books that are used as the main media in supporting the teaching and learning process must be considered. Communicative language teaching (CLT) is an approach to learning with the aim that students use English in their daily activities. In this method students are required to be active. CLT has four types of material according to Richards and Rodgers (2014:100-101) and seven communicative exercises according to Nunan (1989:119) and Richards (2006:18-20), the theory used by the researcher to analyze this research.

The current study implemented one type of qualitative research that is content analysis. The data sources used in this study are five selected chapters in a textbook entitled *Pathway to English* for eleventh grade high school students, published by Erlangga. The researcher collected the data using documentation technique. To analyze the data, the researcher used the theory from Miles and Huberman & Saldaña (2014) which consisted of condensation data, display data and conclusion drawing. To validate the data, the researcher uses dependability, where the researcher needs a third party to validate the data.

In this study, the author as a researcher found that the material in the *Pathway to English* book was the most dominant text-based materials, with a total of 39 exercises, followed by 27 task-based materials, 26 realia-based materials and the last technology-based material as many as 19 exercises. The researcher also found that the most dominant type of communicative exercises in this book is task-continuity. In the five chapters selected in this book, there are 53 types of communicative exercises that are classified as task-continuity, then there is also a combination of task continuity and opinion sharing as much as 1 exercise, task continuity with role play 2 exercises, and task continuity with jigsaw 3 exercises. This was followed by an information gap of 16 exercises, 11 exercises of role play, 9 exercises of opinion sharing information, 7 exercises of jigsaw, 3 exercises of information transfer and finally 2 exercises of authenticity. The results of this study, it can be concluded that there are all kinds of materials and all types of communicative exercises in the textbook entitled *Pathway to English*.

CHAPTER 1

INTRODUCTION

A. Background of The Study

The dominance of English has encouraged many people to make it a mandatory foreign language to learn. In this century English has become the language of life in the international world. Therefore, in the current era of globalization, the world is becoming more connected by using English. Xue and Zuo (2013) argue that currently English has become the global lingua franca as it is globally used in many fields; politics, economy, trade, culture, diplomacy, tourism, communication, sciences, academic research and education. Having the ability in English, especially speaking should have become common thing in this century. In this era, by mastering English we will get many opportunities in various fields.

English is a foreign language has been taught for many years at the high school level, it proves that English is very important to be studied, especially by students in Indonesia. Dardjowidjojo (2003) reveals that the position of English in Indonesia is not as an official language but as the first foreign language. Therefore, English is the first foreign language that must be learned and mastered, especially by students in Indonesia. The government hopes that the next generation of the Indonesian can compete internationally, so the first thing we have to do is mastering English as an international language. It can start from school as formal education.

Talking about learning especially in English, we need textbook as a media to support language teaching. Brown (2001) explains that the textbook is crucial to support the teaching and learning process. From this opinion we know that the textbook is one of the tools used to support the teaching and learning process. Miekley (2005) choosing an appropriate textbook is important because classroom teachers spend much time using textbooks in class. Textbook is important guide to support teaching and learning process. There are directions for teachers to teach material according to applicable rules, so the students especially in senior high school can develop English language skills.

At the level of education, especially high school, English textbooks have a very important role. Rahimpour and Hashemi (2011) states that textbooks play a pivotal role in language classrooms in all types of educational institutions in the world. Students can understand a subject, especially English and learn to master the four skills in English through textbook. Lotfi et.al. (2012) explains that ELT textbook is one of the main factors that affect students' achievement in English. achievement in English language is the ELT textbooks. A good textbook coupled with a qualified teacher will produce great things in learning English.

Content analysis especially in textbook is very necessary to do. Indonesia has an institution that function to analyse and evaluate the quality of textbooks, namely BSNP (*Badan Standar Nasional Pendidikan*). According to BSNP a good textbook must have content, presentation,

linguistic, and graphics appropriateness. Additionally, Alan Bryman (2011) states that content analysis is the study of documents and communication artifacts, which might be texts of various formats, pictures, audio or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner. Skopinskaja (2003) explains that textbook analysis can be carried out in two directions, that are predictive analysis and retrospective analysis. From the statements of these experts, it is clear that content analysis of textbooks can be carried out on books that are currently being used or those that have been used. In this research the researcher used predictive analysis. Ahour and Ahmadi (2012) textbooks are main sources that can convey the knowledge and information to the learners in easy and organized way. The material in the textbook must be in accordance with the applicable curriculum in order to achieve learning objectives, which one is can master the four skills in English.

To support a better education system, the textbook as a teaching material must be adapted to the curriculum. Based on Regulation of Minister of Education and Culture Number 69 Year 2013, the goal of curriculum is to prepare Indonesian people to have ability in social life as an individual and citizen which is faithful, productive, creative, innovative, effective and also able to contribute in society life, country and world. The regulations in the curriculum, the learning pattern has changed become to student centered learning pattern, interactive learning pattern, explored learning pattern, active learning pattern. The current learning pattern is very compatible with CLT.

Larsen-Freeman (2000) defines that CLT is a method in language teaching that aims to make students more communicative, so that it is known that there is an interdependence between language and communication. Especially in English lesson, the students are expected not only understand the theory taught by the teacher, but students can also use it in real life.

The previous researcher was also interested to analyzed a textbook based on CLT. For example Henindra Nurlaili Istiqomah from Sebelas Maret University, analyzed the textbook entitled “A Content Analysis Of Communicative Exercises In The English Textbook “Forward For Vocational School Grade XII” Based On Communicative Language Teaching”, focus on the communicative exercises in the textbook. That research used theories from Nunan (1989:119) and Johnson (1997:112). The result of the study shows that 14 out of 29 exercises in the textbook are developed features in CLT. The proportion of the communicativeness in the textbook is 48,27%. Then, novelty of the current study compared to previous study is in this study the researcher uses different textbook as the object of this study, different grade, and some different theories to investigates the kinds of materials in CLT and the types of communicative exercises. To investigates the kinds of materials in this study the researcher uses theory from Richards’ (2014) and Rodgers to determines the types of communicative exercises the researcher uses the theories from Nunan (1989:119) coupled with Richards (2006:18-20).

Based on explanation above, the researcher want to analyze the English textbook entitled *Pathway to English* for elevant grade of senior high

school, revised edition that was published by Erlangga. This textbook used in several high schools in Indonesia as teaching materials, including at SMA Santo Yakobus Jakarta Utara (Agnes Calista, 2021). The researcher chose this textbook to study because it is still being used and this textbook has the most communicative exercises among the three other books that the author examined during pre-research, then this book has also won the Top Brand Teen award in 2015. In conclusion, the title of the current study is “**The Use of Materials and Communicative Exercises in the Textbook *Pathway to English* Based on CLT for Eleventh Grade of Senior High School Students**”.

B. Identification of The Problems

The researcher can find many problems based on the background study above as follows:

1. Some textbooks do not apply all kinds of materials in CLT.
2. Some textbooks do not develop all types of communicative exercises in CLT.
3. Some textbooks cannot help the teacher to teach English communicatively.
4. The exercises of some textbooks do not meet the students' needs to master the four language skills.
5. Some textbook do not fulfill students' need of CLT in learning process.

C. Limitation of The Problems

The researcher limits the problems in investigating the application of the kinds of materials and types of communicative exercises in CLT in the

English textbook *Pathway to English* for eleventh grade of senior high school students, revised edition 2014, published by Erlangga. The researcher chose five chapters with the highest number of exercises in this textbook. The selected chapters are; chapter 2, chapter 4, chapter 6, chapter 7 and chapter 10.

D. Formulation of The Problems

Based on limitation of problem, the researcher formulates the research problems as follows:

1. What are the kinds of CLT materials used in the exercises of the textbook *Pathway to English* for eleventh grade of senior high school students?
2. What are the types of communicative exercises in CLT used in the textbook *Pathway to English* for eleventh grade of senior high school students?

E. Objectives of The Study

Based on the problem formulation above, the researcher has some research objectives, which are:

1. To know and describe about the types of materials based on CLT in textbook *Pathway to English* for eleventh grade of senior high school students.
2. To know and describe how the communicative exercises based on CLT in the textbook *Pathway to English* for eleventh grade of senior high school students.

F. Benefits of The Study

The researcher hopes that this research can provide several benefits, as follows:

1. Theoretical benefit

This study is useful to find out how important materials and communicative exercises based on CLT in English textbook, to help the teaching and learning process of a language with the aim that students not only understand the language in theory, but also students can apply it in their real life.

2. Practical benefit

a. For teachers

This study will provide an overview of how a good book with communicative exercises can be effectively used as teaching material and in accordance with the current curriculum.

b. For students

Students will easier to master the four language skills with books accompanied by communicative exercises.

c. For the other researchers

This study can provide information to other researchers as a reference in conducting research on book analysis, especially those related to the CLT method.

G. Definition of Key Terms

1. Communicative Language Teaching (CLT)

Larsen-Freeman (2000) defines that “CLT is a method in language teaching that aims to make students more communicative, so that it is known that there is an interdependence between language and communication”.

2. Content Analysis

Alan Bryman (2011) argues that “content analysis is the study of documents and communication artifacts, which might be texts of various formats, pictures, audio or video”.

3. Textbook

Lotfi et.al. (2012) explains that “ELT textbook is one of the main factors that affect students' achievement in English”.

4. Material

Arikunto (2007) defines that “material is a core element in learning activities that must be mastered by students”.

5. Exercise

Barla et.al (2012) argue that “exercise is an activity of repetition in the learning process that aims to motivate students to better understand the learning materials in order to obtain better result”.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Natures of Textbook

a. Definition of Textbook

Textbook is the main learning resource used by a teacher as a teaching reference. According to Min (2016), textbooks are books designed for use in the classroom, carefully compiled by experts in their field and equipped with appropriate and compatible teaching materials. Textbooks are a major source that provide many instructions to the teachers and students. Therefore, textbooks are said to be the backbone of every educational system. In the textbook there are signs for discussing lessons that are in accordance with the current curriculum. Mahmood (2011) explains that textbooks help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning. Dialogues and worksheets are also provided in the textbooks. The teachers do not need to make or design some exercises for the students, if the exercises are available in the textbooks used are qualified and varied.

The opinion of the experts above confirm that the existence of textbooks in teaching and learning process is very important. A textbook not only contains some theories, but also contains some exercises that aim to test how much students understand the material that has been

learned in a textbook or the teaching that has been delivered by a teacher. In this study, the subject of discussion is the textbook delivered by the teacher certainly has goals more than the students can answer questions, but the output of learning English is that students also expected to be able to use the language in daily life. We can say the English textbook is good if they are proven to be effective in training students' communication skills.

b. Roles of Textbook

Richards (2011) summarizes the role of textbook in language teaching as:

- 1) Textbooks serve as the basis for language input received by students and language practices that occur in the classroom.
- 2) Textbooks provide lesson content, skills to be taught, and the kind of language practice.
- 3) Textbooks are the main source of input for language exercises that have been provided by the teacher.
- 4) Textbooks provide idea of how to teach in classroom and give a format of learning process.

c. Advantages of Using Textbook

The use of commercial textbooks in teaching have both advantages and disadvantages, depending on how they are used and the contexts for their use. Richards (2001:254-256) explains that many advantages of using textbooks are:

- 1) They provide structure and a syllabus for a program.

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

- 2) They help standardize instruction.

The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

- 3) They maintain quality.

If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

- 4) They provide a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

- 5) They are efficient.

They save teacher's time, enabling teachers to devote time to teaching rather than material's production.

- 6) They can provide effective language models and input.

Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

- 7) They can train teachers.

If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

- 8) They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

d. Disadvantages of Using Textbook

However, Richards (2001:255-256) explains that many disadvantages of using textbooks, that are:

- 1) They may contain inauthentic language.

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

- 2) They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.

- 3) They may not reflect students' needs.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

- 4) They can deskill teachers.

If teachers use textbooks as the primary source of their teaching leaving the textbook and teachers' manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

- 5) They are expensive.

Commercial textbooks may represent a financial burden for students in many parts of the world.

e. Exercises in The Textbook

Exercise is one thing that cannot be separated from the teaching-learning process. Task or exercise refers to a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulation and decision making. Exercises are the activity involved the students' need to practice which give the students opportunities to extend their language skills.

Good exercises especially in English lesson, will make students not only understand the theory in learning, but can help students

improve their language skills. Moreover, Richards (2006: 20) states that tasks and exercises refer to the activities which give students the opportunities to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange. From the explanation above, it can be concluded that practice has a very important role in the teaching and learning process, because with practice students' abilities will be increasingly honed, so students will more easily master language skills.

2. Communicative Language Teaching (CLT)

a. Definition of CLT

Communicative Language Teaching (CLT) is one of the teaching methods that is in line with student-centered approach. CLT sustains the students to be able to interact with the target language, by overwhelmingly promote communicative events to be learned in the classroom. According to Littlewood (2001:1), CLT is one of the most characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. CLT is one of the most effective methods for learning foreign languages, because CLT not only teach students to understand the language in theory, but must be in line with its application in daily. A student not only learns to memorize grammar and can answer written questions, but

a student must also be able to communicate according to what they have learned.

In reference to the principles, Berns (1990:104) as quoted by Savignon (2002) summarizes eight principles of CLT as follows:

- 1) Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
- 2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
- 3) A learners' competence is considered in relative, not in absolute, terms.
- 4) More than one variety of language is recognized as a viable model for learning and teaching.
- 5) Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
- 6) No single methodology or fixed set of techniques is prescribed.
- 7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.

- 8) It is essential that learners be engaged in doing things with language – that is, that the use language for a variety of purposes in all phases of learning.

Larsen-Freeman (2000) states that Communicative Language Teaching (CLT) makes communicative competence as the goal of language teaching and by acknowledging the interdependence of language and communication. Based on this point of view, it can be seen that language and communication are interdependent. Those two matters cannot be separated. It means that when students learn a new language, meaning that they must learn about how to communicate with that language or how to use the language properly. They are not just learning the theories, but should be emphasized more on practices. Moreover, Ohno (2006) sees the language learning in CLT is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate. In language learning, it is not only concerned with compiling and understanding correct sentences, but also the main goal is the students can use sentences appropriately to achieve communicative goals.

b. The Characteristics of CLT

Brown (2007) states that four interconnected characteristics of CLT, as follows:

- 1) Classroom goals focus on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

c. The Roles of Teacher and Student in CLT

In CLT, teacher is the facilitator of holding the communication activity in the classroom. Moreover, he plays as an adviser to answer the students' questions and monitor their performance. While the students play as communicators. In this method, they are more active than the teacher. Thus, CLT is a student-centered method.

According to Breen and Candlin (in Richards and Rodgers, 2001:167), teacher has three main roles as follows:

- 1) The first role is to facilitate the communication process between all participants in the classroom and between the participants and the various activities and texts.
- 2) The second role is to act as an independent participant with the learning-teaching group.
- 3) The third roles for teacher is that of researcher and learner, with much contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

While, the role of learner as negotiator between them self, the learning process and the object of learning emerges from and interacts with the role of the joint negotiator within the group undertakes. Larsen-Freeman (2003) explains that this activity provides the exchange of information for one person to another one. Doing with a communicative intent is one of the characteristics of CLT. Students use the target language through the communicative activity such as role play, game, and problem solving task.

d. The Purposes of CLT

Piepho, Richards and Rodgers (2001:162) mention that there are some purposes of communicative approach:

- 1) An integrative and content level, language as a means of expression.
- 2) A linguistic and instrumental level, language as a semiotic system and an object of learning.

- 3) An affective level of interpersonal relationships and conduct, language as a means of expressing values and judgments about oneself and others.
- 4) A level of individual learning needs, remedial learning based on error analysis.
- 5) General educational level of extra linguistic goals, language learning within the school curriculum.

From the several purposes above, we can conclude that goals of learning foreign language not only to understand the material or theory but we also need output of what they understand, which is the application of the language in daily or real life.

e. The Kinds of Materials in CLT

In presenting the materials, a textbook has several kinds. There are some kinds of materials in CLT which can be useful to support teaching learning process. Based on Richards and Rodgers (2001:168-170), “materials as primary role of developing communicative language in CLT”. There are three kinds of materials used in CLT, namely text-based material, task-based materials, and realia-based materials.

Next, Richards and Rodgers (2014:100-101) added the kinds of materials of CLT, namely technology-supported materials. Then, the explanations are as follows:



- 1) Text-based materials, refer to organized texts used in the textbook to support the learning process. A typical lesson consists of a theme

such as relaying information, a task analysis for thematic development such as asking for information, understanding the messages, a practice situation description, a stimulus presentation, comprehension questions, and paraphrase exercises.

- 2) Task-based materials which are prepared to supports CLT classes by suggesting a variety of communicative activities. The materials usually in the form of one of kind items such as exercise handbooks, cue cards, activity cards, pair communication practice materials, and students interaction practice booklet. The activities in this material such as games, role play, or simulations.
- 3) Realia-based materials aiming to advocate the use of authentic or from real life materials in the communicative classroom activities.
- 4) Technology-supported materials which aim to provide opportunities for accessing different forms of communication with the expanded communicative resources, images, audio, or video.

In conclusion, the kinds of materials proposed by Richards and Rodgers (2014:100-101) will be used to analyze the textbook in this study. Then, examples of the analysis about kinds of materials in CLT will be explained as follows:

Table 2.1. The Examples and Kinds of Materials in CLT based on Richards and Rodgers (2014:100-101).

Kind of Materials	Examples
Text-based material	<p>Write</p> <p>Read the story. What do you think happened when the writer got home?</p>  <ol style="list-style-type: none"> 1. A few years ago the company I work for sent my wife and me to live in New York for a year. I've always loved jogging, so I was really happy when I found out the apartment they had rented for us was next to Central Park. This meant that every morning I could go for a run before I went to work. 2. Because a lot of people had told me to be careful of muggers in the park, I didn't usually take anything with me. How could they rob me if I didn't have anything? But this one morning my wife asked me to buy some bread on the way home so I put a \$10 note in my back pocket. 3. While I was running through the park, another jogger bumped into me. He apologised and continued running. I thought it was a bit strange <p>so I checked my pocket and found that the money was missing. I immediately started to run after the other jogger. I finally caught up and grabbed him by his arm. I started shouting and demanding that he gave me the \$10. I'm not usually a hot-headed person but I really lost my temper. This seemed to frighten him and he quickly put his hand in his pocket and gave me the money. Then he ran away as fast as he could.</p> <ol style="list-style-type: none"> 4. I bought the bread and went home. As soon as I got there I began to tell my wife my story. 'You won't believe what happened to me,' I started. She immediately interrupted, 'I know, you left the money for the bread on the kitchen table.' <p>Picture 2.1</p>
Task-based material	<p>Speak</p> <p>Work with a partner.</p> <p>Student A: Choose one of the topics in the box. Talk to your partner about it for one minute.</p> <p>Student B: Use body language to show that you are a good listener. Swap roles.</p> <div style="background-color: yellow; padding: 5px; border: 1px solid black;"> <p>something you bought recently an interesting film your favourite place your plans for next weekend</p> </div> <p>Picture 2.2</p>
Technology-based material	<p>Unit 8 I wish ... and If only ...</p> <p> Listen to the sentences. How do you pronounce the <u>underlined</u> parts? Then listen, check and repeat.</p> <ol style="list-style-type: none"> 1. <u>If only</u> there was something to do. 2. <u>If only</u> they'd ask me. 3. <u>If only</u> he knew. 4. <u>I wish I</u> knew his name. 5. <u>I wish I</u> could go home. 6. <u>I wish you</u> weren't so noisy. <p>Picture 2.3</p>

In the textbook *English in Mind* for senior high school grade X on chapter 2 page 4. There is a recount text that tells about the writer's experience while jogging in central park. Students are asked to read and understand the contents of the text, then answer the question provided to test their understanding. So, the sample material presented in the image is referred to as text-based material in CLT.

Second picture is taken from the textbook *English in Mind* chapter 2 page 39. In the material there is a task that must be done together. Students are asked to choose a topic in the box. Then, they were asked to practice the dialogue according to the topic. This exercise is an example of task-based material.

After that, in the picture is taken from the textbook *English in Mind* chapter 4 page 42. There is a command to listen an audio, after that the students are asked to check and repeat it. The listening exercise is intended to train students' pronunciation. This is an example of the use technology-supported material in CLT.

f. The Types of Communicative Exercises in CLT

In a material there is theory and exercise. On this occasion the researcher examined exercises based on CLT. The communicative exercises have important role in CLT. Littlewood (1981) states that in communicative exercises, the teacher creates a situation and sets an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion. It can help teachers

achieve learning objectives with CLT to enable students to communicate in target language. There are several expert opinions about the types of communicative exercises.

The first, communicative exercises based on Larsen-Freeman (2000:132-134) are in the form of language games, authentic materials, scramble sentences, and information gap. Furthermore, it can be explained as follows:

- 1) Language game is language learning in the form of guesswork, such as when the teacher gives a picture of a rabbit and students mention the characteristics of the rabbit.
- 2) Information gap is a technique in language teaching in which students miss the information needed to complete an assignment or solve a problem.
- 3) Authentic material is something is in accordance with real life or fact as an exercise in learning.
- 4) Role Play is a communicative exercise by conducting a dialogue between a student and another student.
- 5) Scrambled sentence is an exercise for students by sorting random words or sentences, so they have meaning and can be understood.

Other experts also contribute in giving the explanation of types of communicative exercises. Littlewood states one type communicative exercise which is problem solving. Littlewood (1981) states that problem solving activities need to be based on every day situation that

arise inside or outside the classroom. This principle is expected to make students talk together or communicate each other to solve the problem. The example of this exercise is students work to write about activities in the library, and then they list the prohibited activities in the library. After that, they work in groups to discuss which announcement or warning sign would be the best to put in the library.

Nunan also adds task continuity as one of the communicative exercises. According to Nunan (1989:119), “task continuity refers to the chaining of activities together to form a sequence, in which the successful completion of prior activities is prerequisite for succeeding ones”. For example, students read a text and gain information such as theme, roles, place, etc. Then, from the information they got, students answer the comprehension questions. After that, students make a dialogue based on the information of the text. With the dialogue script the made, students play the roles as the speakers. These sequential activities are tied in same topic as the text they read before.

The last, according to Richards (2006:18-20), “there are six communicative exercises in CLT”. Some of his opinions regarding the types of communicative exercises are the same as those of Larsen-Freeman in the first theory. However, according to Richard (2006:18-20), “the types of communicative exercises are information gap, jigsaw, information transfer, authenticity, role play and opinion sharing information”.

Finally, the types of communicative exercises that will be used in this research are from Nunan (1998:119) and Richards (2006:18-20).

That are will be explained below:

- 1) Task continuity is a series of activities that form a sequence, in which the successful completion of prior activities is prerequisite for succeeding ones.
- 2) Information gap is a language teaching by bringing up gaps in an information in the text, then students are asked to complete it.
- 3) In jigsaw, the students divided into two part or more. Each part has the information needed to complete an activity, then they will explain to each other.
- 4) Information transfer is an activity of presenting one form of information in another form.
- 5) Authenticity is Activities that mirror the real world and use real world or “authentic” sources as the basis for classroom learning.
- 6) Role play is activities in which students are assigned roles in a scene based on given information or clues.
- 7) Opinion sharing information is one type of communicative exercise where students compare their opinions or beliefs with other students.

Complete the dialogue with the expressions 1–6 from Exercise 9a.

Siti: I'm really tired.

Elvira: ¹ *Same here* . I had so much homework last night – it took me over three hours! I mean, it's ridiculous!

Siti: ² , you think we shouldn't have homework?

Elvira: No, I think there should be a limit, ³ . You know, an hour a night, for example.

Siti: Yeah, not a bad idea. But ⁴ , some people work faster than others, so how can anyone be sure it'd be one hour?

Elvira: Hmm – you're right. But we could have, for example, only two or three exercises a night.

Siti: But that's the same problem. Some people will do them in an hour, some people will take two hours.

Elvira: So, ⁵ , the time it takes to do homework depends on us.

Siti: Yes, I think so. And you know something?

⁶ , I think homework's a really good thing!

Elvira: Wow! Don't say that in class tomorrow!

Figure 2.4, an example of the type of communicative exercise, namely “information gap” in the textbook entitled *English in Mind*.

The picture above is the application of the information gap that can be seen in the textbook *English in Mind* for senior high school grade X on chapter 2 page 32. In the picture above there is a dialogue between two people, namely Siti and Elvira. Where two people in the dialogue can be replaced with the role of two students. In the text there are several gaps that must be filled with the words in the box. So this type of practice question is called an information gap. These exercise can improve students' vocabulary and grammar. This is very important to help students more fluently in English.

B. Previous Related Studies

There are several previous studies related to this research. The results of these studies will be presented in the summary below:

The first is thesis entitled “A Content Analysis Of Communicative Exercises In The English Textbook “Forward For Vocational School Grade XII” Based On Communicative Language Teaching” by Hernindra Nurlaili Istiqomah from Sebelas Maret University in 2018. This study aims to describe the extent of exercises in the English textbook “Forward for Vocational School Grade XII” published by Erlangga, lead to the communicative teaching of language. The result of this study, there are 48.27% of total communicative exercises in the textbook, with the highest proportion being the type of task continuity. This thesis has similarities with the research that the writer is doing, which is about content analysis, especially in English textbook based on the CLT, also used descriptive qualitative method. To determine how far the exercises in the textbook lead to CLT context used theory from Nunan (1989:119) and Johnson (1997:112).

The second is a national journal entitled “Communicative Language Teaching Through Speaking Activities Designed in A Textbook”. This national journal written by Maryska Firiady from Sanata Dharma University, published by Language and Language Teaching Journal 2018. The source of the data is in the textbook “Level 1” that used for teaching student in Center of English for International Communication (CEIC) at Language Institute. This study is a content analysis using descriptive qualitative same with study that the writer is doing. This paper used the theory from Littlewood (1981) to determine the types of communicative activities in CLT.

Next, is also national journal entitled “A Content Analysis of An English Textbook” written by Agustina Wulandari, A. Dahlan Rais, and Ngadiso from Sebelas Maret University published by English Education Journal in 2017. The source of data is English textbook entitled “English in Focus for Grade VIII Junior High School”. This research also uses descriptive qualitative method and has same goal to know what types of materials are used in the textbook and how far the tasks or exercises in textbook develop the communicative task in CLT approach. The result of this study indicate that there are three kinds of materials based on CLT in the textbook and the most are text-based materials. In describing the types of materials, this study used the theory from Richard and Rodgers (2001), then communicative tasks used theory from Littlewood (1981:18).

The last is international journal entitled “Evaluating an English Textbook: A Study on English – 2 in The Light of Communicative English Language Principles”. That journal written by Ph.D. Nureen Saba Ph.D. Muhammad Ahmad, and M.Phil. Muhammad Kamran Abbas Ismail from University of Okara, published by ResearchGate in 2019. This study aims to evaluate the ESL content to check its suitability to develop learners’ communicative competence, use theory from Brown (2001). In this study the researcher used “English – 2” textbook taught to grade-2 primary school students in Punjab, Pakistan.

Table 2.2. The differences and similarities of the previous studies

No.	Author(s)	Year	Similarities	Differences
1.	Hernindra Nurlaili Istiqomah	2018	This research method is using descriptive qualitative method particularly content analysis based on CLT and to describe exercises of CLT used theory from Nunan (1989:119).	To describe communicative exercises of the textbook based on CLT also used theory from Johnson (1997:112). The source of data is a textbook entitled "Forward For Vocational School Grade XII", published by Erlangga.
2.	Maryska Firiady	2018	This study also investigated the types of Communicative Language Teaching (CLT) activities presented in the textbook.	This study adopted theory about Communicative Language Teaching (CLT) activities from Littlewood (1981). The source of the data is the textbook "Level 1" that used for teaching student in Center of English for International Communication (CEIC) at Language Institute.
3.	Agustina Wulandari, A.Dahlan Rais, Ngadiso	2017	The aim of this research is to know what types of materials are used in the textbook and how far the tasks in textbook develop the communicative tasks in CLT approach.	It used the types of materials by Richard and Rodgers (2001). Then, communicative tasks from Littlewood (1981:18). The source of data is a textbook entitled "English in Focus" for grade VIII published by CV Putra Nugraha.

4.	Ph.D. Nureen Saba, Ph.D. Muhammad Ahmad, M.Phil. Muhammad Kamran Abbas Ismail	2019	This study based on CLT and used qualitative descriptive method.	To evaluate the ESL content to check its suitability to develop learners' communicative competence. In describing about communicative competence this journal used theory from Brown (2001). The source of data is an English textbook entitled "English – 2" for the students of grade-2 at some primary schools education level in Punjab, Pakistan.
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In contrast to the previous study, in this study the researcher used the latest theory from Richards (2014: 100-101) to analyze the materials in the Pathway to English book. Then, to analyze the communicative exercises in this book, the researcher uses the theory from Nunan (1989:19) supplemented by the theory from Richards and Rodgers (2006:18-20).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was conducted to analyze a textbook entitled *Pathway to English* for eleventh grade of senior high school students. In this study the researcher uses qualitative research as a design of this research. According to Creswell (2009:3) research design is plan and the procedure for research to detailed method of data collection and analysis. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. Ary (2010:424) states that the qualitative inquirer deals with the data that are in the form of word or pictures rather than numbers and statistics. In this research, the writer uses qualitative approach because this study focuses on the analysis about how far the exercise of textbook *Pathway to English* for eleventh grade of senior high school students can support the method of communicative language teaching (CLT) in teaching learning process.

B. Data and Source of The Data

The data needed in this study are in the materials and exercises of a textbook entitled *Pathway to English* for eleventh grade of senior high school students, written by TH. M. Sudarwati and Eudia Grace published by Erlangga in 2014. This English textbook consists 12 chapters and the writer will analyze 5 chapters of this book.

C. Techniques of Collecting The Data

On this research of the textbook entitled *Pathway to English* for eleventh grade of senior high school students, the researcher used documentary analysis as the technique of collecting data. Ary et al (2010:442) explain that the researcher of a qualitative research can use written documents or other artifacts to understand the phenomenon within the study. In this study, the kind of document that was used by the researcher is an English textbook. This textbook contains twelve chapters and the researcher will take five chapters of the textbook. The chapters to be analyzed are:

1. Chapter 2 – As Far As I’m Concerned
2. Chapter 4 – We Cordially Invite You
3. Chapter 6 – Do The Following Instructions
4. Chapter 7 – It’s Found Near a Pound
5. Chapter 10 – Why Is It a Good Habit to Have?

Table 3.1 List of Chapters in The Textbook

No.	Chapters	Title
1.	Chapter 1	You Should Keep Your Environment Clean
2.	Chapter 2	As Far As I’m Concerned
3.	Chapter 3	I Wish You All The Best
4.	Chapter 4	We Cordially Invite You
5.	Chapter 5	Dear My Beloved Mother
6.	Chapter 6	Do The Following Instructions
7.	Chapter 7	It’s Found Near a Pound
8.	Chapter 8	If I Have a Lot of Money
9.	Chapter 9	Is It a Mammal?
10.	Chapter 10	Why is it a Good Habit to Have?
11.	Chapter 11	He Was a Hard-Working Man
12.	Chapter 12	I Would Like to Teach The World Sing

The steps to collecting data of the textbook are:

- a) Read the whole textbook entitled *Pathway to English* for elevent grade of senior high school students .
- b) List all chapters in the textbook.
- c) Select the chapters to be analyzed.
- d) Finding out the materials and communicative exercises, then classifying it based on CLT.
- e) Code each exercises based on the kinds of materials and communicative exercises in CLT.

D. Techniques of Analizing The Data

Qualitative method is used by the researcher to analyze the data. On this occasion the researcher used the data analysis techniques according to Miles and Huberman & Saldaña (2014) qualitative analysis as analysis which was done by doing three steps, that are:

1. Data Condensation

According to Miles, Huberman & Saldaña (2014), data condensation refer to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes, transcriptions, documents, and other empirical materials. Data condensation aims to sharpen, sort, focus, discard, and organize data in such a way that “final” conclusions can be drawn and verified. As data collection processed, further episodes of data condensation occur (writing summaries, coding, writing memos). In these steps the researcher will

code each exercise. Miles and Huberman & Saldaña (2014) states that codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study. The writer will use abbreviation on giving codes to the selected chapters.

The first one is according to kinds of materials in CLT proposed by Richards and Rodgers (2014:100-101) which consists of the following materials:

Table 3.2 Codes The Kinds of Materials in CLT

Kinds of Materials	Codes
Text-Based Materials	TeBM
Task-Based Materials	TaBM
Realia-Based Materials	ReBM
Technology Supported Materials	TeSM

The second one is according to the types of communicative exercises in CLT proposed by Nunan (1989:119) and Richards (2006:18-20). The scheme consists of the following communicative exercises:

Table 3.3 Codes The Types of Communicative Exercises in CLT

Types of Communicative Exercises	Codes
Task Continuity	TC
Information Gap	IG
Jigsaw	Ji
Authenticity	Au
Information Transfer	IT
Role Play	RP
Opinion Sharing Information	OSI

There are also the other codes including the abbreviation of the chapter and page where the data is found. The example of the use of coding scheme can be seen in the Table 3.4.

Table 3.4 The Sample of Material and Communicative Exercise Data Coding

Code	Data
32/Ch5/P81/TC/TeBM	<p data-bbox="699 389 1023 409">Read Samy's reply to his father's e-mail.</p> <div data-bbox="699 416 1315 663" style="border: 1px solid black; padding: 5px;"> <p data-bbox="727 427 975 465">From : Sam_emg@yahoo.com To : father_smg@yahoo.com</p> <p data-bbox="727 477 1286 566">Hi, Dad! I did what you told me to do. Last night, I went to Starmedia book store and I found that book. Guess what size I learnt? I just realized that success and significance are two different purposes. I will have finished reading the book before you are back.</p> <p data-bbox="727 568 1286 607">There's something to tell you. Aunt Tina dropped by last Saturday. She didn't know that you went to Medan ten days ago.</p> <p data-bbox="759 609 1286 663">I can't wait for you to get home, Dad. I miss you. Love, Samy</p> </div> <p data-bbox="699 678 1078 768">Check your comprehension. a) What is the e-mail about? b) Why did Samy write 'I miss you' in his email? c) How did Samy salute his father? d) How did Samy close his e-mail?</p>

Notes:

32 = Code Number

Ch5 = Number of Chapter (chapter 5)

P81 = Number of Page (page 81)

TC = Task Continuity (type of communicative exercise)

TeBM = Text-Based Materials (kind of material)

After that, the researcher will read the data from the textbook as the source of data in this study. Then the researcher will group the exercises based on the codes. Data condensation is part of the analysis, with data condensation the researcher can organize data to get the final conclusions.

2. Data Display.

Good and organized data display will make it easier to draw conclusions. According to Mile, Huberman & Saldaña (2014) a display is an organized, compressed assembly of information that permits conclusion drawing and action. The researcher organized the data in the form of exercises in the five selected chapters in the *Pathway to English* textbook

and described them according to the kinds of materials and types of communicative exercises based on CLT.

3. Conclusion Drawing.

To draw conclusions, of course, cannot be done haphazardly, it must go back to see the data to be verified. As stated by Miles, Huberman, & Saldaña (2014) “the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their ‘confirmability’ - that is, their validity”. Then, in this study the researcher used dependability to validate the data. Due to The final conclusions do not only occur at the time of the data collection process, but need to be verified so that they are truly accountable.

E. Trustworthiness of The Data

This research used criteria of trustworthiness by Murdiyanto (2020:67) qualitative research has four criteria for trustworthiness, as follows:

1. Credibility

Credibility means internal validity that concern in causal or explanatory case studies. In qualitative data, testing the validity of data can be done in many ways, include triangulation and member checking that will be used to check the internal validity of research.

2. Transferability

Transferability also known as external validity from qualitative data, that shows degree accuracy of what discovered by the researcher can be implemented in the place where the sample taken.

3. Dependability

The dependability can be tested by an auditor independently audits the whole activity of researcher in conducting the research. Then, the researcher must have the same result with the auditor and it also can be known if the researchers truly do research or not.

4. Confirmability

Confirmability is known for research objectivity test. The research said objective if when the findings of the research agreed by many people.

In this research, the researcher uses one types criteria of trustworthiness in qualitative research, that is dependability. In this study, the researcher need an auditor who expert in CLT topics. So, they are able to understand the validity of the data in this study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer presents the findings that found in the analysis of five chapters from the textbook entitled *Pathway to English*. The analysis will also be presented here.

A. Research Findings

1. The Kinds of CLT Materials Used in the Exercises of the Textbook *Pathway to English*.

The writer used four kinds of materials from Richards and Rodgers (2014:100-101) theory, as a parameter in analyzing the exercises. They are text-based material, task-based material, realia-based material and technology-supported material. The analysis results are described as follows:

a. Text-Based Materials

Text-based materials refer to organized texts used in the textbook to support the learning process. A typical lesson consists of a theme such as relaying information, a task analysis for thematic development such as asking for information, understanding the messages, a practice situation description, a stimulus presentation, comprehension questions, and paraphrase exercises.

In this textbook, text-based materials can be found in all of the selected chapters. In chapter 2 there are four exercises that are classified as text-based materials, namely the exercises number 19, 20,

21 and 22. In chapter 4 there are eleven exercises that are classified as text-based materials, namely the exercises number 28, 30, 31, 32, 34, 41, 42, 45, 46, 47, and 48. In chapter 6 there is one exercise that is classified as text-based materials, namely the exercise with number 62. In chapter 7 there are eight exercises that are classified as text-based materials, namely the exercises code 73, 74, 75, 79, 80, 83, 87, and 88. In chapter 10 there are fifteen exercises that are classified as text-based materials, namely the exercises number 101, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 117, 120, and 122. For example, the author displays data, a text in the form of a personal letter containing an opinion from an uncle named George, to his niece named Ellen, that can be seen in table 4.1, code number 22. There is also an example of an invitation text to attend a school drama performance, in table 4.1, with code number 28. Another example there is a text entitled *The Number of Joe Restaurant's Customer is Declining* the text talks about the number of visitors to the restaurant for six months. It can be seen in table 4.1, code number 106.

Table 4.1. The samples of contents that represent text-based materials in *Pathway to English* textbook.

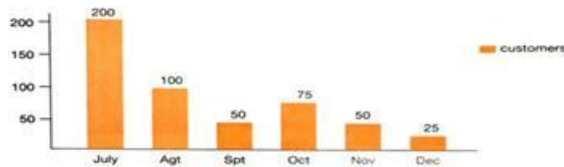
Code	Data
22/Ch2/P33/TeBM/IG	<p>Complete this personal letter with the expression of giving opinions.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Dear Ellen,</p> <p>I just received your letter and I want to let you know my opinion of your plans for the future.</p> <p>I was quite surprised when I read in your letter that you have decided not to finish your studies at university. I realize that you have earned a lot of money from your present job. But with only one more year, _____ (1) you had better finish it first. _____(2), a year is really a short time.</p> <p>I know that working on your thesis really needs your entire time and energy, but _____(3) you can manage your time wisely.</p> <p>You are 23, a grown-up young lady. So, _____(4) you are old enough to make your own mind.</p> <p>My dear niece, please do consider my words very carefully before you make a decision. _____(5) whatever you do, I only know one thing for you, and that is your happiness.</p> <p style="text-align: right;">Uncle George</p> </div>
28/Ch4/P59/TeBM/TC	<p>Read this letter of invitation and answer the questions.</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">VCA School of Drama 28 Dodds Street Southbank</p> <p style="text-align: right;">17 September 2015</p> <p>Mrs. Josie Burton President of Melbourne Chamber of Commerce 35 Bondholder Street Southbank</p> <p>Dear Mrs. Burton,</p> <p>My name is Susannah Kidd and I am writing on behalf of the students of VCA School of Drama.</p> <p>We would like to invite you, or a representative of the Chamber of Commerce to attend a special parody drama entitled "Formalin Pindang", based on an Indonesian Folktale The Legend of Malin Kundang, by postgraduate animator, Fanny Hanusin in collaboration with VCA first-year actors Stuart Bowden, Joana Curtis, Julia Markowski and Carl Polias.</p> <p>The event will take place on:</p> <p>Day/Date : Monday 5 September 2015 – 7.30 p.m. Tuesday 6 September – 6.30 p.m.</p> <p>Duration : 60 minutes</p> <p>Venue : VCA School of Drama, 28 Dodds St, Southbank</p> <p>RSVP to : (031) 9685225 or email info@vca.com.au</p> <p>Dress : Formal</p> <p>It would be a great pleasure for us if you could attend this drama performance.</p> <p>Your sincerely,</p> <p>Susannah Kidd The School Director</p> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the letter about? 2. Who invited Mrs. Josie Burton? 3. Who is Mrs. Josie Burton? 4. Why should the invitation be formal? 5. What event will be held in VCA school of drama? 6. What do you think Josie Burton should do if she can't come? 7. What is RSVP? 8. Who should the RSVP be addressed to?

106/Ch10/189/TeBM/TC

Read this text carefully.

The number of "Joe" Restaurant's customers is declining

The number of customers eating in "Joe" restaurant is declining sharply from July 2013 until December 2013. This is shown in the column graph below.



The graph shows the number of people eating in "Joe" restaurant. In July, there were 200 customers. This was due to the grand opening of the restaurant. In the following month, the number decreased a half to 100 people. In September the number fell to 50 people. Next, in September there was just a small increase. Only 75 people dined in the restaurant. But in November the number fell again into 50. Until December, there was no sharp progress in numbers. Only 25 people dined in "Joe" restaurant.






From the graph shown above, it is clear that the number of "Joe" restaurant customers are declining.

Questions :

1. What does the graph show?
2. In which month does the graph show the highest point? Why?
3. In which month does the graph show the lowest point?
4. In which month does the graph show the leveling-off?
5. Do you think that this report takes the form of an analytical one? Why?
6. Can you make a similar report for a library, a shoe store, a book store, etc? Write a short report in the form of analytical form.

In some chapters there is also a combination of two kinds of materials at once in chapter 7, there is a combination of text-based material and task-based material. The combination can be seen in the exercise with code number 86. In the same chapter there is also a combination of text-based material and realia-based material. This is found in the exercise with code number 93. In chapter 10, there is also a combination of two materials, namely text-based material and task-based material contained in the exercise with code number 116.

Table 4.2. The samples of contents that represent a combination of text-based material and task-based material, materials in *Pathway to English* textbook.

Code	Data
<p>86/Ch7/133/TeBM,TaBM/IT, RP</p>	<p>Create a similar dialogue based on the following text.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">HOW A TSUNAMI HAPPENS</p>  <p>Would you like to know how tsunamis are created? A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Tectonic earthquakes are a particular kind of earthquake. They are associated with the Earth's crustal deformation; when these earthquakes occur beneath the sea, the water above the deformed area is displaced from its equilibrium position. Movement on normal faults will also cause displacement of the seabed, but the size of the largest of such events is normally too small to give rise to a significant tsunami.</p> </div> <p>Work in pairs and role play your dialogue.</p>
<p>93/Ch7/136/TeBM,ReBM/TC, IG</p>	<p>Second challenge. Complete the dialogue with suitable information about the process of making porcelain.</p> <p>TAHER: Hi, Tora, you're back.</p> <p>TORA: You look very sunburned. Did you have a good time?</p> <p>TAHER: Hi! Yes, I sure did.</p> <p>TORA: You went to Jardine Porcelain Manufacturer, didn't you? What did you do there?</p> <p>TAHER: Well, a beautiful lady named Cathy Pearson explained to me (1)</p> <p>TORA: Wow. It sounds interesting. So what is it made from?</p> <p>TAHER: (2)</p> <p>TORA: It's very simple.</p> <p>TAHER: You're right. And the process is also very simple.</p> <p>TORA: Really? Could you explain it to me?</p> <p>TAHER: After (3) and (4) at the desired amounts, they (5) and (6)</p>
<p>116/Ch10/202/TeBM,TaBM/TC,Ji</p>	<p>Read the following speech script.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Script 1</p> <p>Ladies and Gentlemen,</p> <p>I am here tonight to put forward the proposals for the new Town Hall. This will be located in George Street, and will replace the existing building in Mary Baker Street.</p> <p>A new town hall has been necessary for some time. The present building is old-fashioned, cramped and inconvenient. It is impossible to work efficiently in these surroundings.</p> <p>As for the suggestion that the project is a waste of public money, the building in fact represents a valuable investment of public funds. The construction of the building will provide employment for many people, and the building itself will incorporate public facilities such as a library and an art gallery.</p> <p>To sum up, the project will be great value, not only to those directly concerned, but also to the public as a whole. Thank you.</p>  <p style="text-align: right;"><small>Councillor Stewart</small></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Script 2</p> <p>Ladies and Gentlemen,</p> <p>I would like to oppose the building of the new Town Hall on a number of counts.</p> <p>The building would be a disgraceful waste of public money, which could far more usefully be spent on the social services or education. Moreover, the site at George Street has been reserved for some time for a public park, and the construction of the new Town Hall would mean abandoning this plan. The new building, incidentally, will be something of an eyesore, and will not harmonize in anyway with its surroundings.</p> <p>To turn to the question of employment, workers will only be needed on the project for a year or two and will have to find new jobs elsewhere after that. The project will not be of any lasting benefit.</p> <p>In conclusion, I would like to say that I consider this project a shocking waste of money at a time of financial hardship. Thank you.</p>  <p style="text-align: left;"><small>Councillor Stewart</small></p> </div>


In pairs, discuss to answer these questions.	
Questions for Councilor Harper's talk	Questions for Councilor Steward's talk
1. What is the topic of his speech?	1. What is the topic of his speech?
2. What is Councilor Harper trying to do to the audience in his speech?	2. What is Councilor Steward trying to do to the audience in his speech?
3. Why does he think that a New Town Hall is badly needed?	3. Why does he think that a New Town Hall is not necessary?
4. What will the project of the New Town Hall provide?	4. So, what is his conclusion at the end of his speech?
5. So, what is his conclusion at the end of his speech?	5. Identify which one is the thesis, the arguments and the reiteration.
6. Identify which one is the thesis, the arguments and the reiteration.	6. Does the speech take the form of analytical exposition? Why?
7. Does the speech take the form of analytical exposition? Why?	


b. Task-Based Materials

Task-based materials which are prepared to supports CLT classes by suggesting a variety of communicative activities. The materials usually are in the form of one of kind items such as pair communication practice materials and students' interaction practice booklet. The activities in this material such as games, role play, or simulations. Task-based materials can be found in all of the selected chapters. In chapter 2 there are nine exercises that are classified as task-based materials, namely the exercises number 9, 11, 12, 13, 14, 15, 16, 17 and 18. In chapter 4 there are eight exercises that are classified as task-based materials, namely the exercises number 23, 25, 29, 33, 37, 38, 39 and 40. In chapter 6 there are four exercises that are classified as task-based materials, namely the exercises number 56, 60, 61, and 67. In chapter 7 there are four exercises that are classified as

task-based materials, namely the exercises number 78, 81, 82 and 85. In chapter 10 there are two exercises that are classified as task-based materials, namely the exercises number 102 and 121. The examples of task based materials in this book can be seen in table 4.3. There is a short dialogue between two people. The students are asked to practice the dialogue with their friends, it is found in the exercise with code number 37. Then students are asked to discuss with their friends to answer questions, this also includes task-based material which can be seen in exercise with code number 56. In the next exercise with code number 85, there is a dialogue between the reporter and the professor. Students are asked to role play. Therefore, this exercise is classified as task-based material.

Table 4.3. The samples of contents that represent task-based materials in *Pathway to English* textbook.

Code	Data
37/Ch4/P68/TaBM/RP	<p>Practice this dialogue with your friend.</p> <p>Jack : Hey, Maria!</p> <p>Maria : Yeah?</p> <p>Jack : Myra, Neo, Armand and I are going to the Concert in the Park this evening. How about coming with us?</p> <p>Maria : That's a great idea. I've wanted to go there.</p> <p>Jack : Good. We'll meet around 5. Don't miss it.</p> <p>Maria : I won't.</p> 

56/Ch6/P109/TaBM/OSI	<p style="text-align: right; background-color: #f4a460; padding: 2px;">Questioning</p> <p>8. Discuss with your friends to answer these questions.</p> <p>a) When and where do you usually buy clothes? b) Why do you need to buy clothes? c) Why do some people have their clothes made? d) What do you usually do when you buy clothes? Give a tick (✓) to the correct items.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose the appropriate style and model. <input type="checkbox"/> Consider the price and the quality. <input type="checkbox"/> Find a fitting-room to try. <input type="checkbox"/> Directly go to the cashier and pay for it. <input type="checkbox"/> Decide the suitable size. <input type="checkbox"/> Determine the perfect color. <input type="checkbox"/> Make a complaint to the shop assistant. <p>e) What do you usually find in ready-used clothes? Give a tick (✓) to the correct items.</p> <ul style="list-style-type: none"> <input type="checkbox"/> price tag <input type="checkbox"/> brand name label <input type="checkbox"/> size or number <input type="checkbox"/> date of production <input type="checkbox"/> expire date <input type="checkbox"/> instruction to wash  <p style="text-align: right; font-size: small;">Clipart.com</p>
85/Ch7/132/TaBM/RP	<p>Work in pairs and role play a dialogue between a scientist and a reporter about the term of tsunami.</p> <p>REPORTER: Good morning, Professor Sinaga. Well, today's topic is tsunamis. You know Prof, tsunami is very famous word nowadays. But is it true that tsunami is Japanese word?</p> <p>PROFESSOR: You're right. It is a Japanese word with the English translation: "harbor wave". You know, in the past, tsunamis have been referred to as "tidal waves" or "seismic sea waves". Actually the term "tidal wave" is misleading.</p> <p>REPORTER: Misleading? How come?</p> <p>PROFESSOR: OK. Even though a tsunami's impact upon a coastline is dependent upon the tidal level at the time a tsunami strikes, tsunamis are unrelated to the tides.</p> <p>REPORTER: I see. It is said that tides result from the gravitational influences of the moon, sun, and planets.</p> <p>PROFESSOR: Exactly. Even the term "seismic sea wave" is also misleading. "Seismic" implies an earthquake-related generation mechanism, but a tsunami can also be caused by a non-seismic event, such as a landslide or meteorite impact.</p> <p>REPORTER: Thank you very much for sharing with us, Professor Sinaga. We will meet again tomorrow in the same program 'Finding the truth'. See you.</p>

In some chapters there is also a combination of two kinds of materials, namely task-based materials and realia-based materials. Then, in chapter 6 there are three combinations of task-based material and realia-based material in exercises with code number 69, 70 and 71. In chapter 7, there is also a combination of two materials, namely task-based material and realia-based material contained in the exercise with code number 91 and 95. Lastly, in chapter 10 there is only one material that contain task-based material and realia-based material, namely exercise with code number 119.

Table 4.4. The samples of contents that represent a combination of task-based material and realia-based material, materials in Pathway to English textbook

Code	Data
69/Ch6/P120/TaBM, ReBM/Ji	<p data-bbox="699 1115 831 1144">Communicating</p> <p data-bbox="751 1167 1350 1238">Learn these pictures. The pictures tell you about handling an emergency situation calmly. With your friends, present your tips.</p> <div data-bbox="751 1249 1342 1816">  <p>The illustrations show a character in four different scenarios: (a) holding a flashlight in a dark room, (b) pointing at a fire alarm, (c) holding a megaphone outdoors, and (d) reading a book.</p> </div>


<p>91/Ch7/136/TaBM, ReBM/Ji</p>	<p>Find a text from a newspaper or the Internet. Do the following instructions.</p> <ul style="list-style-type: none"> • Discuss the usage of passive voice in the texts. • Underline all passive sentences in the texts. • Analyse the patterns of passive sentences in the texts. • Did you find the pattern of passive sentences expressing past event? 																																																									
<p>119/Ch10/205/TaBM, ReBM/Ji</p>	<p>In groups of four, find an analytical exposition text from the internet or a newspaper. Then, swap your article with other groups. Use this questionnaire to analyze the article.</p> <div data-bbox="683 728 1332 1400"> <p style="text-align: center;">Peer Editing Checklist</p> <table border="1"> <tr> <td>What is the topic of the article?</td> <td colspan="2"></td> </tr> <tr> <td>Can you find the topic easily in the first paragraph?</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No Why? _____</td> </tr> <tr> <td>Does the text organization follow the rules of The Analytical Exposition Test?</td> <td style="text-align: right;">YES</td> <td style="text-align: right;">NO</td> </tr> <tr> <td>Thesis</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Arguments</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Reiteration</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>The purpose of the text</td> <td colspan="2">_____</td> </tr> <tr> <td>Language elements</td> <td style="text-align: right;">YES</td> <td style="text-align: right;">NO</td> </tr> <tr> <td>Topic sentence is stated clearly in each paragraph</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Note : _____</td> <td colspan="2"></td> </tr> <tr> <td>Supporting sentences supports topic sentences in each paragraph</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Topic sentence is stated clearly in each paragraph</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Note : _____</td> <td colspan="2"></td> </tr> </table> </div> <div data-bbox="683 1422 1332 1960"> <table border="1"> <tr> <td>Using connectives to make paragraphs in unity.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Topic sentence is stated clearly in each paragraph</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Note : _____</td> <td colspan="2"></td> </tr> <tr> <td>Are sentences written in Present Tense?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Note : _____</td> <td colspan="2"></td> </tr> <tr> <td>Is the reiteration written clearly</td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No Why? _____</td> </tr> </table> </div>	What is the topic of the article?			Can you find the topic easily in the first paragraph?	<input type="checkbox"/> Yes	<input type="checkbox"/> No Why? _____	Does the text organization follow the rules of The Analytical Exposition Test?	YES	NO	Thesis	<input type="checkbox"/>	<input type="checkbox"/>	Arguments	<input type="checkbox"/>	<input type="checkbox"/>	Reiteration	<input type="checkbox"/>	<input type="checkbox"/>	The purpose of the text	_____		Language elements	YES	NO	Topic sentence is stated clearly in each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	Note : _____			Supporting sentences supports topic sentences in each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	Topic sentence is stated clearly in each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	Note : _____			Using connectives to make paragraphs in unity.	<input type="checkbox"/>	<input type="checkbox"/>	Topic sentence is stated clearly in each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	Note : _____			Are sentences written in Present Tense?	<input type="checkbox"/>	<input type="checkbox"/>	Note : _____			Is the reiteration written clearly	<input type="checkbox"/> Yes	<input type="checkbox"/> No Why? _____
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Is the reiteration written clearly	<input type="checkbox"/> Yes	<input type="checkbox"/> No Why? _____																																																								

c. Realia-Based Materials

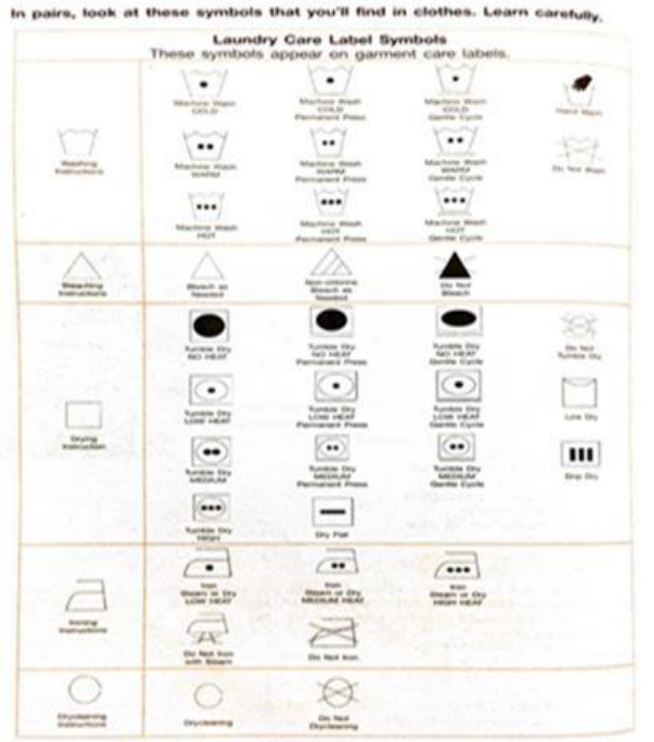
Realia-based materials aim to advocate the use of authentic or from real life materials in the communicative classroom activities. Realia helps students to apply what they learn to the outside world and to expose them to natural language in different kinds of situations. The materials such are magazines, advertisements, and newspaper articles which can build communicatives activities. In the textbook studied by the researcher, there are types of exercises that are classified as realia-based materials in all selected chapters. In chapter 2 there are three exercises that are classified as realia-based materials, namely the exercises number 5, 7 and 8. In chapter 4 there are four exercises that are classified as realia-based materials, namely the exercises number 35, 36, 43 and 44. In chapter 6 there eleven exercises that are classified as realia-based materials, namely the exercises number 53, 54, 55, 57, 58, 59, 63, 64, 65, 66 and 68. In chapter 7 there are five exercises that are classified as realia-based materials, namely the exercises number 84, 89, 90, 92 and 94. In chapter 10 there are three exercises that are classified as realia-based materials, namely the exercises number 100, 103 and 115. The data can be seen in table 4.5. For example, in the exercise with code number 55 there is a tutorial for creating bookmarks, this material is taken from the real world, so it is called realia-based material. The second example is taken from an exercise with code number 57, in this exercise there are symbols on the shirt label and

students are asked to learn these symbols. Then at code number 92, there is an exercise in the form of a diagram that talks about how porcelain is made. This exercise is a kind of exercise which material is taken from the real world.

Table 4.5. The samples of contents that represent realia-based materials in *Pathway to English* textbook.

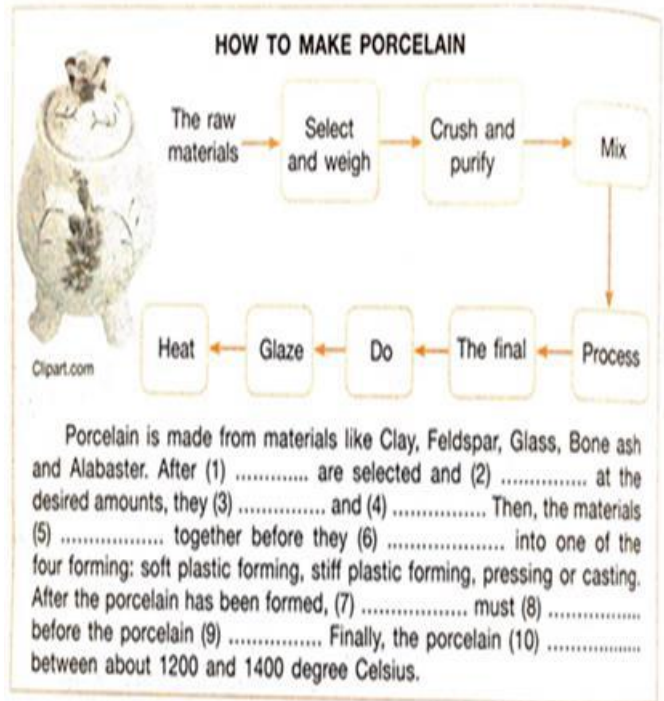
Code	Data
55/Ch6/P108/ReBM/-	<p data-bbox="726 739 1332 795">This is a set of instructions of how to make a bookmark. Observe the text organization.</p> <div data-bbox="694 817 1340 1601"> <p data-bbox="869 851 1133 884">How To Make A Bookmark</p> <p data-bbox="694 840 742 873">Goal</p> <ul data-bbox="790 907 1013 1198" style="list-style-type: none"> • A sheet of lightweight card • Paper in 2 different colors • A glass tumbler or cup (one end with bigger circle and the other end with smaller circle) • A pencil • A ruler • A pair of scissors • Glue • Crayon or felt-tip pens <p data-bbox="694 1019 758 1052">Material</p>  <p data-bbox="1252 1075 1340 1131">The use of imperative</p> <ol data-bbox="790 1209 1220 1534" style="list-style-type: none"> 1. Cut a rectangle about 5 cm x 15 cm out of the card. 2. Draw a circle on the remaining card using one end of the glass tumbler or the cup. 3. Glue this to the end of the card rectangle. 4. Draw a smaller circle on a colored paper and cut it out. 5. Glue the smaller circle onto the centre of the larger card circle. 6. Using the other sheet of colored paper, cut out a small semicircle for the head and glue it to the large circle. 7. Now you can decorate your bookmark. <p data-bbox="694 1344 742 1377">Steps</p> <p data-bbox="1252 1265 1332 1366">Numbers to show sequences 1,2,3,4</p> <p data-bbox="1093 1545 1220 1579">(creative English 1A)</p> </div>

57/Ch6/P110/ReBM/Ji




92/Ch7/136/ReBM/IG

This diagram shows "how porcelain is made". Complete the paragraph below with suitable words and the passive forms to explain the process clearly.



In one chapter there is a combination two kinds of materials, namely realia-based materials and technology-based materials. Those exercises are in the chapter 10 with code number 97 and 98.

Table 4.6. The samples of contents that represent a combination of realia-based material and technology-supported material in Pathway to English textbook



Code	Data
97/Ch10/181/ReBM TeSM/TC	<p data-bbox="699 656 1337 723">Listen to these advertisements. What are these people trying to sell? Number the items.</p>  <p>The image shows four advertisements arranged in a row. From left to right: 1. A Canon Camcorder Legria HF S10. 2. Dr. Laurence LeWinn's formula. 3. St. Ives Shampoos and Conditioners. 4. The Kimberley Hotel. Below each advertisement is a box labeled 'Advertisement' with a blank line underneath for numbering.</p>
98/Ch10/181/ReBM, TeSM/TC	<p data-bbox="699 1167 1337 1189">Listen again. Write the reasons why a customer should buy the items.</p> <p data-bbox="699 1200 1337 1659"> a) Canon Camcorder Legria HF S10 <ul style="list-style-type: none"> • _____ • _____ • ability to capture video in not so-well lit areas. b) Dr. Laurence LeWinn's formula <ul style="list-style-type: none"> • It develops scientific Anti-Wrinkle formula. • _____ • It reveals a smoother and softer surface. c) St. Ives Shampoos and Conditioners <ul style="list-style-type: none"> • _____ • Make hair shiny and manageable. • _____ d) The Kimberley Hotel <ul style="list-style-type: none"> • Prime location • _____ • Friendly service </p>

d. Technology-Supported Materials

Technology-supported materials aim to provide opportunities for accessing different forms of communication with the expanded communicative resources, images, audio, or video. In the textbook

studied by the researcher, in the five selected chapters there are examples of technology-supported materials. In chapter 2 there are six exercises that are classified as technology-supported materials, namely the exercises number 1, 2, 3, 4, 6 and 10. In chapter 4 there are three exercises that are classified as technology-supported materials, namely the exercises number 24, 26 and 27. In chapter 6 there are four exercises which are classified as technology-supported materials, namely the exercises with code number 49, 50, 51 and 52. In chapter 7, there are three exercises that are classified as technology-supported materials, namely the exercises number 72, 76 and 77. In chapter 10 there are three exercises that are classified as technology-supported materials, namely the exercises number 96, 99 and 118. The examples of data can be seen in table 4.7. In the exercise with code number 2, students are asked to listen to an audio about a conversation between a father and a son. The use of audio shows that the material in the exercise includes technology-supported material. In the next exercise with code number 26, students are asked to listen to the dialogue again, so that they can answer multiple choice questions correctly. In the exercise with code number 77, students are asked to listen to the audio in order to know the correct intonation and pronunciation. When the material of an exercise uses audio, it is included in the technology-supported material category.

Table 4.7. The samples of contents that represent technology-supported materials in *Pathway to English* textbook.

Code	Data																									
2/Ch2/P21/TeSM/TC	<p>You will hear a father and his teenage boy commenting on each topic. Do they agree or disagree? Mention the reasons.</p>  <table border="1" data-bbox="710 651 1289 846"> <thead> <tr> <th>Topic</th> <th>Father (agree/disagree)</th> <th>Reasons</th> <th>Teenage Son (agree/disagree)</th> <th>Reasons</th> </tr> </thead> <tbody> <tr> <td>Getting up in the morning</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hanging around with friends</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Playing video games</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Going home late at night</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: right;">Pathway to English 2 </p>	Topic	Father (agree/disagree)	Reasons	Teenage Son (agree/disagree)	Reasons	Getting up in the morning					Hanging around with friends					Playing video games					Going home late at night				
Topic	Father (agree/disagree)	Reasons	Teenage Son (agree/disagree)	Reasons																						
Getting up in the morning																										
Hanging around with friends																										
Playing video games																										
Going home late at night																										
26/Ch4/P58/TeSM/TC	<p>Listen to the dialogue and the questions about it. Choose the best answer from the following options.</p> <ol style="list-style-type: none"> <p>A. She will go to the wedding party.</p> <p>B. She will pick the man up at 6 o'clock.</p> <p>C. She will arrange a new schedule.</p> <p>D. She will have nothing special to do.</p> <p>A. because he felt bored</p> <p>B. because he was not a kind man</p> <p>C. because he didn't like camping</p> <p>D. because he was busy doing his work</p> <p>A. She didn't want to go with her husband.</p> <p>B. She had to pay the cheque for the tickets.</p> <p>C. She will consult with her husband first.</p> <p>D. She already had some other plans.</p> <p>A. An invitation for spending the weekend</p> <p>B. An invitation for graduation day</p> <p>C. An invitation for celebrating a birthday</p> <p>D. An invitation for celebrating a graduation</p> <p>A. The man wants the woman to train the club members.</p> <p>B. They want to hire a trainer for the tennis club.</p> <p>C. The woman agrees to join the tennis club.</p> <p>D. The woman refuses to join the tennis club.</p> 																									
77/Ch7/128/TeSM/TC	<p>Listen and repeat. Pay attention to the pronunciation and the intonation.</p> <ol style="list-style-type: none"> Are tea trees only grown in cool areas? What happens after the tea leaves are picked? How long are the leaves dried under the sun? How many trees are cut down every day to make paper? The tea is put into boxes or bags. The tea is delivered to stores, supermarkets, perhaps a shop near your home . The tea is also exported for international markets. 																									

2. The Types of Communicative Exercises Based on CLT Used in the Exercises of the Textbook *Pathway to English*.

The second research formulation is concerning the use of communicative exercises in the *Pathway to English* textbook. After the researcher classified the kinds of materials from the textbook, then the researcher classified the types of communicative exercises using the theory from Nunan (1989:119) and Richards (2006:18-20). There are seven types of communicative exercises which consist of task continuity, information gap, jigsaw, information transfer, authenticity, role play, and opinion sharing information. The uses of the types of communicative exercises in the *Pathway to English* textbook are discussed as follows:

a. Task Continuity

Task continuity refers to the chaining of activities together to form a sequence, in which the successful completion of prior activities is prerequisite for succeeding ones. For example, students read a text and gain information. Then, from the information they already got, students answer the comprehension questions. After that, students make a dialogue based on the information of the text. These sequential activities are tied in same topic as the text they read before. In chapter 2 there are seven communicative exercises that are classified as task continuity, namely the communicative exercises number 1, 2, 6, 8, 10, 14 and 19. In chapter 4 there are ten communicative exercises that are

classified as task continuity, namely the communicative exercises with number 24, 26, 27, 28, 32, 36, 38, 40, 45 and 47. In chapter 6 there are nine communicative exercises that are classified as task continuity, namely the communicative exercises with code number 49, 50, 51, 52, 53, 54, 58, 65 and 68. In chapter 7 there are nine communicative exercises that are classified as task continuity, namely the communicative exercises with code number 73, 74, 76, 77, 79, 80, 84, 88 and 90. In chapter 10 there are eight teen communicative exercises that are classified as task continuity, namely the communicative exercises with code number 96, 97, 98, 99, 100, 101, 103, 104, 105, 106, 109, 110, 111, 112, 113, 114, 117 and 122. The example of task continuity in *the Pathway to English* textbook can be seen in table 4.8, exercises with code number 28, 54 and 88. In this exercise there is a text, students are asked to read and understand the text. After that, students are asked to sort out the active and passive sentences to be filled in the columns provided. This exercise shows that there are two activities students should do. The first is to read and understand the text, and then they have to fill in the provided fields based on the understanding they get. That is the definition of task continuity, where success in the previous task determines the success of the next task.

Table 4.8. The samples of contents that represent task continuity in *Pathway to English* textbook.

Code	Data
28/Ch4/P59/TeBM/TC	<p>Read this letter of invitation and answer the questions.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">VCA School of Drama 28 Dodds Street, Southbank</p> <p style="text-align: right;">17 September 2015</p> <p>Mrs. Josie Burton President of Melbourne Chamber of Commerce 35 Bondholder Street Southbank</p> <p>Dear Mrs. Burton,</p> <p>My name is Susannah Kidd and I am writing on behalf of the students of VCA School of Drama.</p> <p>We would like to invite you, or a representative of the Chamber of Commerce to attend a special parody drama entitled "Formalin Pindang", based on an Indonesian Folktale The Legend of Malin Kundang, by postgraduate animator, Fanny Hanusin in collaboration with VCA first-year actors Stuart Bowden, Joana Curtis, Julia Markowski and Carl Pollas.</p> <p>The event will take place on:</p> <p>Day/Date : Monday 5 September 2015 – 7.30 p.m. Tuesday 6 September – 6.30 p.m.</p> <p>Duration : 60 minutes Venue : VCA School of Drama, 28 Dodds St. Southbank RSVP to : (031) 9685225 or email info@vca.com.au Dress : Formal</p> <p>It would be a great pleasure for us if you could attend this drama performance.</p> <p>Your sincerely, Susannah Kidd The School Director</p> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the letter about? 2. Who invited Mrs. Josie Burton? 3. Who is Mrs. Josie Burton? 4. Why should the invitation be formal? 5. What event will be held in VCA school of drama? 6. What do you think Josie Burton should do if she can't come? 7. What is RSVP? 8. Who should the RSVP be addressed to?
54/Ch6/P107/ReBM/TC	<p>Read this text and decide whether the statements are True (T) or False (F).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Tips for Buying Shoes</i></p> <ol style="list-style-type: none"> 1 Shop for new shoes in the afternoon or evening. During the course of the day our feet normally swell a little. Buying shoes later in the day helps assure a better fit. 2 Be sure to have both feet measured. Often one foot is a little longer than the other one. Buy the shoe size that fits your larger foot. Always stand up for foot measurements. 3 Always try on both shoes and walk around the store to check for comfort. 4 When trying on shoes, wear the same type of sock you plan to wear with your new shoes. 5 If you wear orthotic devices, take these with you to try in potential shoes. 6 Do not buy shoes that feel like they need to be broken in. Shoes should be comfortable immediately. 7 Children's feet should be measured every three months to monitor growth. It is not unusual for a child's feet to grow two to three sizes in one year. 8 Buy sport specific shoes to reduce the risk of sports injuries. In other words, if you plan to play basketball, buy shoes designed for this activity. If you plan to run or walk for exercise, wear running shoes. 9 Purchase shoes for running or walking at a running specialty store. These are highly specialized shoes and you need the help of a specialist to choose the correct shoes for you. </div> <ol style="list-style-type: none"> 1. It is advisable not to buy shoes in the morning. T – F 2. You had better buy shoes in a shoe store because there is an expert that will help you choose the suitable shoes for you. T – F 3. We don't need to measure both of our feet, because the left foot is the same size as the right foot. T – F 4. If you don't find the right size of your shoes, you can buy the one less number from your exact number as long as your feet can get into the shoes. T – F 5. You can use a pair of shoes for many different purposes as long as they are comfortable for your feet. T – F

88/Ch7/134/TeBM/TC

Read the text about 'Auctions'. Analyse the underlined sentences by completing the columns. Some are done for you.

Active sentences				Passive sentences			
subject	predicate	object	others	subject	to be	verb 3	others
He	asks	the crowd assembled	in the auction-room	They	are	conducted	by an officially approved auctioneer



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AUCTIONS

Auctions are public sales of goods. They are conducted by an officially approved auctioneer. He asks the crowd assembled in the auction-room to make offers, or bids for the various items on sale. He encourages buyers to bid higher figures, and finally names the highest bidder as the buyer of the goods. This is called "knocking down" the goods, for the bidding ends when the auctioneer bangs a small hammer on a table at which he stands. This is often set on a raised platform called a rostrum.

An auction is usually advertised beforehand with full particulars of the articles to be sold and the place and the time they can be viewed by the prospective buyers. If the advertisement cannot give full details, catalogues are printed, and each group of goods to be sold together, called a "lot", is usually given a number.

Practically all goods are sold by auction. Among these are antique furniture, houses, paintings, cars, land and property, rare books, and ceramics. The auction rooms at Christie's in London and Sotheby's in New York are world-famous. Except

In several chapters, the researcher found that combinations the types of exercises between task continuity and others. The first is in chapter 2, there are two exercises that are included in the combination of task continuity and opinion sharing information types, they are in the exercises number 3 and 4. Then, in chapter 7 there are two combinations the types of exercise between task continuity and role play, this is found in the exercise with code number 95. In the same chapter, a combination of exercise types between task continuity and information gap is also found, shown in the exercise with code number 93. The last, in chapter 10 there are two combinations the type of exercises, that are task continuity and role play. This combination can

be found in the exercise with code number 121. In the same chapter there are three exercises which are a combination between task continuity and jigsaw as shown in the exercises number 107, 116, and 118.

b. Information Gap

Information gap is a technique in language teaching in which students miss the information needed to complete an assignment or solve a problem. A language teaching by bringing up gaps in an information in the text, then students are asked to complete it. This is useful to enrich students' vocabulary and then support fluency in English. In chapter 2 there are three communicative exercises that are classified as information gap, namely the communicative exercises number 20, 21 and 22. In chapter 4 there are four communicative exercises that are classified as information gap, namely the communicative exercises number 30, 41, 46 and 48. In chapter 6 there are four communicative exercises that is classified as information gap, namely the communicative exercises numbers 59, 63, 64 and 66. In chapter 7 there are three communicative exercises that are classified as information gap, namely the communicative exercises number 72, 83 and 92. In chapter 10 there are two communicative exercises that are classified as information gap, namely the communicative exercises number 108 and 115. In the table below, there is an example of exercise that is classified as information gaps. In the exercise with

code number 20, there is a dialogue among Ahmed, Beta and Cyrus who talked about the international education expo. In the dialogue there are gaps and students are asked to fill in the gaps with the appropriate sentences.

Table 4.9. The sample of content that represent information gap in *Pathway to English* textbook.

Code	Data
20/Ch2/P32/TeBM/IG	<p>Communicating</p> <p>Complete this dialogue with the expressions provided in the box.</p> <p>AHMED: Have you visited the International Education Expo held by IALF?</p> <p>BETA: Yes, I have. I visited it last week. Many people went there, too.</p> <p>CYRUS: 1) Indonesian students should continue their study abroad?</p> <p>AHMED: 2), I would rather say "No" because studying abroad can be very overwhelming.</p> <p>BETA: 3) but if you have better financial support, you have to expand your knowledge by studying abroad.</p> <p>AHMED: 4).</p> <p>CYRUS: 5). If you continue your study abroad, you'll get the chance of exploring issues related to globalization, development, poverty, environment and social inequity. You will return home with a more nuanced understanding of the world.</p> <p>BETA: 6) Besides, you will quickly enhance your skills in the language you're studying. You will learn spoken language by the local community.</p> <p>AHMED: 7)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Yes, I think so, too. • Do you think so? • Well, I don't object to your opinions, but to some degree, I'm not so sure. • Well, if you ask me, • Yes, I entirely support Beta's idea. • I partly agree with your opinion. • Do you think that </div>

c. Jigsaw

In jigsaw the students are divided into two groups or more. Each group has the information needed to complete an activity, then they will explain to each other. In the *Pathway to English* book there is a type of communicative exercise called jigsaw. In chapter 2 there is

no communicative exercises that are classified as a jigsaw. In chapter 4 there is only one communicative exercise that is classified as a jigsaw, namely the communicative exercise with code number 44. In chapter 6 there are three communicative exercises classified as jigsaw, namely the communicative exercises number 57, 61 and 69. In chapter 7 there are two communicative exercises that are classified as jigsaw, namely the communicative exercises number 82 and 91. In chapter 10 there is only one communicative exercises that are classified as jigsaw, namely the communicative exercise with code number 119. One example is shown in table 4.10, with code number 44. In this exercise students form group of four, students are asked to make clippings about letters, cards, posters and pamphlets. They can take material from newspapers, magazines or the internet. Each student gets one part of the material, after which each student analyzes it, then explains to each other.

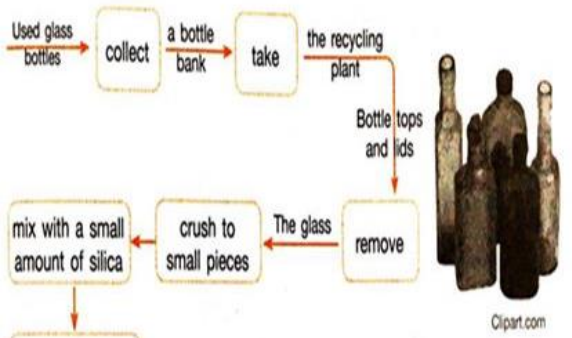
Table 4.10. The example of content that represent jigsaw in *Pathway to English* textbook.

Code	Data																														
44/Ch4/P72/TaBM/Ji	<p data-bbox="686 1406 1348 1480">. In groups of four, make clippings of kinds of invitation (letters, cards, posters, pamphlets) and then analyze them in this table.</p> <table border="1" data-bbox="702 1496 1348 1921"> <thead> <tr> <th data-bbox="710 1507 758 1574">No.</th> <th data-bbox="758 1507 853 1574">Form</th> <th data-bbox="853 1507 965 1574">Purpose</th> <th data-bbox="965 1507 1061 1574">Formal/ Informal</th> <th data-bbox="1061 1507 1173 1574">Addressed to</th> <th data-bbox="1173 1507 1340 1574">Phrases of invitation</th> </tr> </thead> <tbody> <tr> <td data-bbox="710 1574 758 1653">1</td> <td data-bbox="758 1574 853 1653">Pamphlets</td> <td data-bbox="853 1574 965 1653">To attend a book fair</td> <td data-bbox="965 1574 1061 1653">Informal</td> <td data-bbox="1061 1574 1173 1653">Book Readers</td> <td data-bbox="1173 1574 1340 1653">Book Fans are invited to attend the book fair</td> </tr> <tr> <td data-bbox="710 1653 758 1731"></td> <td data-bbox="758 1653 853 1731"></td> <td data-bbox="853 1653 965 1731"></td> <td data-bbox="965 1653 1061 1731"></td> <td data-bbox="1061 1653 1173 1731"></td> <td data-bbox="1173 1653 1340 1731"></td> </tr> <tr> <td data-bbox="710 1731 758 1809"></td> <td data-bbox="758 1731 853 1809"></td> <td data-bbox="853 1731 965 1809"></td> <td data-bbox="965 1731 1061 1809"></td> <td data-bbox="1061 1731 1173 1809"></td> <td data-bbox="1173 1731 1340 1809"></td> </tr> <tr> <td data-bbox="710 1809 758 1888"></td> <td data-bbox="758 1809 853 1888"></td> <td data-bbox="853 1809 965 1888"></td> <td data-bbox="965 1809 1061 1888"></td> <td data-bbox="1061 1809 1173 1888"></td> <td data-bbox="1173 1809 1340 1888"></td> </tr> </tbody> </table>	No.	Form	Purpose	Formal/ Informal	Addressed to	Phrases of invitation	1	Pamphlets	To attend a book fair	Informal	Book Readers	Book Fans are invited to attend the book fair																		
No.	Form	Purpose	Formal/ Informal	Addressed to	Phrases of invitation																										
1	Pamphlets	To attend a book fair	Informal	Book Readers	Book Fans are invited to attend the book fair																										

d. Information Transfer


Information transfer is an activity of presenting one form of information in another form. In chapter 2, 6, and 10 there is no communicative exercise classified as information transfer. While, in chapter 4 there are two communicative exercises classified as information transfer, namely the communicative exercises number 31 and 42. In chapter 7 there is only one communicative exercise that is classified as information transfer, namely the communicative exercise with code number 94. For example, the exercise in the *Pathway to English* textbook is shown in table 4.11 with code number 94. The exercise provides a diagram about the process of recycling glass bottles, then students are asked to describe the process in paragraphs. In this exercise students are asked to take information and present it in another form.

Table 4.11. The samples of contents that represent information transfer in *Pathway to English* textbook.

Code	Data
94/Ch7/137/ReBM/IT	<p data-bbox="788 1391 1362 1458">Write a short paragraph about the diagram using suitable words and the passive forms to explain the process clearly.</p> <p data-bbox="868 1480 1241 1518" style="text-align: center;">THE PROCESS OF RECYCLING GLASS BOTTLES</p>  <p data-bbox="1278 1850 1342 1877" style="text-align: right;">Clipart.com</p>

There is a combination of communicative exercises, namely between information transfer and roleplay. This type of combination of communicative exercises is found in chapter 7, namely communicative exercise with code number 86.


Table 4.12. The sample of content that represent a combination between information transfer and role play in *Pathway to English* textbook

Code	Data
86/Ch7/133/TeBM,TaBM/IT,RP	<p data-bbox="722 705 1141 750">Create a similar dialogue based on the following text.</p> <div data-bbox="722 772 1324 1288">  <p data-bbox="1021 795 1244 817">HOW A TSUNAMI HAPPENS</p> <p data-bbox="949 840 1316 1276">Would you like to know how tsunamis are created? A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Tectonic earthquakes are a particular kind of earthquake. They are associated with the Earth's crustal deformation; when these earthquakes occur beneath the sea, the water above the deformed area is displaced from its equilibrium position. Movement on normal faults will also cause displacement of the seabed, but the size of the largest of such events is normally too small to give rise to a significant tsunami.</p> </div> <p data-bbox="722 1355 1053 1388">Work in pairs and role play your dialogue.</p> <p data-bbox="1252 1332 1364 1400">Associating</p>

e. Authenticity

Authenticity is a communicative exercise that asks students to carry out activities like in the real world. From the five chapters studied by the writer, this type of communicative exercise is only found in chapter 2 with code numbers 5 and 7. In table 4.13 with code number 5, students are asked to make greeting cards for their father and mother. This is an activity that reflects activities in the real world.

Table 4.13. The sample of content that represent authenticity in *Pathway to English* textbook.


Code	Data
5/Ch2/P22/ReBM/Au	<p data-bbox="805 443 1348 474">Make a card of appraisals for your father or mother, like the example given.</p>  <p>The image shows two examples of handwritten appraisal cards. The first card is for 'mom' and contains the following text: 'Mom is such a special word', 'The love that I've ever heard', 'at least to you', 'I love all the rest', 'Mom, you're so special', and 'You are simply the best'. The second card is for 'DAD' and contains the following text: 'I love my DAD', 'Together we are:', '- Invincibles', '- Braves', '- Strong', and '- tidies'.</p>

f. Role Play

Role Play is a communicative exercise by conducting a dialogue between a student and another student. In role play, students are required to actively communicate orally. In the *Pathway to English* textbook there is a type of communicative exercise, namely role play. In chapter 2 there are five communicative exercises that are classified as role play, namely the communicative exercises number 13, 15, 16, 17 and 18. Then, in chapter 4 there are three communicative exercises that are classified as role play, namely the communicative exercises number 29, 37 and 39. As a sample the author shows in table 4.14, with code number 39. In chapter 6 there are two communicative exercises that are classified as role play, namely the communicative

exercises number 70 and 71. Next, in chapter 7 there is only one communicative exercise that is classified as role play, namely the communicative exercise with code number 85. Lastly, in chapter 10 there is no communicative exercise which is classified as role play. In this exercise, students are asked to have a dialogue with their friends, they act as Ketut and Putu.



Table 4.14. The sample of content that represent role play in *Pathway to English* textbook.

Code	Data
39/Ch4/P68/TaBM/RP	<p data-bbox="702 952 1013 996">. Practice this dialogue with your friend.</p> <p data-bbox="710 1030 1013 1075">Ketut : Would you like to see a movie?</p> <p data-bbox="710 1086 949 1131">Putu : Is the film interesting?</p> <p data-bbox="710 1142 1308 1288">Ketut : I think so. It's "Hachiko". It's about a dog waiting his master faithfully at the railway station until it died of cold without knowing that his master had died.</p> <p data-bbox="726 1411 989 1456">Putu : Sounds like a good film.</p> <p data-bbox="726 1467 1125 1512">Ketut : Oh, come on. Let's forget work for a while.</p> <p data-bbox="726 1523 1141 1624">Putu : Oh, not now! I have so much work to do today. But thanks for inviting me.</p> <p data-bbox="726 1635 1109 1680">Ketut : Okay. Maybe next time. Have a nice day!</p> <p data-bbox="726 1691 1013 1736">Putu : You too. Have a good time.</p> 

g. Opinion Sharing Information

Opinion sharing information is a learning activity in which students compare their opinions or beliefs with other students. This exercise asks students to practice expressing their opinion. In chapter 2 there are three communicative exercises that are classified as opinion sharing information, namely the communicative exercises number 9, 11 and 12. Next, in chapter 4 there are two communicative exercises that are classified as opinion sharing information, namely the communicative exercises code number 33 and 35. In chapter 6 there is only one communicative exercise classified as opinion sharing information, namely the communicative exercise with code number 56. In chapter 7 there are two communicative exercises that are classified as opinion sharing information, namely the communicative exercises number 78 and 81. The last, in chapter 10 there is only one communicative exercises that is classified as opinion sharing information, namely the communicative exercise with code number 102. As a sample, the researcher presents the opinion sharing information exercise in table 4.15, with code number 33, from chapter 4 and 102, from chapter 10. In this exercise, students are asked to give their opinion about the invitation letter and express an opinion about something to someone.

Table 4.15. The samples of contents that represent opinion sharing information in *Pathway to English* textbook.

Code	Data
33/Ch4/P64/TaBM/OSI	<p>Discuss the following questions with your friends and your teacher.</p>  <ol style="list-style-type: none"> Have you ever received an invitation card or letter? To what occasion were you invited? How did you feel when you received an invitation? What important information do you get from an invitation? Based on the important information you need, what should be written in the invitation letter/card?
102/Ch10/187/TaBM/ OSI	<p>Discuss the following questions with your friends and your teacher. Questioning</p>  <ol style="list-style-type: none"> Have you ever expressed your opinions about something to someone? What does "persuasion" mean? What do you really mean by persuading someone? Do people always agree with what you think? Why? How do you feel when someone doesn't agree with your opinions? What expressions are used to tell your opinions? <p style="text-align: center; font-size: small;">Clipart.com</p>

In the *Pathway to English* textbook that the researcher studied, there are several exercises that are not included in the type of communicative exercises based on CLT. The details are as follows, in chapter 4 there are four exercises that are not classified as communicative exercise types based on CLT, namely exercises

number 23, 25, 34, 43. Then, in chapter 6 there are also four exercises that are not classified as type of communicative exercises based on CLT, namely exercises number 55, 60, 62, 67. Next, in chapter 7 there are three exercises that are not classified as type of communicative exercises based on CLT, namely exercises number 75, 87, 89. The last, in chapter 10 there is only one exercise in that chapter, that is not classified as communicative exercise based on CLT, namely exercise with code number 120.

Table 4.16. The samples of exercises that are not classified as type of communicative exercises based on CLT.

Code	Data
34/Ch4/P65/TeBM/-	<p>Read the following letter. Pay attention to its structure.</p> <p>Generic Structure</p> <p>Letter of Invitation</p> <p>Parts</p> <p><i>Intro details</i></p> <p>VCA School of Drama 28 Dodds Street Southbank</p> <p>17 September</p> <p>Mrs. Josie Burton President of Melbourne Chamber of Commerce 35 Bondholder Street Southbank</p> <p>Dear Mrs. Burton,</p> <p>My name is Susannah Kidd and I am writing on behalf of the students of VCA School of Drama.</p> <p>We would like to invite you, or a representative of the Chamber of Commerce to attend a special drama parody entitled.</p> <p>"Formalin Pindang", based on an Indonesian Folktale The Legend of Malin Kundang, by postgraduate animator Fanny Hanusin in collaboration with VCA first-year actors Stuart Bowden, Joana Curtis, Julia Markowski and Carl Polias.</p> <p>The event will take place on:</p> <p>Day/Date : Monday 5 September – 7.30 p.m. Tuesday 6 September – 6.30 p.m.</p> <p>Duration : 60 minutes</p> <p>Venue : VCA School of Drama, 28 Dodds St. Southbank</p> <p>RSVP to : (03) 9685225 or email info@vca.com.au</p> <p>Dress : Formal</p> <p>It would be a great pleasure for us if you could attend this drama presentation.</p> <p>Your sincerely,</p> <p><i>Susannah Kidd</i></p> <p>Susannah Kidd The School Director</p> <p><i>Senior's address</i></p> <p><i>Date</i></p> <p><i>Recipient's name and address</i></p> <p><i>Greeting/salutation</i></p> <p><i>Introduction</i></p> <p><i>The actual invitation</i></p> <p><i>A statement of details regarding:</i></p> <ul style="list-style-type: none"> The event The time The date and place <p><i>A request for a response</i></p> <p><i>Any special considerations regarding dresses (Dress Code/Attire)</i></p> <p><i>Complimentary close and signature</i></p> <p><i>Formal sign-off</i></p>

25/Ch4/P58/TaBM/-	<p>Which utterances show invitations to do something? Put a check (✓) on your choices.</p> <p><input type="checkbox"/> What do you want me to do, Sir? <input type="checkbox"/> C'mon. Join us in this exciting program</p> <p><input type="checkbox"/> That's it! I've got an idea. <input type="checkbox"/> Always keep your inner beauty.</p> <p><input type="checkbox"/> Why not begin healthy living since we're young?</p>
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B. Discussions

This section consists further discussions about the study especially about findings of the research shown above. The discussion is carried out by employing the perspective from several theoretical frameworks related to the study. It is done in order to support the answers of the first and second research formulation. Like the findings above, this section is also divided into two parts based on the research formulation as follows:

1. Kinds of Materials Used in the Exercises of the Textbook *Pathway to English for Elevent Grade of Senior High School Students*

Material in learning that includes knowledge (cognitive), attitudes (affective), and skills (psychomotor). In CLT, the material is divided into four kinds. Based on the data analysis written in the research findings, the researcher found all the materials based on CLT in the *Pathway to English* textbook. They are text-based material, task-based material, realia-based material, and technology-supported material. The four types of material are contained in the chapters selected for analysis.

In all the chapters selected for analysis, there are 39 exercises that are classified as text-based materials. This indicates that text-based material is the most dominant material in the *Pathway to English* textbook. In the five selected chapters, there are also 2 exercises which are a combination of text-based material and task-based material. As well as 1 exercise which is a combination of text-based material and realia-based material. According to Richards and Rodgers (2014:100), “text-based material is a material in learning that contains organized text, then students are asked to understand the message in the text then answer questions and do the exercises afterwards”. So, text-based material is the most common type of material in this book. It aims to familiarize students to be able to understand the message conveyed in a reading text and answer the questions afterwards. That way, students will be trained to think critically and of course will gain more vocabulary during the process.

The research findings are comparable with the research conducted by Wulandari et.al. (2017) who found that text-based material is the type of material most commonly found in the book under study, namely *English in Focus* written by Artono Wardiman. In a book published by CV Nugraha, it was found that text-based material was the most dominant material in *English in the focus* textbook. Therefore, the author, citing the opinion of Martin (2010) a text-based approach in language learning is an approach that is in line with the curriculum that emphasizes the scientific approach. So, with text-based material based on CLT, students practice to

understand and process the information they get in order to do the next assignment. Thus, text-based material based on CLT is also the most common material in exercises in the *Pathway to English* textbook.

Furthermore, in the five selected chapters, there are 27 exercises that are classified as task-based materials. There are also 6 exercises which are a combination of two types of materials, namely task-based materials and realia-based materials. Richards and Rodgers (2014:100), “task-based material is material that contains communicative activities carried out by students such as partner communication practices, playing clue cards, roleplay, games and pair work tasks”. In the five chapters selected in this book, there are 26 exercises that are classified as realia based materials. There are also 2 exercises which are a combination of realia-based materials and technology-based materials. Richards and Rodgers (2014:101), “realia-based materials aiming to advocate the use of authentic or from real life materials in the communicative classroom activities”. Which includes realia-based materials in CLT such as signs, magazines, advertisements, and newspapers, internet, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. In this book there are also 19 exercises that are classified as technology-based materials. Richards and Rodgers (2014:101), “technology based material is a material that is supported by communication technology in the form of images, audio and video to train students' abilities to be more communicative in accordance

with the objectives of CLT”. From this description, it shows that the four types of material in CLT are contained in the five chapters studied in the *Pathway to English* book. However, more than a quarter of the exercises studied included text-based materials. Task-based materials are in the second most common, while realia-based materials are in the third most. The last technology-based material is the fewest kinds of material in this book.

The *Pathway to English* textbook covers all the material proposed by Richards and Rodgers. According to Richards and Rodgers (2014: 100), “materials in CLT have a major role in influencing the quality of student interaction in class and the use of communicative language”. This textbook can be used to increase students' ability in English. Text-based materials can train students' abilities, especially in terms of reading, with a lot of reading, students will automatically find it easier to write. Task-based materials can train students' skills in speaking, communicating with friends. Realia-based materials will hone students to be more confident and fluent when speaking in English because the materials used are based on the real world or daily life. Then, technology-based materials are very useful to hone students' listening skills.

2. Types of Communicative Exercises Used in the Textbook *Pathway to English* for Eleventh Grade of Senior High School Students

In learning materials there are theories and exercises. In CLT there are seven types of exercises which are classified as communicative

exercises. The seven types of communicative exercise can also be found in the analyzed chapters of the *Pathway to English* textbook. They are task continuity, information gap, authenticity, role play, jigsaw, information transfer, and information sharing opinion. To determine the type of communicative exercises, we must understand the instructions of an exercise or task.

The findings in the five chapters selected for research indicate that task continuity is the dominant type of communicative exercise in the *Pathway to English* textbook. In this textbook there are 53 communicative exercises which are included in the type of task continuity. In this book there is also 1 communicative exercise which is a combination of task continuity and information gap, then there are 3 exercises which are a combination of task continuity and jigsaw, after that there are 2 exercises which are a combination of task continuity and role play. According to Nunan (1989:119), “task continuity is a series of activities that form a sequence, in which the successful completion of prior activities is prerequisite for succeeding ones”. For example, students read a text and gain information such as theme, roles, place, etc. Then, from the information they got, students answer the comprehension questions.

This is in line with research conducted by Istiqomah (2018) which found that task continuity is the most dominant type of communicative exercise in the textbook *Forward For Vocational School Grade XII* published by Erlangga. Until now, task continuity proposed by Nunan is a

type of communicative exercise that is still relevant and most widely used in learning, including language lessons.

Furthermore, in the five chapters selected for research, there are 16 communicative exercises which belong to the type of information gap. According to Richards (2006:18), “information gap is a language teaching by bringing up gaps in an information in the text, then students are asked to complete it”. This is useful to enrich students' vocabulary and then support fluency in English. Then, there are also 7 communicative exercises that belong to the type of jigsaw. Richard (2006:19), “in jigsaw, the students divided into two part or more”. Each part has the information needed to complete an activity, then they will explain to each other.

Then, in the five studied in the *Pathway to English* textbook, there are only 3 communicative exercises that are classified as the type of information transfer. There is also 1 communicative exercise in this book which is a combination of information transfer and role play. Richard (2006:19), “information transfer is an activity of presenting one form of information in another form”. After that, in this textbook there are 2 communicative exercises which belong to the type of authenticity and 11 communicative exercises which belong to the type of role play. The last, there are 9 communicative exercises which are classified as types of opinion sharing information. According to Richard (2006:19), “opinion sharing information is one type of communicative exercise where students compare their opinions or beliefs with other students”. In the five chapters

selected for research, there are 12 exercises that are not classified as communicative exercises based on CLT according to Richard.

From the explanation above, the researcher concludes that seven types of communicative exercises based on CLT are found in five chapters that have been studied. The highest type of communicative exercises in this book is task continuity, followed by information gap, role play, opinion sharing information, jigsaw and information transfer as well as authenticity which is the least type of communicative exercises in this textbook. Richard (2006:14), “communicative exercise on CLT has a function, namely to develop fluency in language use”. In this book there are all types of communicative exercise based on CLT. It means, this textbook is good to be used as teaching material to support learning English, one of which is for students to be able to speak English fluently, not only in theory, but also able to use it in daily life.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the analysis of the textbook *Pathway to English*, for eleventh grade of senior high school, written by Th.M.Sudarwati and Eudia Grace, published by Erlangga, the writer draw conclusions as follows:

The researcher implemented the kinds of materials proposed by Richards and Rodgers (2014:100-101) to analyze the contents of the book entitled *Pathway to English*. There are four kinds of materials based on CLT, namely text-based material, task-based material, realia-based material, and technology-based material. These findings indicate that the most dominant kind of material in the five selected chapters in this book is text-based material, there are 39 exercises. Text-based materials have the highest number of exercises in this book, followed by task-based materials, then realia-based materials, and the least are exercises which are a type of technology-based material. Although there are few exercises that are classified as kind of technology-based materials compared to other materials, the results of the study show that there are four kinds of materials developed in the textbook, which are text-based material, task-based material, realia-based material, and technology-supported material. These materials can train and improve students' abilities in English.

This study also implemented the types of communicative exercises according to Nunan (1989:119) and Richards (2006:18-20) to analyze the *Pathway to English* textbook. There are seven types of communicative exercises in this book, namely task continuity, information gap, jigsaw, information transfer, authenticity, role play, opinion sharing information. The findings reveal that the most dominant type of communicative exercises represented in this book is task continuity. There are 53 communicative exercises in this book that belong to the type of task continuity. Then followed by information gap, role play, opinion sharing information, jigsaw, and the types of communicative exercises that are at least in the five chapters chosen to be studied in this book, namely information transfer, and the last is authenticity. From this research, it can be seen that the textbook develops all types of communicative exercises based on CLT proposed by Nunan and Richards. So, can be concluded that in the textbook *Pathway to English* there are all kinds of materials and types of communicative exercises based on CLT.

B. Suggestions

Based on the results of research on books that the author has done, the author would like to give some suggestions as follows:

1. The authors of the textbook

Textbook writers should add several kinds of materials such as technology-supported materials and add several types of communicative exercises such as information transfer and authenticity in textbooks written to be used as materials for learning and teaching languages, especially

English. Thus, the types of materials and communicative exercises in English textbooks will be balanced. With the balance of materials and communicative exercises, it is hoped that students' English skills will also be maximized.

2. The teachers

Teachers must be active in looking for other sources that can be used as teaching materials to complement the material or communicative exercises that are lacking in textbooks. Teachers can take material from the internet or other textbooks. So that the output of the learning process is maximized.

3. Other Researchers

For other researchers who are interested in analyzing a textbook with the same method with different theories or even using the same theory but with different objects, they can use this research as a reference.

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APPENDIX 1

The Summary of the Materials and Communicative Exercises Based on CLT

1. The Kinds of Materials Based on CLT (Richards and Rodgers, 2014)

The Kinds of Materials	Definitions
Text-based materials	organized texts used in the textbook to support the learning process.
Task-based materials	prepared to supports CLT classes by suggesting a variety of communicative activities
Realia-based materials	advocate the use of authentic or from real life materials in the communicative classroom activities
Technology-supported materials	provide opportunities for accessing different forms of communication with the expanded communicative resources, images, audio, or video.

2. The Types of Exercises Based on CLT (Nunan,119) and (Richards,18-20)

Types of Communicative Exercises	Explanations
Task continuity	In task continuity, the success of the previous task will determine the success of the next task.
Information gap	A language teaching by bringing up gaps in an information in the text, then students are asked to complete it. This is useful to enrich students' vocabulary and then support fluency in English.
Jigsaw	The students divided into two part or more. Then they will explain to each other.
Information transfer	An activity of presenting one form of information in another form.
Authenticity	Activities that mirror the real world and use real world or “authentic” sources as the basis for classroom learning.
Role play	Activities in which students are assigned roles in a scene based on given information or clues.
Opinion sharing information	Learning activities in which students compare their opinions or beliefs with other students.

APPENDIX 2

Analysis of the Textbook Based on CLT

Textbook's title : Pathway to English

Analyst 1/the researcher : Sumita Ramadhanty


Analyst 2/auditor : Noviana Puspitasari, S.Pd.

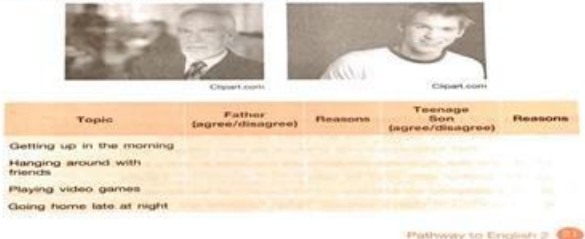
Notes:


KoM = Kind of Material, **TeBM** = text-based material, **TaBM** = task-based material, **ReBM** = realia-based material, **TeSM** = technology supported material.

ToCE = Kind of Communicative Exercise, **TC** = task continuity, **IG** = information gap, **Ji** = jigsaw, **IT** = information transfer, **Au** = authenticity, **RP** = role play, **OSI** = opinion sharing information.



Coding format : code number/number of chapter/number of page/kind of material/type of communicative exercise.


Data	Analyst 1			Analyst 2			Code
	KoM	ToCE	Explanation	ToM	KoCE	Expln	
 <p>The screenshot shows a listening exercise. At the top, it says 'Observing' and 'You will listen to a mother and her teenage daughter commenting on each topic. Do they agree or disagree? Mention the reasons.' Below this are two photos of a woman and a girl. At the bottom, there is a table with columns: Topic, Mother (agree/disagree), Reasons, Teenage daughter (agree/disagree), and Reasons. The topics listed are: Keeping room tidy, Choosing an appropriate dress, Using cellular phone, and Learning to cook.</p>	TeSM	TC	The material of the exercise beside is technology supported material because students are asked to listen the conversation. Then, they must fill in the task fields based on the audio they had listened to.	✓	✓	✓	1/Ch2/P21/TeSM/TC


<p>You will hear a father and his teenage boy commenting on each topic. Do they agree or disagree? Mention the reasons.</p> 	TeSM	TC	The students were still asked to listen an audio about conversation between father and son. Then, the students were asked to fill in the information table based on the audio they had listened.	✓	✓	✓	2/Ch2/P21/TeSM/TC
<p>What is your opinion? Consider each of the topics again. Do you think...</p> <p>a. the mother is:</p> <p><input type="checkbox"/> too strict <input type="checkbox"/> moderate <input type="checkbox"/> too liberal</p> <p><input type="checkbox"/> Why do you think so?</p> <p>b. the father is:</p> <p><input type="checkbox"/> too strict <input type="checkbox"/> moderate <input type="checkbox"/> too liberal</p> <p><input type="checkbox"/> Why do you think so?</p>	TeSM	TC OSI	Students are asked to express their personal opinion about the two parent figures from the topic that has been explained.	✓	✓	✓	3/Ch2/P22/TeSM/TC, OSI
<p>How do you compare both parents with your own parents?</p>	TeSM	TC OSI	Students are asked to compare their respective parents with the parents of the figures according to their opinions.	✓	✓	✓	4/Ch2/P22/TeSM/TC, OSI



<p>Make a card of appraisals for your father or mother, like the example given.</p> 	ReBM	Au	This exercise asks students to write a letter of appreciation to their parents and this activity is usually done in the real world.	✓	✓	✓	5/Ch2/P22/ReBM/Au
<p>Listen and repeat these sentences.</p> <ol style="list-style-type: none"> People think Toyota cars are good value for money. I feel that Indonesia could produce its own national cars. I think the Japanese products are available in every country in the world. My brother sells what he calls "super economic" T-shirts. Our company will only buy the best quality of tea leaves from the tea-leaf pickers. According to Gianni Versace, Italian fashions are the most glamorous. 	TeSM	TC	There are two instructions in the exercise. After listening to the audio. Then the students were asked to repeat it.	✓	✓	✓	6/Ch2/P22/TeSM/TC

<p>Read this text loudly with good intonation and correct pronunciation.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, in my opinion, corruption is common everywhere in the world, even in the US it's just a matter of the intensity. A survey said that Indonesia is one of the most corrupted country. The survey makes me sad, actually, because I live here in Indonesia. According to the survey, entrepreneurs who want to minimize their tax payments will have to bribe the officials. Well, punishment for the corruptors has been far from enough. I think we have to prevent the younger generation from the bad mentality. I believe we can start at the earliest stage in school. I think everyone should be involved in the effort to eradicate corruption without exception.</p> <p style="text-align: right; font-size: small;">(adapted from <i>The Jakarta Post</i>, February, 2005)</p> </div>	ReBM	Au	The data in the text discusses about corruption, which was adopted from the newspaper. It means using authentic material as a source of learning.	✓	✓	✓	7/Ch2/P23/ReBM/Au
<p>Work in pairs to answer the following questions.</p> <ol style="list-style-type: none"> 1. What is the purpose of the writer writing this text? 2. What makes Indonesia one of the most corrupted country? 3. What are the writer's opinions to overcome corruption in Indonesia? 4. Do you think that everybody will agree with his opinion? 5. Identify all the phrases or sentences that express the writer's opinion. Underline them. 	ReBM	TC	In this exercise, students must answer the questions based on the text has been taken from the newspaper. Success in doing this task depends on understanding the previous task.	✓	✓	✓	8/Ch2/P23/ReBM/TC

<p>Discuss the following questions with your friends and your teacher.</p>  <p>Flickr.com/Kenny Thong</p> <ol style="list-style-type: none"> What do you call this kind of box? What is the box used for? Where can you find such a box? Who is concerned with the contents of the box? Does it bring any advantages to consider the customer's suggestions? Should we follow all the customers' suggestions? Why/Why not? Is a suggestion box also available in your school? What are the suggestions commonly about? 	TaBM	OSI	An exercise in which students are asked to discuss with friends and the teacher about the pictures that have been provided (suggestion box).	✓	✓	✓	9/Ch2/P24/TaBM/OSI																														
<p>Holy Hunters and Ada Quinn are the Public Relation (PR) personnel of "Ladybug" café in town. They are discussing the contents of the suggestion box uploaded by the customers via the Ladybug website. Listen to their conversation and complete the table.</p> <table border="1" data-bbox="118 758 741 1002"> <thead> <tr> <th>No</th> <th>Customer</th> <th>Date of Posting</th> <th>Time of Posting</th> <th>Suggestions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Suzie Wong</td> <td>12th/12</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>2</td> <td>DoeDoe</td> <td>.....</td> <td>12:08 p.m</td> <td>Hard wooden chairs should be replaced with cushioned chairs</td> </tr> <tr> <td>3</td> <td>SunTzu</td> <td>.....</td> <td>7 :37 p.m</td> <td>.....</td> </tr> <tr> <td>4</td> <td>.....</td> <td>20th/12</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>5</td> <td>.....</td> <td>.....</td> <td>.....</td> <td>Baby changing station should be installed</td> </tr> </tbody> </table>	No	Customer	Date of Posting	Time of Posting	Suggestions	1	Suzie Wong	12 th /12	2	DoeDoe	12:08 p.m	Hard wooden chairs should be replaced with cushioned chairs	3	SunTzu	7 :37 p.m	4	20th/12	5	Baby changing station should be installed	TeSM	TC	There are some customer conversations that must be listened, then students are asked to fill the table based on the audio that has been heard.	✓	✓	✓	10/Ch2/P25/TeSM/TC
No	Customer	Date of Posting	Time of Posting	Suggestions																																	
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4	20th/12																																	
5	Baby changing station should be installed																																	
<p>In pairs, try to open the website of restaurants, shoes products, motorcycle products or computer products. Post your suggestions about the service and the products. Remember you should sign up with an e-mail address first.</p>	TaBM	ISO	In pair students must give some suggestions for a product based on their opinions.	✓	✓	✓	11/Ch2/P25/TaBM/ISO																														
<p>Still in pairs, from the 5 suggestions in the dialogue. Which suggestions should be considered immediately. Choose 3 and explain your reasons.</p> 	TaBM	ISO	In pair students must be able to give reasons for some suggestions they have given.	✓	✓	✓	12/Ch2/P25/TaBM/ISO																														

<p>Read this dialogue and act it out with your friends.</p> <p>Situation: five people are involved in a TV program called "Parents Speak Out". They are talking about the education system in Fantasia Island.</p>  <p>MODERATOR: Today's topic on "Parents Speak Out" is the education system in Fantasia Island. Why don't we just go around first and get your opinion. Angie, could we begin with you? What do you think of the education system in Fantasia Island?</p> <p>ANGIE: Well, if you ask me, it's terrible. The education system in Fantasia Island is out of date. The education system there doesn't make the students improve their knowledge.</p> <p>MODERATOR: So, that's what you think. Ryan, how do you feel about them?</p> <p>RYAN: Well, in general, I agree with Angie. But what bothers me more is that they memorize without understanding the knowledge. The learning method makes the students under pressure. Students have to do homework, study at school for hours and sit in a boring class situation.</p> <p>SUZAN: I think so, too. As far as I'm concerned, the education fees in Fantasia Island are expensive. It seems to me that high education is only for rich people.</p> <p>MODERATOR: What about the teachers?</p> <p>ANGIE: Yes, well, in my opinion, the quality of the teachers in Fantasia Island is very poor. They lack of qualified teachers. This problem arises because the government doesn't pay attention to the teachers' prosperity. Therefore, many Fantasians are not interested to become a qualified teachers.</p> <p>BOB: Oh, I don't know about that. I think they implement the British education system in Fantasia Island. British education system is super.</p> <p>SUZAN: Maybe, but the teachers in Fantasia Island put the British education system into practice with the wrong teaching method. They don't teach Fantasian students much about how to apply knowledge in practical situation.</p>	TaBM	RP	There is dialogue about TV program. Five characters are needed to act out this dialogue.	✓	✓	✓	13/Ch2/P25/TaBM/RP												
<p>Check your understanding. Answer these questions.</p> <ol style="list-style-type: none"> What is the topic of the discussion? Why does Angie say the education system in Fantasia Island is terrible? Who supports Angie's opinion? Why does Ryan agree with Angie's opinion? Does Suzan agree or disagree with the opinion? Does Suzan add a new aspect? What is that? Who doesn't agree with Angie's opinion? Why? Who doesn't agree with Bob? Why? Identify the expression of asking and giving opinions. Complete this table. <table border="1" data-bbox="112 1276 761 1348"> <thead> <tr> <th>Asking opinion</th> <th>Giving opinion</th> <th>Agreeing opinion</th> <th>Disagreeing opinion</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </tbody> </table>	Asking opinion	Giving opinion	Agreeing opinion	Disagreeing opinion	TaBM	TC	To check understanding, students are asked to answer questions after understanding the text that has been provided.	✓	✓	✓	14/Ch2/P26/TaBM/TC
Asking opinion	Giving opinion	Agreeing opinion	Disagreeing opinion																
.....																
.....																

<p>Practice asking and giving opinions with your friend about these topics. Talk about your home town.</p> <table border="1" data-bbox="116 379 763 563"> <thead> <tr> <th>Asking opinion</th> <th>Topics</th> </tr> </thead> <tbody> <tr> <td>What do you think of</td> <td>1) The housing complex</td> </tr> <tr> <td>How do you feel about</td> <td>2) The transportation</td> </tr> <tr> <td>What's your opinion of</td> <td>3) The roads</td> </tr> <tr> <td></td> <td>4) The education system</td> </tr> <tr> <td></td> <td>5) The buildings</td> </tr> <tr> <td></td> <td>6) The public facility</td> </tr> </tbody> </table> <p>Example: Student A : What do you think of the housing complex in your town? Student B : Well, I think it's pretty good. The housing complex is comfortable and safe. They provide 24-hour security guards.</p>	Asking opinion	Topics	What do you think of	1) The housing complex	How do you feel about	2) The transportation	What's your opinion of	3) The roads		4) The education system		5) The buildings		6) The public facility	TaBM	RP	Practice a dialog with friends about asking and giving opinion.	✓	✓	✓	15/Ch2/P27/TaBM/RP																						
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<p>Practice asking for, giving and agreeing with opinions with your friends about these topics. Talk about things in Palmetto Senior High School.</p>  <p>Flickr.com/healthyboring</p> <table border="1" data-bbox="152 978 719 1241"> <thead> <tr> <th>Asking opinion</th> <th>Topics</th> <th>Giving opinions</th> <th>Agreeing</th> </tr> </thead> <tbody> <tr> <td>What do you think of</td> <td>1) The teachers</td> <td>1) demanding</td> <td>1) unfriendly</td> </tr> <tr> <td>How do you feel about</td> <td>2) The textbooks</td> <td>2) difficult</td> <td>2) very expensive</td> </tr> <tr> <td>How do you feel about</td> <td>3) The school facility</td> <td>3) not too good</td> <td>3) not too clean</td> </tr> <tr> <td>What's your opinion of</td> <td>4) The classroom</td> <td>4) rather narrow</td> <td>4) not equipped with multimedia</td> </tr> <tr> <td></td> <td>5) The library</td> <td>5) modern</td> <td>5) many new books</td> </tr> <tr> <td></td> <td>6) The laboratory</td> <td>6) very well kept</td> <td>6) complete equipment</td> </tr> <tr> <td></td> <td>7) The internet access</td> <td>7) too slow</td> <td>7) too many students use internet</td> </tr> <tr> <td></td> <td>8) The school rules</td> <td>8) too strict</td> <td>8) do not provide freedom and creativity to students</td> </tr> </tbody> </table> <p>Example: Student A : How do you feel about the school rules in Palmetto Senior High School? Student B : Well, I feel that they are too strict. Student C : Yes, I think so, too. They do not provide freedom and creativity to students.</p>	Asking opinion	Topics	Giving opinions	Agreeing	What do you think of	1) The teachers	1) demanding	1) unfriendly	How do you feel about	2) The textbooks	2) difficult	2) very expensive	How do you feel about	3) The school facility	3) not too good	3) not too clean	What's your opinion of	4) The classroom	4) rather narrow	4) not equipped with multimedia		5) The library	5) modern	5) many new books		6) The laboratory	6) very well kept	6) complete equipment		7) The internet access	7) too slow	7) too many students use internet		8) The school rules	8) too strict	8) do not provide freedom and creativity to students	TaBM	RP	Students are asked to practice asking and giving agreeing opinions with their friends.	✓	✓	✓	16/Ch2/P28/TaBM/RP
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<p>Practice asking for, giving negative opinions with your friends about these topics. Talk about Mountain Dew Tourist Resort.</p>  <p>Mountain Dew Tourist Resort</p> <table border="1" data-bbox="181 523 685 791"> <thead> <tr> <th>Asking opinion</th> <th>Topics</th> <th>Giving opinions</th> <th>Negative</th> </tr> </thead> <tbody> <tr> <td>What do you think of?</td> <td>1) The hotels</td> <td>Poor facilities</td> <td>dirty</td> </tr> <tr> <td>How do you feel about?</td> <td>2) The food</td> <td>Not very good</td> <td>expensive</td> </tr> <tr> <td>What's your opinion of?</td> <td>3) The shops</td> <td>Not very attractive</td> <td>strange</td> </tr> <tr> <td></td> <td>4) The scenery</td> <td>Doesn't sound like they advertised</td> <td>too spicy</td> </tr> <tr> <td></td> <td>5) The weather</td> <td>Really awful</td> <td>offer high prices</td> </tr> <tr> <td></td> <td>6) The people</td> <td>Not interesting</td> <td>fake goods</td> </tr> <tr> <td></td> <td></td> <td></td> <td>not very well kept</td> </tr> <tr> <td></td> <td></td> <td></td> <td>not beautiful</td> </tr> <tr> <td></td> <td></td> <td></td> <td>almost rains every day</td> </tr> <tr> <td></td> <td></td> <td></td> <td>very cold</td> </tr> <tr> <td></td> <td></td> <td></td> <td>unfriendly</td> </tr> <tr> <td></td> <td></td> <td></td> <td>don't support the tourism program in their area</td> </tr> </tbody> </table> <p>Example: Student A : What's your opinion about the shops in Mountain Dew Tourist Resort? Student B : Well, if you ask me, the souvenirs are not attractive. They offer high prices for low quality. Besides, they sell fake goods.</p>	Asking opinion	Topics	Giving opinions	Negative	What do you think of?	1) The hotels	Poor facilities	dirty	How do you feel about?	2) The food	Not very good	expensive	What's your opinion of?	3) The shops	Not very attractive	strange		4) The scenery	Doesn't sound like they advertised	too spicy		5) The weather	Really awful	offer high prices		6) The people	Not interesting	fake goods				not very well kept				not beautiful				almost rains every day				very cold				unfriendly				don't support the tourism program in their area	<p>TaBM</p>	<p>RP</p>	<p>Next exercise, students are asked to practice asking and giving negative opinions with their friends.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>17/Ch2/P29/TaBM/RP</p>
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Associating

REMEMBER

To disagree with an opinion, we should pay attention to the following aspects.

Don't make it personal.
You may not attack the person with impolite expressions. This is considered very rude.
e.g.: - You are an idiot.
- You are a fool.
- You are stupid.
- You are a foolish person.

Avoid putting down the other person's idea and beliefs.
You may have disagreement with the idea or different points of view, but you have to avoid using sarcastic statements.
e.g.: - That's a stupid idea.
- What a ridiculous idea.
- My idea is better than yours.
- I don't like what you said.
- You are wrong. I am right.
- Your idea is not good enough.

Using "I" statement.
Gently disagree with the idea using acceptable and very polite expressions.
e.g.: - I'm afraid I can't agree with that opinion.
- I think I am not of the same opinion as you.
- I personally partly agree with the idea.
- I don't completely agree with the idea.

Listen to other point of view.
Try to listen carefully when a person states his/her idea until he/she finishes it so that you can get the whole point. Never interrupt repeatedly since this is considered impolite.

Stay calm
Be polite and intelligent to find common ground even though you disagree with the idea.
e.g.: - Though I agree with home schooling, I think learning society might be a better option.
- Interesting. It seems we have different points of view. Do you mind if I explain my thoughts to you?
- I value your ideas on this matter and I can see why you're concerned about trying a different way.

Sometimes a person asks for your opinion about something and you have nothing to say or you don't want to express your opinion. Here are some phrases for avoiding giving your opinion.
- I couldn't say.
- I really don't know what to say.
- I really can't say.
- You're asking the wrong person.
- I'm not in the position of giving an opinion.

Identify the following expression and give a tick (✓) at the correct column.

No	Statements	Asking opinion	Giving opinion	Agreeing opinion	Disagreeing opinion	Impolite	Avoiding opinion
1.	The way I see it, we should not stop until we reach the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	You are absolutely right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	That's just what I was thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I'm not so sure about that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	To my mind, I wouldn't do it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I really don't know what to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My idea is better than yours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	You know what I think? She didn't come because she felt guilty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I'm not in the position of giving an opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	What do you think of my car?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	You are wrong. I am right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I've never met such an idiot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	If you don't mind, I would say vovyellow really suits you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	How do you feel about the house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	You're asking the wrong person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TeBM

TC

Students must understand and remember how to ask and give opinions. Next, students are asked to identify the sentences below.

✓

✓

✓

19/Ch2/P31/TeBM/TC


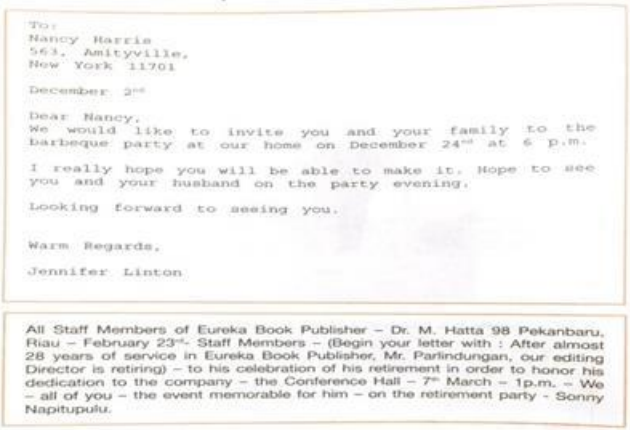
<p>Communicating</p> <p>Complete this dialogue with the expressions provided in the box.</p> <p>AHMED: Have you visited the International Education Expo held by IALF?</p> <p>BETA: Yes, I have. I visited it last week. Many people went there, too.</p> <p>CYRUS: 1) Indonesian students should continue their study abroad?</p> <p>AHMED: 2), I would rather say "No" because studying abroad can be very overwhelming.</p> <p>BETA: 3) but if you have better financial support, you have to expand your knowledge by studying abroad.</p> <p>AHMED: 4).</p> <p>CYRUS: 5). If you continue your study abroad, you'll get the chance of exploring issues related to globalization, development, poverty, environment and social inequity. You will return home with a more nuanced understanding of the world.</p> <p>BETA: 6) Besides, you will quickly enhance your skills in the language you're studying. You will learn spoken language by the local community.</p> <p>AHMED: 7)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Yes, I think so, too. • Do you think so? • Well, I don't object to your opinions, but to some degree, I'm not so sure. • Well, if you ask me, • Yes, I entirely support Beta's idea. • I partly agree with your opinion. • Do you think that </div>	TeBM	IG	This exercise is to train students' ability, especially in communication by filling the gaps using the sentences in the box.	✓	✓	✓	20/Ch2/P32/TeBM/IG
<p>Complete the following dialogue with the expressions of agreeing and disagreeing opinions.</p> <p>Dialogue 1</p> <p>A : How do you feel about wearing uniforms in school?</p> <p>B : (agree and give reasons)</p> <p>C : (disagree and give reasons)</p> <p>D : (partly agree)</p> <p>E : (avoid opinions)</p> <p>Dialogue 2</p> <p>A : Do you agree that smoking should be banned in this country?</p> <p>B : (agree and give reasons)</p> <p>C : (disagree and give reasons)</p> <p>D : (partly agree)</p> <p>E : (avoid opinions)</p>	TeBM	IG	Students are asked to fill the conversations by making responses regarding agree and disagree opinions.	✓	✓	✓	21/Ch2/P33/TeBM/IG




<p>Complete this personal letter with the expression of giving opinions.</p> <p>Dear Ellen,</p> <p>I just received your letter and I want to let you know my opinion of your plans for the future.</p> <p>I was quite surprised when I read in your letter that you have decided not to finish your studies at university. I realize that you have earned a lot of money from your present job. But with only one more year, _____ (1) you had better finish it first. _____(2), a year is really a short time.</p> <p>I know that working on your thesis really needs your entire time and energy, but _____(3) you can manage your time wisely.</p> <p>You are 23, a grown-up young lady. So, _____(4) you are old enough to make your own mind.</p> <p>My dear niece, please do consider my words very carefully before you make a decision. _____(5) whatever you do, I only know one thing for you, and that is your happiness.</p> <p style="text-align: right;">Uncle George</p>	TeBM	IG	Students must read and understand the available letters in order to fill in the gaps with the right sentences.	✓	✓	✓	22/Ch2/P33/TeBM/IG
<p style="text-align: right;">Observing</p> <p>Look at the following phrases. Can you match them with their functions? One function can have more than one phrase.</p> <p>I would love to come Thank you very much for</p> <p>Yours sincerely, I'm afraid we're going away All the best,</p> <p>Dear Vicky and James, Why don't you come and spend</p> <p>request the pleasure of We're happy to accept it</p> <p>We're wondering if both of you could</p> <ol style="list-style-type: none"> 1. to say yes to something = 2. to invite somebody = 3. to suggest something = 4. to say thank you = 5. to close a letter = 6. to open a letter = 7. to say no to something = 	TaBM	-	Students are asked to match a sentence with its function. Matching something in CLT is classified as task-based material.	✓	-	✓	23/Ch4/P57/TaBM/-

<p>Listen and repeat these sentences.</p> <p>a) We have the pleasure of inviting you to our barbeque party this Saturday. b) Would you like to come over to my place? c) Are you doing anything this weekend? How about hitchhiking with me in the countryside? d) Will you join us for lunch? e) Would you care to have dinner with us tonight? f) Thanks for the invitation. I'll let you know if I can't make it. g) We are pleased to accept your invitation for dinner. h) Thanks. That would be very nice. i) Thank you. We'd love to. j) I would like to come, but I have a previous engagement. k) I really want to, but I have made an appointment with my boss.</p>	TeSM	TC	There are two commands in exercise beside. Before answering questions, students must hear and understand the audio that has been provided.	✓	✓	✓	24/Ch4/P57/TeSM/TC
<p>Which utterances show invitations to do something? Put a check (✓) on your choices.</p> <p><input type="checkbox"/> What do you want me to do, Sir? <input type="checkbox"/> C'mon. Join us in this exciting program</p> <p><input type="checkbox"/> That's it! I've got an idea. <input type="checkbox"/> Always keep your inner beauty.</p> <p><input type="checkbox"/> Why not begin healthy living since we're young?</p>	TaBM	-	The instruction from the exercise beside is to put a tick on several sentences that indicate invitation.	✓	-	✓	25/Ch4/P58/TaBM/-
<p>Listen to the dialogue and the questions about it. Choose the best answer from the following options.</p> <p>1. A. She will go to the wedding party. B. She will pick the man up at 6 o'clock. C. She will arrange a new schedule. D. She will have nothing special to do.</p> <p>2. A. because he felt bored B. because he was not a kind man C. because he didn't like camping D. because he was busy doing his work</p> <p>3. A. She didn't want to go with her husband. B. She had to pay the cheque for the tickets. C. She will consult with her husband first. D. She already had some other plans.</p> <p>4. A. An invitation for spending the weekend B. An invitation for graduation day C. An invitation for celebrating a birthday D. An invitation for celebrating a graduation</p> <p>5. A. The man wants the woman to train the club members. B. They want to hire a trainer for the tennis club. C. The woman agrees to join the tennis club. D. The woman refuses to join the tennis club.</p>	TeSM	TC	The basis of the material beside is technology because the students are asked listen to the audio and then answer the questions below.	✓	✓	✓	26/Ch4/P58/TeSM/TC



<p>Listen to a dialogue and a question spoken in English, followed by four responses, also spoken in English. They will not be printed in your book. You have to choose the best response to each question.</p> <p>1. A B C D 2. A B C D 3. A B C D 4. A B C D 5. A B C D</p>	TeSM	TC	Listen to the audio carefully and understand its contents, then choose the most appropriate answer.	✓	✓	✓	27/Ch4/P58/TeSM/TC
<p>Read this letter of invitation and answer the questions.</p> <div data-bbox="129 564 757 1161" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">VCA School of Drama 28 Dodds Street Southbank</p> <p style="text-align: right;">17 September 2015</p> <p>Mrs. Josie Burton President of Melbourne Chamber of Commerce 35 Bondholder Street Southbank</p> <p>Dear Mrs. Burton,</p> <p>My name is Susannah Kidd and I am writing on behalf of the students of VCA School of Drama.</p> <p>We would like to invite you, or a representative of the Chamber of Commerce to attend a special parody drama entitled "Formalin Pindang", based on an Indonesian Folktale The Legend of Malin Kundang, by postgraduate animator, Fanny Hanusin in collaboration with VCA first-year actors Stuart Bowden, Joana Curtis, Julia Markowski and Carl Polias.</p> <p>The event will take place on:</p> <p>Day/Date : Monday 5 September 2015 – 7.30 p.m. Tuesday 6 September – 6.30 p.m.</p> <p>Duration : 60 minutes Venue : VCA School of Drama, 28 Dodds St. Southbank RSVP to : (031) 9685225 or email info@vca.com.au Dress : Formal</p> <p>It would be a great pleasure for us if you could attend this drama performance.</p> <p>Your sincerely, Susannah Kidd The School Director</p> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the letter about? 2. Who invited Mrs. Josie Burton? 3. Who is Mrs. Josie Burton? 4. Why should the invitation be formal? 5. What event will be held in VCA school of drama? 6. What do you think Josie Burton should do if she can't come? 7. What is RSVP? 8. Who should the RSVP be addressed to? 	TeBM	TC	The material from the exercise beside is a text, so it is classified as text-based material. Students must be able to understand the text provided first in order to be able to answer questions.	✓	✓	✓	28/Ch4/P59/TeBM/TC


<p>These are some excerpts of invitations. Read them to your friends with good intonation, stress and with correct pronunciation. Each time you finish reading one, ask your friend what the invitation is about?</p> <p>Excerpt 1: It seems like yesterday we were teens, so young and hopeful and full of dreams. It's hard to believe it, but ten years have passed, so let's reconnect and have a blast. You are invited to Hultech's 10 year reunion on Saturday, September 20th at 7 p.m. at Hultech Central High 89723 Lincoln Park Drive, Memphis, Tennessee.</p> <p>It is about _____</p> <p>Excerpt 2: Little Brian is turning two and he wants to celebrate with you. Sunday, November 12 at 2-5 p.m. at 3456 Mapple Lane, El Passo, Texas. Dress for fun and crafts! We're going to get creative! RSVP to Liz Williams at 830-5555-2121.</p> <p>It is about _____</p> <p>Excerpt 3: Dear Dr. Alvarez, We are pleased to invite you to the "International Conference on Weather Changes" scheduled from 28-30 March in Washington DC. It is an honor and privilege to invite you to participate in this conference as speaker for the topic of "Globalization and its impact in weather changes". We believe that your contribution to this field will be of great benefit.</p> <p>It is about _____</p> <p>Excerpt 4: Dear Nancy, We would like to invite you and your family to the thanksgiving party at our home on 26th November at 7 p.m. I really hope you would be able to make it convenient to come over. Hope to see you and Mr. Harrez on the party.</p> <p>It is about _____</p>	<p>TaBM</p>	<p>RP</p>	<p>Read the excerpt from the invitation aloud, then ask your friends about the content of the invitation you read. This exercise trains students to interact each other.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>29/Ch4/P60/TaBM/RP</p>
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<p>Read this formal wedding invitation.</p> 	TeBM	IG	Students must read and understand the sample of invitation that has been provided and students are asked to fill in the gaps regarding informal invitation based on the above invitation.	✓	✓	✓	30/Ch4/P61/TeBM/IG
<p>Read this letter of invitation carefully and rewrites the letter by substituting some items with the ones provided in the box.</p> 	TeBM	IT	There are several sentences that students have to change in the form of an invitation like the example above.	✓	✓	✓	31/Ch4/P62/TeBM/IT

<p>Observe the following invitations with your friends.</p> <ul style="list-style-type: none"> Decide whether these invitations are formal or informal. Explain why? Which phrases of invitation is used? <p>Invitation 1</p> <p>To: Carla and family</p> <p>My birthday falls on April 22nd and I am counting the days of happiness. I am waiting for my friends and family to gather at my home on April 22nd at 6 p.m. and shower wishes on me. On this occasion, I cordially invite you and your family to be present with me. Your presence will be most eagerly awaited. Looking forward to seeing you on that day.</p> <p>Yours lovingly,</p> <p>Benne Dickson</p> <p>Invitation 2</p> <p>Dear Mr. Beckenhauer,</p> <p>With this letter Mr. and Mrs. Holmes hereby wish to invite you to a dinner celebrating the graduation of their daughter Ms. Kathie Holmes. It will take place at the King's Palace Hotel, Crystal Hall on Wednesday the 2nd of August. The dress code is formal.</p> <p>We hope you will manage to join us for a night of toasts, good cheer and gourmet delights celebrating this great honor for our family. Proceedings will start with a display of fireworks at 8 p.m. A four course dinner will be served in the Crystal Hall at 9 a.m.</p> <p>Please complete the attached RSVP and return to the address stated above by July 21st. Unfortunately, we are not in position to accept replies received after this date. On behalf of Ms. Holmes, I look forward to your attendance.</p> <p>Mr. Vincent James Head of Protocol</p> <p>Invitation 3</p> <p>You are cordially invited to a celebratory honorary dinner</p> <p>Fifty years of marriage of Dale and Naomi Wilson</p> <p>Friday, the tenth of April Seven o'clock in the evening</p> <p>Grotto Ristorante 4715 Westheimer Houston, Texas No gifts, please</p> <p>RSVP 713-555-1212 by the sixth of April</p>  <p>Invitation 4</p> <p>It's a Baby Shower For Jean Pulley and baby girl Pulley!</p> <p>Saturday, July 19 2pm - 4pm 2467 Goodwin Lane New Braunfels, Texas</p> <p>Hosted by Johanna Martin and Nydia Perez</p> <p>RSVPs Johanna @email.com Nydia @email.com or call Johanna at 210-555-1212</p> 	TeBM	TC	There are four invitations that must be understood by students, then students are asked to answer questions about these invitations.	✓	✓	✓	32/Ch4/P63/TeBM/TC
<p>Discuss the following questions with your friends and your teacher.</p>  <p>a) Have you ever received an invitation card or letter?</p> <p>b) To what occasion were you invited?</p> <p>c) How did you feel when you received an invitation?</p> <p>d) What important information do you get from an invitation?</p> <p>e) Based on the important information you need, what should be written in the invitation letter/card?</p>	TaBM	OSI	Students are asked to discuss with their friends and teacher about the invitations they have received.	✓	✓	✓	33/Ch4/P64/TaBM/OSI







<p>Read the following letter. Pay attention to its structure.</p> <p>Generic Structure</p> <p>Letter of Invitation</p> <p>Parts</p> <p>Visual elements</p> <p>Introduction</p> <p>The actual invitation</p> <p>Format sign-off</p>	<p>TeBM</p>	<p>-</p>	<p>Students are asked to pay attention and understand the structure of a text in the form of invitation. Understanding the structure of the text with the aim that later students can create a text as well, in CLT this is called text-based material.</p>	<p>✓</p>	<p>-</p>	<p>✓</p>	<p>34/Ch4/P65/TeBM/-</p>
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<p>Discuss the following questions with your friends and your teacher.</p>  <ul style="list-style-type: none"> a) Do you often receive invitations? b) Is the sign "RSVP" often included in the invitation? c) What does "RSVP" mean? d) What should you do if "RSVP" is included in the invitation? e) How do people in your country tell that they can attend or cannot attend the party? f) Is it customary in your country to include "RSVP" in the invitation? 	ReBM	OSI	The material in the exercise beside is discussing about RSPV, then students are asked to exchange ideas with their friends and teacher.	✓	✓	✓	35/Ch4/P66/ReBM/OSI
<p style="text-align: center;">RSVP</p> <p>In the context of social invitations RSVP is a request for a response from the invited person. It is an initials derived from the French phrase <i>repondez s'il vous plait</i>, meaning "Please respond".</p> <p>The RSVP culture of the high society of England was adopted from French etiquette in the late 18th century. If RSVP is written on an invitation it means the invited guest must tell the host whether or not they plan to attend the party. It does not mean to respond only if you're coming, and it does not mean to respond only if you're not coming. It means the host needs a definite head count for the planned event, and needs it by the date specified on the invitation.</p> <p>Why is it inconsiderate not to RSVP? An incomplete list of respondents can cause numerous problems for a host including difficulty in planning food quantities, issues relating to minimum guarantees with catering halls, uncertainty over the number of party favors and difficulties in planning appropriate seating, among other things. So the next time you see RSVP on an invitation you receive, please call or email your host and respond promptly.</p> 	ReBM	TC	The text beside explains the meaning of RSPV and how important it is. Then, students are asked to answer the questions below based on the text and it indicates the type of communicative exercise, namely task continuity.	✓	✓	✓	36/Ch4/P66/ReBM/TC

<p>Complete the sentences with your own words.</p> <p>1) If RSVP is written on an invitation you should _____.</p> <p>2) In order to hold a successful _____.</p> <p>3) People from high society should behave _____.</p> <p>4) Invitation for a wedding party should be _____.</p> <p>5) Whether you're coming or not you should _____.</p>							
<p>Practice this dialogue with your friend.</p> <p>Jack : Hey, Maria!</p> <p>Maria : Yeah?</p> <p>Jack : Myra, Neo, Armand and I are going to the Concert in the Park this evening. How about coming with us?</p> <p>Maria : That's a great idea. I've wanted to go there.</p> <p>Jack : Good. We'll meet around 5. Don't miss it.</p> <p>Maria : I won't.</p> 	TaBM	RP	Students are instructed to practice dialogue with their friends. In CLT this exercise is called role play.	✓	✓	✓	37/Ch4/P68/TaBM/RP
<p>Check your comprehension.</p> <p>a) What are Jack and his friends going to do this evening?</p> <p>b) Who is he inviting?</p> <p>c) Does Maria accept or refuse the invitation?</p> <p>d) How does Jack express his invitation? Underline it.</p>	TaBM	TC	Students are asked to answer questions based on their understanding about the dialogue.	✓	✓	✓	38/Ch4/P68/TaBM/TC


<p>Practice this dialogue with your friend.</p> <p>Ketut : Would you like to see a movie? Putu : Is the film interesting? Ketut : I think so. It's "Hachiko". It's about a dog waiting his master faithfully at the railway station until it died of cold without knowing that his master had died.</p> <p>Putu : Sounds like a good film. Ketut : Oh, come on. Let's forget work for a while. Putu : Oh, not now! I have so much work to do today. But thanks for inviting me. Ketut : Okay. Maybe next time. Have a nice day! Putu : You too. Have a good time.</p> 	TaBM	RP	Students are given the task of practicing dialogue about movie.	✓	✓	✓	39/Ch4/P68/TaBM/RP
<p>Check your comprehension.</p> <p>a) What film is Ketut going to watch? b) Who is he inviting? c) Does Putu accept or refuse the invitation? Why? d) How does Ketut express his invitation? Underline it!</p>	TaBM	TC	Students must answer questions based on their understanding the dialogue about movie.	✓	✓	✓	40/Ch4/P69/TaBM/TC


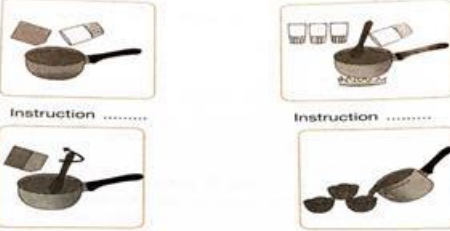
<p>What is the invitation? One has been done for you as an example.</p> <p>a) A : How about going skiing this weekend? B : Okay. Sounds good.</p> <p>b) A : _____? B : No, I'd rather not.</p> <p>c) A : _____? B : I'm sorry but I can't.</p> <p>d) A : _____? B : No, but thanks for inviting me.</p> <p>e) A : _____? B : Sure, I'd love to. What time should we meet?</p>	TeBM	IG	Complete the dialogue with the appropriate sentences. It indicates the type of communicative exercise, namely the information gap.	✓	✓	✓	41/Ch4/P70/TeBM/IG
<p>Create dialogues based on the situations given below.</p> <p>a) Ask your friend if she/he is free this Sunday. Invite her/him to eat out in a restaurant to celebrate you success in getting a big project.</p> <p>b) A friend is inviting you to go camping next week in a camping site on a mountain. You can't decide whether to accept or to refuse and tell him/her to inform via a text message.</p> <p>c) A friend has an extra ticket for the basketball game and invites you to come along. You are interested but can't make it as you have already planned to do something with your brother.</p>	TeBM	IT	The task of the exercise is the students are asked to change the exposure of several situations in the text into dialogue. In CLT material, it is called text-based material and the type of communicative exercise is information transfer.	✓	✓	✓	42/Ch4/P70/TeBM/IT







<p>Guess to whom the invitation is addressed for. Match the invitations with the appropriate persons. Mention the reasons.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>clipart Professor Hans Thamhain is from Bentley College. He specializes in Marketing Management.</p> </div> <div style="text-align: center;">  <p>clipart Tsamara Helsinki, a school girl of Twelfth Grade in State Senior High School Singapore</p> </div> <div style="text-align: center;">  <p>clipart Mrs. Elena Hariss, a housewife in Sydney, Australia</p> </div> </div>    <p>Prof. Dr. MBA Concordia University New York, NY 23456 USA</p> <p>Re : International Conference: Communicating Your Product Effectively</p> <p>Dear Prof.</p> <p>We are pleased to invite you to the "International Conference: Communicating Your Product Effectively", scheduled from 28-30 March in Washington DC. This Conference will be a joint effort of the University of Concordia and the University of Michigan.</p> <p>The Conference deliberations will be on the following themes:</p> <ul style="list-style-type: none"> Start your marketing strategy Communicating Your Product Effectively Governance and Marketing for Industrial Era <p>It is an honor and privilege to invite you to participate in this conference as Speaker on the topic "Communicating Your Product Effectively". We believe that your contribution to this field will be of great benefit.</p> <p>We look forward to a positive confirmation. Kindly RSVP by February 20th 2012 to the conference secretary, Ms. Mary Longe, at info@marketingconference2012.com</p> <p>Yours sincerely,</p> <p>Dr. Mark Looner Conference Planning Chairman</p>	<p>ReBM</p>	<p>-</p>	<p>In this exercise, students are asked to match between the examples of invitations and the pictures of the persons who deserves to receive it. But the material of the exercises is taken from the real world.</p>	<p>✓</p>	<p>-</p>	<p>✓</p>	<p>43/Ch4/P70/ReBM/-</p>
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<p>In groups of four, make clippings of kinds of invitation (letters, cards, posters, pamphlets) and then analyze them in this table.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Form</th> <th>Purpose</th> <th>Formal/ Informal</th> <th>Addressed to</th> <th>Phrases of invitation</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Pamphlets</td> <td>To attend a book fair</td> <td>Informal</td> <td>Book Readers</td> <td>Book Fans are invited to attend the book fair</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	No.	Form	Purpose	Formal/ Informal	Addressed to	Phrases of invitation	1	Pamphlets	To attend a book fair	Informal	Book Readers	Book Fans are invited to attend the book fair																			<p>ReBM</p>	<p>Ji</p>	<p>In groups of four, students must make clippings about letters, cards, posters and pamphlets. Each student does their part. After that, they will explain to each other about what they have done. The type of communicative exercise is jigsaw.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>44/Ch4/P72/TaBM/Ji</p>
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<p>Read this letter of invitation. Check the writing based on this checklist.</p> <div style="border: 1px solid black; padding: 5px;"> <p>June 12 Dana and Chuck Norris 777 Lander Lane Meridian, ID 83642</p> <p>Dear Mr. and Mrs. Norris,</p> <p>You are cordially invited to a formal dinner in honor of Samuel Green on July 21 at 8 p.m. at the Boise Hilton.</p> <p>As you are an associate of Mr. Green, we would like you to speak briefly about his work in the lumber industry. If this is possible, please let me know within the next week.</p> <p>Please note that this is a black-tie event. RSVP with the names of those attending by July 14.</p> <p>Sincerely yours, John Cougar Chairman, Social Committee</p> </div> <p>WRITING CHECKLIST</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Items</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Has the writer written <ul style="list-style-type: none"> The sender's address The date The recipient's name The recipient's address The greeting/salutation </td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2.</td> <td>Has the writer used the correct phrases of inviting?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3.</td> <td>Has the writer stated my purpose to invite? Has the writer included: <ul style="list-style-type: none"> The date The time The contact for RSVP The dress code </td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4.</td> <td>Has the writer stated his/her brief statement indicating hopes of the recipient's attendance?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5.</td> <td>Has the writer written his/her name and put a signature to close the letter?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6.</td> <td>Has the writer used the correct punctuation, spellings and capitalization?</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	No.	Items	Yes	No	1.	Has the writer written <ul style="list-style-type: none"> The sender's address The date The recipient's name The recipient's address The greeting/salutation 	<input type="checkbox"/>	<input type="checkbox"/>	2.	Has the writer used the correct phrases of inviting?	<input type="checkbox"/>	<input type="checkbox"/>	3.	Has the writer stated my purpose to invite? Has the writer included: <ul style="list-style-type: none"> The date The time The contact for RSVP The dress code 	<input type="checkbox"/>	<input type="checkbox"/>	4.	Has the writer stated his/her brief statement indicating hopes of the recipient's attendance?	<input type="checkbox"/>	<input type="checkbox"/>	5.	Has the writer written his/her name and put a signature to close the letter?	<input type="checkbox"/>	<input type="checkbox"/>	6.	Has the writer used the correct punctuation, spellings and capitalization?	<input type="checkbox"/>	<input type="checkbox"/>	<p>TeBM</p>	<p>TC</p>	<p>Students must read and understand the example of invitation first in order to be able to answer the next task, namely writing a checklist about the structure of the invitation above. It indicates task continuity.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>45/Ch4/P73/TeBM/TC</p>		
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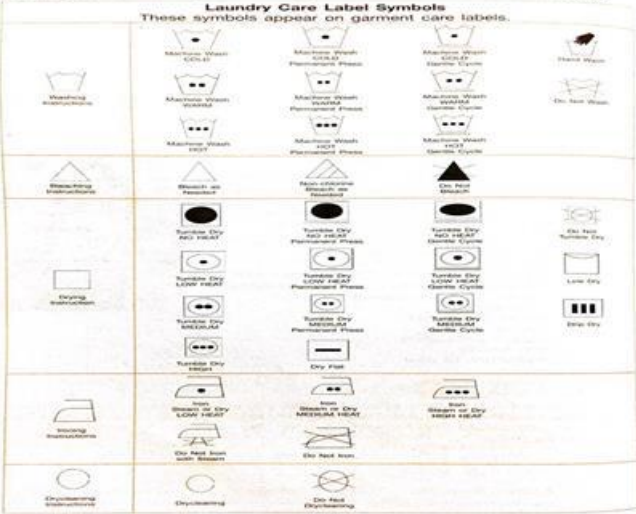
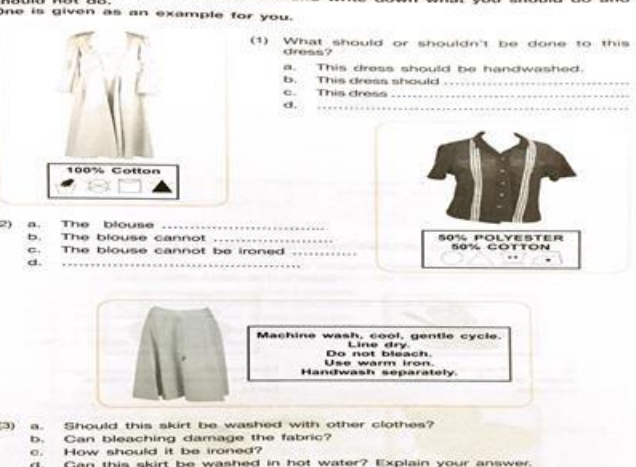
<p style="text-align: right; background-color: #f4a460; padding: 2px;">Communicating</p> <p>Complete the following informal invitation and its reply based on the event given.</p> <p>Event: You are opening a new Indonesian restaurant. You want to invite your friend to the grand opening. The event will take place on 24th March at 7 p.m. at Pancawala Street III/67-68 Semarang.</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: right;">(your address)</p> <p>(the date)</p> <p>Dear</p> <p>We're opening and we were wondering if</p> <p>.....</p> <p>Love,</p> <p>(your name)</p> </div>	TeBM	IG	Complete the invitation gaps contained in the informal invitation. It indicates the type of communicative exercise, namely information gap.	✓	✓	✓	46/Ch4/P75/TeBM/IG																												
<p>Once you have finished writing the letter, check your work with the editing list below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th style="width: 5%;">No.</th> <th style="width: 70%;">Items</th> <th style="width: 12.5%;">Yes</th> <th style="width: 12.5%;">No</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Have I written <ul style="list-style-type: none"> • The sender's address • The date • The recipient's name • The recipient's address • The greeting/salutation </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>2.</td> <td>Have I introduced myself as the owner of the restaurant?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3.</td> <td>Have I stated my purpose to invite? Have I included: <ul style="list-style-type: none"> • The date • The time • The contact for RSVP • The dress code </td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4.</td> <td>Have I included my brief statement indicating hopes of his/her attendance?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>5.</td> <td>Have I written my name and put a signature to close the letter?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>6.</td> <td>Have I used the correct punctuation, spellings and capitalization?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	No.	Items	Yes	No	1.	Have I written <ul style="list-style-type: none"> • The sender's address • The date • The recipient's name • The recipient's address • The greeting/salutation 	<input type="checkbox"/>	<input type="checkbox"/>	2.	Have I introduced myself as the owner of the restaurant?	<input type="checkbox"/>	<input type="checkbox"/>	3.	Have I stated my purpose to invite? Have I included: <ul style="list-style-type: none"> • The date • The time • The contact for RSVP • The dress code 	<input type="checkbox"/>	<input type="checkbox"/>	4.	Have I included my brief statement indicating hopes of his/her attendance?	<input type="checkbox"/>	<input type="checkbox"/>	5.	Have I written my name and put a signature to close the letter?	<input type="checkbox"/>	<input type="checkbox"/>	6.	Have I used the correct punctuation, spellings and capitalization?	<input type="checkbox"/>	<input type="checkbox"/>	TeBM	TC	Next, students are asked to correct the structure of the informal invitation that has been done by putting a check mark in the editing list column.	✓	✓	✓	47/Ch4/P75/TeBM/TC
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<p>Write a reply to the invitation confirming that you will attend at the event.</p> <p>(your address)</p> <p>(the date)</p> <p>Dear</p> <p>Thank you very much for the invitation to</p> <p>I would love to</p> <p>All the best,</p> <p>(Your name)</p>	TeBM	IG	Students are asked to write a reply to the invitation by filling in the blanks with the appropriate sentences.	✓	✓	✓	48/Ch4/P76/TeBM/IG
<p>INSTRUCTIONS ●●●</p> <p>Observing</p> <p>Listen to the recording and say these words correctly.</p> <p>regulations flight inflate blow</p> <p>require emergency automatically attached</p> <p>demonstrate pull over pulling the tube life jacket</p>	TeSM	TC	Must listen to the recording then students have to repeat the words according to the audio that has been heard.	✓	✓	✓	49/Ch6/P103/TeSM/TC
<p>Rearrange the pictures according to the instructions you heard.</p> <p>These pictures tell you how to use a life jacket/a life vest on a plane.</p>  <p>The best arrangement is:</p>	TeSM	TC	The students must understand the instructions from the audio first, in order to be able to answer the task below.	✓	✓	✓	50/Ch6/P103/TeSM/TC




<p>Listen to the instructions and match the pictures with the right instruction you heard.</p> <p>a. Doing stretching</p>  <p>Instruction Instruction Instruction Instruction</p> <p>b. Making jelly</p>  <p>Instruction Instruction</p> <p>Instruction Instruction</p>	TeSM	TC	<p>There are two tasks in this exercise. However, students must be able to understand the instructions in the audio first in order to do these tasks well.</p>	✓	✓	✓	51/Ch6/P103/TeSM/TC
<p>These are some tips of how to do different things. Listen to the tips and decide what each tip is about. Give a tick (✓) to the correct item.</p> <p>Tips A</p> <ul style="list-style-type: none"> <input type="checkbox"/> a tip on how to save your money <input type="checkbox"/> a tip on shopping <input type="checkbox"/> a tip on where to shop <p>TIPS B</p> <ul style="list-style-type: none"> <input type="checkbox"/> a tip on how to dress properly <input type="checkbox"/> a tip to reduce your electricity bill <input type="checkbox"/> a tip on using cooler efficiently <p>TIPS C</p> <ul style="list-style-type: none"> <input type="checkbox"/> a tip on buying perfumes <input type="checkbox"/> a tip on keeping perfume appropriately <input type="checkbox"/> a tip on where to apply perfume on your body <p>TIPS D</p> <ul style="list-style-type: none"> <input type="checkbox"/> a tip on how to write an application letter <input type="checkbox"/> a tip on how to choose a good career <input type="checkbox"/> a tip for a job interview 	TeSM	TC	<p>Listen to the audio to answer the task correctly. Students' understanding of the audio provided will determine the success of students in doing assignments.</p>	✓	✓	✓	52/Ch6/P104/TeSM/TC



<p>Read this text carefully and answer the questions.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">How to Use Chopsticks</p> <p>Practice makes perfect when it comes to using chopsticks. It may look complicated but the key is that the bottom chopstick remains still while the upper chopstick moves to grasp the food. Here are a few steps to eat with chopsticks in no time.</p> <p>Step 1 Hold one chopstick between your forefinger and middle finger. Lie the chopstick at the base of your thumb (on the joint) and at the lower joint of the middle finger. This chopstick shouldn't touch the forefinger.</p>  <p>Step 2 Place the other chopstick between your thumb and forefinger. The side of the chopstick should rest against the tip of your thumb; the top of the chopstick should rest against the pad of your forefinger.</p>  <p>Step 3 Be sure the tips of the chopsticks are parallel.</p>  <p>Step 4 Keep the first chopstick stationary as you practice moving the second chopstick toward the stationary one.</p>  <p>Step 5 Use this technique to position the chopsticks around a piece of food.</p>  <p>Step 6 Hold the food firmly as you lift it toward your mouth.</p>  </div> <ol style="list-style-type: none"> 1. What is the text about? 2. What is the purpose of the text? 3. What are chopsticks made from? 4. Which country (countries) use chopsticks for eating? 5. Have you ever eaten with chopsticks? When and where do you usually eat with chopsticks? 6. What do the underlined words refer to? <ol style="list-style-type: none"> a) "It may look complicated..." (opening paragraph) b) "It lies at the base of your thumb..." (step 1) c) "toward the stationary one." (step 4) d) "as you lift it toward your mouth." (step 6) 7. Find the words in the text that have the same meanings as these words or phrases. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">a) at the same position</td> <td style="width: 50%;">:</td> <td>_____</td> </tr> <tr> <td>b) not move</td> <td>:</td> <td>_____</td> </tr> <tr> <td>c) strongly</td> <td>:</td> <td>_____</td> </tr> <tr> <td>d) seize firmly</td> <td>:</td> <td>_____</td> </tr> <tr> <td>e) lower part</td> <td>:</td> <td>_____</td> </tr> </table> 8. How do you feel when eating using chopsticks? Give priority points 1 to 5 for the following opinions. Explain why? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Opinions</th> <th style="width: 30%;">Points 1 - 5</th> <th style="width: 40%;">Explain why?</th> </tr> </thead> <tbody> <tr> <td>1. comfortable</td> <td></td> <td></td> </tr> <tr> <td>2. a new experience</td> <td></td> <td></td> </tr> <tr> <td>3. troublesome</td> <td></td> <td></td> </tr> <tr> <td>4. takes too much time</td> <td></td> <td></td> </tr> <tr> <td>5. difficult</td> <td></td> <td></td> </tr> <tr> <td>6. easy to do</td> <td></td> <td></td> </tr> </tbody> </table> 	a) at the same position	:	_____	b) not move	:	_____	c) strongly	:	_____	d) seize firmly	:	_____	e) lower part	:	_____	Opinions	Points 1 - 5	Explain why?	1. comfortable			2. a new experience			3. troublesome			4. takes too much time			5. difficult			6. easy to do			<p>ReBM</p>	<p>TC</p>	<p>There is a tutorial using chopsticks and students are asked to answer questions about chopsticks according to the realia material beside.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>53/Ch6/P105/ReBM/TC</p>
a) at the same position	:	_____																																									
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<p>Read this text and decide whether the statements are True (T) or False (F).</p> <p>Tips for Buying Shoes</p> <ol style="list-style-type: none"> Shop for new shoes in the afternoon or evening. During the course of the day our feet normally swell a little. Buying shoes later in the day helps assure a better fit. Be sure to have both feet measured. Often one foot is a little longer than the other one. Buy the shoe size that fits your larger foot. Always stand up for foot measurements. Always try on both shoes and walk around the store to check for comfort. When trying on shoes, wear the same type of sock you plan to wear with your new shoes. <p>If you wear orthotic devices, take these with you to try in potential shoes.</p> <p>Do not buy shoes that feel like they need to be broken in. Shoes should be comfortable immediately.</p> <p>Children's feet should be measured every three months to monitor growth. It is not unusual for a child's feet to grow two to three sizes in one year.</p> <ol style="list-style-type: none"> Buy sport specific shoes to reduce the risk of sports injuries. In other words, if you plan to play basketball, buy shoes designed for this activity. If you plan to run or walk for exercise, wear running shoes. Purchase shoes for running or walking at a running specialty store. These are highly specialized shoes and you need the help of a specialist to choose the correct shoes for you. <ol style="list-style-type: none"> It is advisable not to buy shoes in the morning. T - F You had better buy shoes in a shoe store because there is an expert that will help you choose the suitable shoes for you. T - F We don't need to measure both of our feet, because the left foot is the same size as the right foot. T - F If you don't find the right size of your shoes, you can buy the one less number from your exact number as long as your feet can get into the shoes. T - F You can use a pair of shoes for many different purposes as long as they are comfortable for your feet. T - F 	<p>ReBM</p>	<p>TC</p>	<p>In the exercises besides tips for buying shoes. This material is taken from real life. After reading and understanding the tips, students must answer true or false questions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>54/Ch6/P107/ReBM/TC</p>
<p>This is a set of instructions of how to make a bookmark. Observe the text organization.</p> <p>How To Make A Bookmark</p> <p>Goal</p> <ul style="list-style-type: none"> A sheet of lightweight card Paper in 2 different colors A glass tumbler or cup (one end with bigger circle and the other end with smaller circle) <p>Materials</p> <ul style="list-style-type: none"> A pencil A ruler A pair of scissors Glue Crayon or felt-tip pens <p>Steps</p> <ol style="list-style-type: none"> Cut a rectangle about 5 cm x 15 cm out of the card. Draw a circle on the remaining card using one end of the glass tumbler or the cup. Glue this to the end of the card rectangle. Draw a smaller circle on a colored paper and cut it out. Glue the smaller circle onto the centre of the larger card circle. Using the other sheet of colored paper, cut out a small semicircle for the head and glue it to the large circle. Now you can decorate your bookmark. <p><i>(Creative English 1A)</i></p> <p><i>The use of imperatives</i></p> <p><i>Numbers to show sequences 1,2,3,4</i></p>	<p>ReBM</p>	<p>-</p>	<p>Understanding how to make bookmark is material taken from the real world.</p>	<p>✓</p>	<p>-</p>	<p>✓</p>	<p>55/Ch6/P108/ReBM/-</p>
<p>Questioning</p> <p>6. Discuss with your friends to answer these questions.</p> <p>a) When and where do you usually buy clothes? b) Why do you need to buy clothes? c) Why do some people have their clothes made? d) What do you usually do when you buy clothes? Give a tick (✓) to the correct items.</p> <p><input type="checkbox"/> Choose the appropriate style and model. <input type="checkbox"/> Consider the price and the quality. <input type="checkbox"/> Find a fitting-room to try. <input type="checkbox"/> Directly go to the cashier and pay for it. <input type="checkbox"/> Decide the suitable size. <input type="checkbox"/> Determine the perfect color. <input type="checkbox"/> Make a complaint to the shop assistant.</p> <p>e) What do you usually find in ready-used clothes? Give a tick (✓) to the correct items.</p> <p><input type="checkbox"/> price tag <input type="checkbox"/> brand name label <input type="checkbox"/> size or number <input type="checkbox"/> date of production <input type="checkbox"/> expire date <input type="checkbox"/> instruction to wash</p>  <p><i>Copyright</i></p>	<p>TaBM</p>	<p>OSI</p>	<p>In this exercise, students must discuss, share their opinions with their friends to answer these questions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>56/Ch6/P109/TaBM/OSI</p>

<p>In pairs, look at these symbols that you'll find in clothes. Learn carefully. These symbols appear on garment care labels.</p> 	<p>ReBM</p>	<p>Ji</p>	<p>In pairs, students must learn about symbols of clothes. They can divide the task to learn the symbols. Then, explain to each other what they understand.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>57/Ch6/P110/ReBM/Ji</p>
<p>Now look at the following pictures and write down what you should do and should not do. One is given as an example for you.</p>  <p>(1) What should or shouldn't be done to this dress?</p> <ol style="list-style-type: none"> This dress should be handwashed. This dress should This dress <p>(2) a. The blouse b. The blouse cannot c. The blouse cannot be ironed d.</p> <p>(3) a. Should this skirt be washed with other clothes? b. Can bleaching damage the fabric? c. How should it be ironed? d. Can this skirt be washed in hot water? Explain your answer.</p>	<p>ReBM</p>	<p>TC</p>	<p>After understanding the symbols in the clothes, the students were asked to do assignments to test their understanding.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>58/Ch6/P111/ReBM/TC</p>

<p>Supply the following pictured-instructions with the imperative verbs.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">How to serve instant boiled noodle</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>a)..... the noodle into boiling water and b)..... slowly for 3 minutes.</p> </div> <div style="text-align: center;">  <p>Meanwhile, c)..... all the seasonings into a bowl.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>d)..... the noodle and the gravy into the bowl and e)..... thoroughly.</p> </div> <div style="text-align: center;">  <p>f)..... some fried onion onto the noodle. g)..... the noodle while it is hot.</p> </div> </div> </div>	<p>ReBM</p>	<p>IG</p>	<p>Students are asked to fill in the gaps with imperative verbs in the text about how to serve instant boiled noodle.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>59/Ch6/P112/ReBM/IG</p>				
<p>Here are some tips what you must do and mustn't do while traveling. Put them in the correct columns of Dos and Don'ts.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">AIRPORT SECURITY: DOS AND DON'TS</p> <table border="1" style="width: 100%; height: 150px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Dos</th> <th style="width: 50%; text-align: center;">Don'ts</th> </tr> </thead> <tbody> <tr> <td style="height: 140px;"></td> <td style="height: 140px;"></td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • Travel under another person's name. ✓ • Provide straight answers when you are questioned at check-in. • Look the custom officer right in the eye. • Always carry your own passport and airplane ticket with you. • Leave your bag unattended at the airport. • Pack only carry-on luggage when possible. • Take care not to exceed limits on the size of your luggage. • Pack electronic gear in your hand luggage. • Bring your prescription drugs with you in their original container. • Carry a large amount of cash. 	Dos	Don'ts			<p>TaBM</p>	<p>-</p>	<p>Based on their opinions, students must put some tips in different column.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>60/Ch6/P113TaBM/-</p>
Dos	Don'ts										

<p>Work in pairs. Fill in the blank spaces with "must" or "mustn't".</p>  <p>Before you board on a plane, you 1) _____ show your boarding card. You 2) _____ fasten your seatbelt during takeoff and landing and during the flight when the sign is lit up. Passengers 3) _____ use radio sets on board. You 4) _____ use toilet during take-off or landing, and you 5) _____ smoke in the toilet at any time. Passengers 6) _____ smoke in the no-smoking area. After landing, you 7) _____ stay in your seat until the aircraft has come to a standstill.</p>	TaBM	Ji	Work in pairs, fill in the gaps with the words must or mustn't to do before boarding, take off and after landing.	✓	✓	✓	61/Ch6/P114/TaBM/Ji															
<p>SENTENCE CONNECTORS FOR TELLING ACTION IN ORDER</p> <p>Pay attention to this text.</p> <p>First, crack an egg into a bowl like this. Then whisk the egg with a fork until it is smooth. See, it is smooth now. <u>After that</u>, add some milk and whisk well. Grate the cheese into the bowl and stir. Now, heat the oil in a frying pan, and pour the mixture into the frying pan. <u>Then</u> turn the omelet with a spatula when it browns. See, like this. Okay, <u>next</u> cook both sides. <u>After</u> the omelet is cooked, place it on a plate, <u>don't forget to</u> season it with salt and pepper. Well, you can eat it white warm. It's easy, isn't it?</p>  <p>The underlined words in the spoken text above are called Sentence Connectors. They are used for telling actions in order (showing someone how to do something or to make things or showing the order of instruction).</p> <p>Here are the list of the connectors:</p> <table border="0"> <tr> <td>First of all</td> <td>Meanwhile</td> <td>One</td> </tr> <tr> <td>Then</td> <td>Make sure you</td> <td>Two</td> </tr> <tr> <td>Next</td> <td>Be careful not to</td> <td>Three</td> </tr> <tr> <td>After that</td> <td>Remember to</td> <td>First</td> </tr> <tr> <td>Finally</td> <td>Don't forget to</td> <td>Second</td> </tr> </table>	First of all	Meanwhile	One	Then	Make sure you	Two	Next	Be careful not to	Three	After that	Remember to	First	Finally	Don't forget to	Second	TeBM	-	Pay attention of the text about how to make omelet and understand the use of the sentence connectors.	✓	-	✓	62/Ch6/P114/TeBM/-
First of all	Meanwhile	One																				
Then	Make sure you	Two																				
Next	Be careful not to	Three																				
After that	Remember to	First																				
Finally	Don't forget to	Second																				
<p>Complete the paragraphs using the sentence connectors of action in order.</p> <p>These are the steps of operating your Microsoft Window XP computer. 1) _____ switch on your computer. Wait for The Microsoft Window XP desktop to appear. 2) _____, click the START button in the down-left corner hand task bar, select the PROGRAM and click. 3) _____, the MS Word screen will appear. 4) _____, you can start typing.</p>  <p>To save a document or a file, you can follow these steps. 5) _____, select and click FILE in the upper-left hand corner task bar. Then, select SAVE as if you want to save the file for the first time. Name the file and 6) _____, click the SAVE button.</p> <p>Now, after you have finished working with your computer, you may close it using the following steps. 7) _____, save your work. 8) _____, click the CLOSE button. 9) _____, click START and select TURN OFF button. 10) _____, the computer will close its program.</p>	ReBM	IG	There is a text about how to operate Microsoft Window XP computer. In this exercise, students are asked to fill in the gaps with sentence connectors.	✓	✓	✓	63/Ch6/P115/ReBM/IG															

<p>Complete the text using the sentence connectors of action in order.</p>  <p>Here are some steps to make a glass of orange juice. 1) _____ cut the orange in half pieces and remove the seeds. 2) _____ grip the one half of the orange tightly and squeeze it by hand, using a plain juicer to get the juice out. It is best to use an electric orange juicer, as you will get much more juice from the orange and into the glass. 3) _____ scrape the orange with a spoon and add fruit directly to juice if you use a hand juicer for more pulp. If you prefer clear juice, pour the juice through a strainer before drinking. 4) _____ drink and enjoy a cold glass of freshly squeezed orange juice.</p>	<p>ReBM</p>	<p>IG</p>	<p>The text beside is about how to make orange juice. Students are asked to fill in the gaps with sentence connectors also.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>64/Ch6/P115/ReBM/IG, TC</p>								
<p>D. ADVERBS</p> <p>An adverb is a word that qualifies the meaning of verb, adjective, or other adverbs. Adverbs typically answer questions such as how? in what way? when? where? and to what extent?</p> <p>An adverb comes from adjective + (-ly) such as in: slowly, suddenly, strongly, etc. An adverb provides information about the manner, place, time, frequency, degree or other circumstances.</p> <table border="1" data-bbox="134 829 761 949"> <thead> <tr> <th>Adverbs of manner</th> <th>Adverbs of place</th> <th>Adverbs of time</th> <th>Adverbs of frequency</th> </tr> </thead> <tbody> <tr> <td>Slowly Fast Hard Beautifully Strongly</td> <td>Nowhere Somewhere At the market place In the dark Upstairs From the market</td> <td>Yesterday Two days later At 5 o'clock In spring In February In 1999 After/before 1999</td> <td>Always Nearly Sometimes Hardly ever Often</td> </tr> </tbody> </table> <p>Scanned with</p> <p>Pay attention to this text and underline the adverbs.</p> <p>INSTALLING A PRINTER</p> <p>If you are still unable to print, or the computer installing a printer software installation fails:</p> <ol style="list-style-type: none"> 1. Remove the CD from the computer's CD drive and then disconnect the USB cable from the computer. 2. Restart the computer. 3. Temporarily disable any software firewall and close any anti-virus software. Restart these programs after the printer software is installed. 4. Insert the printer software CD in the computer's CD drive, then follow the on-screen instructions to install the printer software. Do not connect the cable until you are told to do so. 5. After the installation finishes, restart the computer. 	Adverbs of manner	Adverbs of place	Adverbs of time	Adverbs of frequency	Slowly Fast Hard Beautifully Strongly	Nowhere Somewhere At the market place In the dark Upstairs From the market	Yesterday Two days later At 5 o'clock In spring In February In 1999 After/before 1999	Always Nearly Sometimes Hardly ever Often	<p>ReBM</p>	<p>TC</p>	<p>Students are asked to understand various kinds of adverbs in order to be able to do the next assignment.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>65/Ch6/P116/ReBM/TC</p>
Adverbs of manner	Adverbs of place	Adverbs of time	Adverbs of frequency												
Slowly Fast Hard Beautifully Strongly	Nowhere Somewhere At the market place In the dark Upstairs From the market	Yesterday Two days later At 5 o'clock In spring In February In 1999 After/before 1999	Always Nearly Sometimes Hardly ever Often												

<p>Supply the appropriate adverbs for this tips.</p> <p>TIPS ON ANSWERING PHONE CALLS POLITELY AT THE OFFICE</p>  <p>1) you don't 2) know who is 3) It could be your boss, a customer, one of your colleagues, or even a wrong number. Answering the phone 4) will start whatever conversation you are about to have get off 5).</p> <p>6) and take a brief moment to prepare for answering the call. It makes a difference whether you are eating something, or chewing a gum, or crying, your caller 7) will hear that 8).</p> <p>9), answer the phone 10). Tell your name and company; Good morning, thank you for calling ABC company. This is Jane Doe. How may I help you?"</p> <p>11), until you know who the caller is. If the speaker does not introduce themselves 12), say, "May I ask who's calling?". Don't ask the speaker 13) or she/he might get displeased with you.</p> <p>14) and find out the reason why the person is calling and respond 15). If the person they are trying to reach is not 16). If the person they are trying to reach is not 16). take a message, record the person's name, phone number and purpose of call 17). If this is an important call, it can be dealt 18) and 19).</p> <p>20) before details about you or others, consider unless they are a trusted contact. Some people may use it 21) for wrong purpose.</p> <p>On the right foot On the other end Always At your office professionally</p> <p>In your tone On the other side now</p> <p>Appropriately In business situation</p> <p>Rudely Too informally Immediately</p> <p>Efficiently Carefully On a piece of memo Available Appropriately Quickly</p> <p>Unwisely carefully</p> <p><small>(adapted from: http://www.wdhow.com/Answer-the-Phone-Politely)</small></p>	<p>ReBM</p>	<p>IG</p>	<p>In addition, the assignment contains tips on answering phone calls politely at the office. Students are asked to fill in the blanks with the sentences in the box.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>66/Ch6/P117/ReBM/IG</p>
<p>Match three of the pictures with the instructions by writing the correct numbers in the boxes below. Then write instructions to go with the other two pictures. Use the instructions in the three previous pictures.</p> <p><input type="checkbox"/> A. Sit on the floor with your legs straight in front of you. Stretch your arm forward and touch your toes.</p> <p><input type="checkbox"/> B. Lie on your back. Lift your legs straight up and point your toes. Then sit your hips off the floor. Support yourself with hands on your lower back.</p> <p><input type="checkbox"/> C. Sit cross-legged. Raise your left arm over your head and stretch to the right.</p> <p>Picture 1 </p> <p>Picture 2 </p> <p>Picture 3 </p> <p>Picture 4 </p> <p>Picture 5 </p> <p>Picture 4:</p> <p>Picture 5:</p>	<p>TaBM</p>	<p>-</p>	<p>In this task, students are asked to match the pictures with the right instructions.</p>	<p>✓</p>	<p>-</p>	<p>✓</p>	<p>67/Ch6/P118/TaBM/-</p>


Associating

Read this manual instruction.

Washing procedure and program selection

1. Cotton program is automatically selected upon power on.

- Press the Power button to start.
- Press the start button.
- Initial condition
 - program : cotton
 - wash : main wash
 - rinse : 3 times
 - spin : 800
 - water temperature: 40°C




2. Manual Selecting

- Press the Power button to start.
- Select the conditions which you want to use by turning the program dial and pressing each button.
- Press the start button.

Cipart.com

Read the tips of treating a washing-machine well.

- 1 Flammable fluids (such as : dry-cleaning solvents, kerosene, gasoline, etc.) should not be used or stored in or near your washing-machine.
- 2 Do not use chlorine bleach and ammonia or acid in the same wash. Hazardous fumes can form.
- 3 Unplug power supply cord before attempting to service your washing-machine.
- 4 To avoid electrical shock, use a metal pipe for the ground connection.



- 5 Do not spray water on the control panel of the washing-machine. It could cause fire or electric shock.
- 6 Turn off the water supply valve whenever the washing-machine is not in use.
- 7 After starting a cycle, do not reach into the washer until all motions stop.
- 8 Do not install the washing-machine at a place of extremely high humidity. It could cause fire or electric shock.

Ficker/John M.

In pairs, compare the differences between a manual instruction of the washing-machine and the tips of how to maintain the washing-machine properly.

Aspects	Manual Instruction	Tips
Function		
Language elements		
Audience		

ReBM

TC

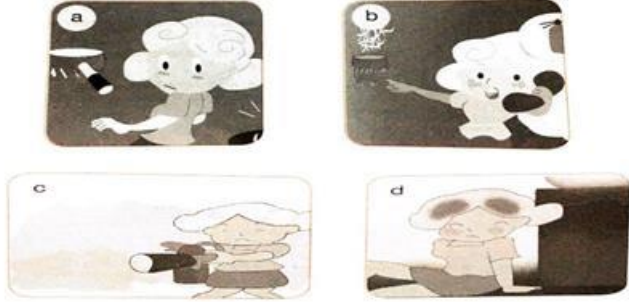
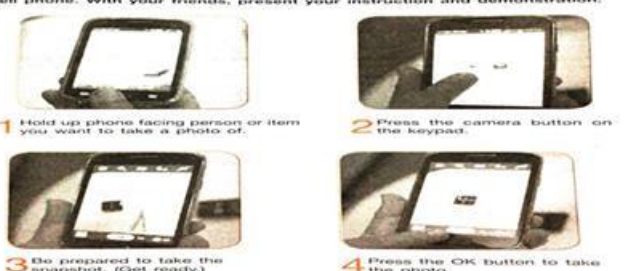
There are two texts. First about manual instruction of washing procedure and program selection of washing machine. Second, Tips of treating washing machine well. The student must read and understand about it. Next, students must do the exercise below in pairs.


✓

✓


✓


68/Ch6/P119/ReBM/TC



<p>Communicating</p> <p>Learn these pictures. The pictures tell you about handling an emergency situation calmly. With your friends, present your tips.</p> 	<p>TaBM, ReBM</p>	<p>Ji</p>	<p>There is a picture about a situation and students are asked to provide descriptions of the pictures. They can divide the task to describe the pictures with their friend.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>69/Ch6/P120/TaBM, ReBM/Ji</p>												
<p>Learn these pictures. The pictures tell you about taking a picture with your cell phone. With your friends, present your instruction and demonstration.</p>  <p>1 Hold up phone facing person or item you want to take a photo of.</p> <p>2 Press the camera button on the keypad.</p> <p>3 Be prepared to take the snapshot. (Get ready.)</p> <p>4 Press the OK button to take the photo.</p> <p>Use this presentation template to arrange your promotion and demonstration.</p> <table border="1" data-bbox="123 1029 750 1340"> <tr> <td>Introduction</td> <td>Greetings, introducing yourself, thanking</td> </tr> <tr> <td>Topic</td> <td>I'd like to talk to you about I'd like to say a few words about</td> </tr> <tr> <td>Outline</td> <td>Explain your purpose</td> </tr> <tr> <td>Showing steps</td> <td>First of all..... Firstly Then After that.... Next.....</td> </tr> <tr> <td>Closing</td> <td>Finally</td> </tr> <tr> <td>Inviting questions</td> <td>Are there any questions? If there are any questions, I'll be happy to try to answer them.</td> </tr> </table>	Introduction	Greetings, introducing yourself, thanking	Topic	I'd like to talk to you about I'd like to say a few words about	Outline	Explain your purpose	Showing steps	First of all..... Firstly Then After that.... Next.....	Closing	Finally	Inviting questions	Are there any questions? If there are any questions, I'll be happy to try to answer them.	<p>TaBM ReBM</p>	<p>RP</p>	<p>In the picture beside there is a tutorial for taking a picture with a cell phone. Students are asked to practice and present this in front of the class with their friends.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>70/Ch6/P121/TaBM, ReBM/RP</p>
Introduction	Greetings, introducing yourself, thanking																		
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<p>Prepare a presentation of manual instructions or tips on doing something. Your presentation must include the opening, the content and the closing. If necessary provide your presentation using a multimedia.</p>	TaBM ReBM	RP	In this exercise, the students are asked to present in front of the class about tips on doing something. Present it using multimedia and other friends will be the audiences who listen to the presentation.	✓	✓	✓	71/Ch6/P122/TaBM, ReBM/RP
<p>1. Listen to a dialogue between a mother and her son talking about 'From Tea Tree to a Cup of Tea', and complete the text.</p> <p>For many years, Indonesia has produced thousands of kilograms of tea every year for its people and for international trade. Have you ever thought about how the tea gets from the tree to your cup. You should know about it.</p> <p>First, 1) _____ in tea plantations in hilly and cool areas. Next, the tea leaves 2) _____ by the tea-leave pickers and the leaves 3) _____ under the sun for about a day until they are almost dry. After that, the tea leaves of good quality 4) _____ and they 5) _____ by a cutting-machine. They 6) _____ once again.</p> <p>When the process has finished, the tea 7) _____. Later, the tea 8) _____, supermarkets, perhaps a shop near your home or exported for international markets.</p> <p>When you drink your tea, you can think about the many people who have worked together to produce the tea and bring it to you.</p> 	TeSM	IG	In this material, students are asked to listen to audio taken from the real world. After understanding the audio they have listened, the next task students are asked to fill in the gaps with the right words.	✓	✓	✓	72/Ch7/126/TeSM/IG
<p>Check your comprehension. Answer the following questions.</p> <p>a) Are tea trees only grown in cool areas?</p> <p>b) What happens after the tea leaves are picked?</p> <p>c) How long are the leaves dried under the sun?</p> <p>d) How are the tea leaves sliced?</p> <p>e) What happens to the tea leaves before the leaves are delivered to the store?</p>	TeBM	TC	From the complete text that students have understood. Then, students are asked to answer the next questions.	✓	✓	✓	73/Ch7/127/TeSM/TC



<p>Put the similar forms you found in the text under these headings.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>To Be</th> <th>Verbs 3</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>Tea trees</td> <td>are</td> <td>grown</td> <td>in tea plantations.</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>From the sentences above we get a passive pattern: + +</p>	Subject	To Be	Verbs 3	Others	Tea trees	are	grown	in tea plantations.																													TeBM	TC	Students are asked to choose sentences in the text that match with the examples, then put each word in the provided columns.	✓	✓	✓	74/Ch7/127/TeBM/TC
Subject	To Be	Verbs 3	Others																																								
Tea trees	are	grown	in tea plantations.																																								
<p>Write sentences based on the following words. The sentences will be about the process of how pulp and paper are produced from forest trees.</p> <ol style="list-style-type: none"> The tops and branches of the trees – cut out The logs – take to the mill. The logs – remove The logs – take to a chipper The logs – cut into small pieces called wood chips The wood chips – screen to remove dirt and other impurities. The wood chips – export The wood chips – change into the pulp The pulp – bleach The water content – remove The pulp – roll out to make paper. 	TeBM	-	Students are asked to make sentences with the reference words that have been provided.	✓	-	✓	75/Ch7/127/TeBM/-																																				
<p>Now listen to the recording to check your sentences.</p>	TeSM	TC	In the next assignment, students are asked to listen to the audio to match the exercise they have done previously.	✓	✓	✓	76/Ch7/127/TeSM/TC																																				
<p>Listen and repeat. Pay attention to the pronunciation and the intonation.</p> <ol style="list-style-type: none"> Are tea trees only grown in cool areas? What happens after the tea leaves are picked? How long are the leaves dried under the sun? How many trees are cut down every day to make paper? The tea is put into boxes or bags. The tea is delivered to stores, supermarkets, perhaps a shop near your home . The tea is also exported for international markets. 	TeSM	TC	The first exercise, students are asked to listen to the audio. Then, students are asked to repeat what they have heard with the correct pronunciation.	✓	✓	✓	77/Ch7/128/TeSM/TC																																				


<p>Discuss the following questions with your friends and your teacher.</p> <p>(a) Have you ever had a conversation with someone about the followings?</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <ul style="list-style-type: none"> When were you born? Where were you born? How were you brought up? Where is your school located? </div> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <ul style="list-style-type: none"> When will the school gate be closed? What is predicted? What was said? Where was the flag found? </div> </div> <p>(b) When did you have such a conversation?</p> <p>(c) Why do you think you should have the conversation?</p> <p>(d) With whom do you have the conversation?</p> <p>(e) How did you feel by doing it?</p> <p>(f) What can you learn from English sentences in passive voice?</p> <p>(g) How do you express the followings in Indonesian?</p> <ul style="list-style-type: none"> It is said that It is believed that It is claimed that It is predicted that 	TaBM	OSI	The students must discuss with their friends and teacher to do this exercise.	✓	✓	✓	78/Ch7/128/TaBM/OSI
<p>Read the text. Complete the sentences below with information from the text.</p> <ol style="list-style-type: none"> 1 It is said that <i>ants</i> are social insects of the family <i>Formicidae</i> and belong to the order Hymenoptera. 2 It is believed that _____ 3 It is predicted that _____ 4 It is claimed that _____ 5 It is assumed that _____ <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Ants are social insects of the family <i>Formicidae</i> and belong to the order Hymenoptera. More than 12,500 out of an estimated total of 22,000 species have been classified. They are easily identified with their elbowed antennae and a distinctive node-like structure that forms a slender waist.</p> <p>Ants are found on all continents except Antarctica. Ants occupy a wide range of ecological niches, and are able to exploit a wide range of food resources either as direct or indirect herbivores, predators, and scavengers. Most species are omnivorous generalists, but a few are specialist feeders. Their ecological dominance may be measured by their biomass.</p> <p>Ants range in size from 0.75 to 52 millimeters, the largest species being the fossil <i>Titanomyrma giganteum</i>, the queen of which was 6 centimeters (2.4 in) long with a wingspan of 15 centimeters (5.9 in). Ants vary in color; most ants are red or black, but a few species are green and some tropical species have a metallic luster. More than 12,000 species are currently known with the greatest diversity in the tropics. Taxonomic studies continue to resolve the classification and systematic of ants. Online databases of ant species, including Ant Base and the Hymenoptera Name Server, help to keep track of the known and newly described species. The relative ease with which ants may be sampled and studied in ecosystems has made them useful as indicator species in biodiversity studies.</p> </div> </div>	TeBM	TC	The text in the exercise beside talking about ants. Students are asked to understand the text first in order to be able to answer the questions that have been provided.	✓	✓	✓	79/Ch7/130/TeB/TC

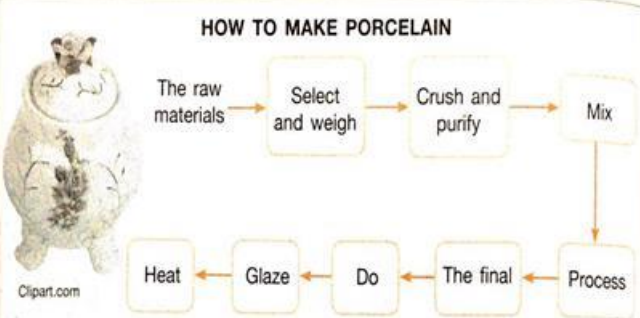
<p>Summarize the text by completing the sentences below.</p> <p>a. 12,500 ants _____</p> <p>b. Ants _____ with their elbowed antennae.</p> <p>c. Ants _____ on Antarctica.</p> <p>d. Ant's ecological dominance can be _____.</p> <p>e. Newly ant species _____ to keep track of the known and new species.</p> <p>f. More than 12,000 species _____ with the greatest diversity in the tropics.</p> <p>Ant's family :</p> <p>Ant's colour :</p> <p>Ant's food :</p> <p>Ant's size :</p> <p>Ant's niches :</p> <p>Ant's species:</p>	TeBM	TC	The next exercise is still classified as task continuity because students are asked to make a summary of the text they have read and understood earlier.	✓	✓	✓	80/Ch7/130/TeBM/TC
<p>Discuss your difficulties while doing exercise 1 and 2 with your friends and your teacher.</p> <p>_____</p>	TaBM	OSI	In this task, students have to discuss with their friends, to share their opinions about their difficulties in doing the previous assignments.	✓	✓	✓	81/Ch7/131/TaBM/OSI
<p>Exploring</p> <p>Work in pairs. Underline the passive sentences in the extract below.</p> <p>A TSUNAMI HIT</p> <p>There is very little warning before tsunamis hit. This means that people living in towns and villages on the coast do not have time to escape. Unfortunately, one of the biggest and worst effects of a tsunami is the cost to human life. Hundreds and thousands of people are killed by tsunamis. People may be instantly killed or drowned as water rushes on the land.</p> 	TaBM	Ji	Students can divide the task with their partner to underline the passive sentences in the text entitled A Tsunami Hit.	✓	✓	✓	82/Ch7/131/TaBM/Ji

<p>Rewrite the following paragraph using the passive form.</p>  <p>People may also 1. _____ (kill) if a building 2. _____ (knock down) by the tsunami and it hits them. They can also 3. _____ (electrocute) if wires fall down into the water or they may 4. _____ (kill) by wires or explosion. Tsunamis generally consist of a series of waves with periods ranging from minutes to hours, arriving in a so-called "wave train". Wave heights of tens of metres can 5. _____ (generate) by large events. Although the impact of tsunamis 6. _____ (limit) to coastal areas, their destructive power can be enormous.</p>	TeBM	IG	<p>Rewrite the following paragraph using passive form. The paragraph still talks about tsunami like the previous paragraph.</p>	✓	✓	✓	83/Ch7/132/TeBM/IG
<p>The passage below is an informal talk on "glass making". It uses active sentences. Rewrite the passage into formal language using passive sentences.</p>  <p>"Well, first of all, we mix sand, soda, limestone, dolomite and feldspar in the mixer. Then we transfer them to the tank furnace. There we heat them to a temperature of about 1500 degree Celsius and when the glass is liquid, we reduce the temperature to about 900 degree Celsius and add arsenic and manganese dioxide. This removes discoloration. Then, we mould the liquid in the required shape, we cool it slowly. This stops it cracking."</p> <p>Glass Making a. First, sand, soda, limestone, dolomite and feldspar are mixed in the mixer. b. c. d. e. f. g. h.</p>	ReBM	TC	<p>Rewrite the text about "glass making" into formal language using passive sentences.</p>	✓	✓	✓	84/Ch7/132/ReBM/TC
<p>Work in pairs and role play a dialogue between a scientist and a reporter about the term of tsunami.</p> <p>REPORTER: Good morning, Professor Sinaga. Well, today's topic is tsunamis. You know Prof, tsunami is very famous word nowadays. But is it true that tsunami is Japanese word?</p> <p>PROFESSOR: You're right. It is a Japanese word with the English translation: "harbor wave". You know, in the past, tsunamis have been referred to as "tidal waves" or "seismic sea waves". Actually the term "tidal wave" is misleading.</p>	TaBM	RP	<p>Students are asked to practice the dialogue with their friends. That's why this exercise is classified as role play.</p>	✓	✓	✓	85/Ch7/132/TaBM/RP



<p>REPORTER: Misleading? How come? PROFESSOR: OK. Even though a tsunami's impact upon a coastline is dependent upon the tidal level at the time a tsunami strikes, tsunamis are unrelated to the tides. REPORTER: I see. It is said that tides result from the gravitational influences of the moon, sun, and planets. PROFESSOR: Exactly. Even the term "seismic sea wave" is also misleading. "Seismic" implies an earthquake-related generation mechanism, but a tsunami can also be caused by a non-seismic event, such as a landslide or meteorite impact. REPORTER: Thank you very much for sharing with us, Professor Sinaga. We will meet again tomorrow in the same program 'Finding the truth'. See you.</p>																	
<p>Create a similar dialogue based on the following text.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">HOW A TSUNAMI HAPPENS</p>  <p>Would you like to know how tsunamis are created? A tsunami can be generated when the sea floor abruptly deforms and vertically displaces the overlying water. Tectonic earthquakes are a particular kind of earthquake. They are associated with the Earth's crustal deformation; when these earthquakes occur beneath the sea, the water above the deformed area is displaced from its equilibrium position. Movement on normal faults will also cause displacement of the seabed, but the size of the largest of such events is normally too small to give rise to a significant tsunami.</p> </div> <p>Work in pairs and role play your dialogue. Associating</p>	<p>TeBM TaBM</p>	<p>IT RP</p>	<p>Based on the text that has been provided, students are asked to change it into a dialogue form. Then, they are asked to practice the dialogue with their partner.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>86/Ch7/133/TeBM, TaBM/IT,RP</p>										
<p>Read the following sentences. Put the sentences in the right column and rewrite it.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460; color: white;"> <th style="width: 50%;">Active sentences</th> <th style="width: 50%;">Passive sentences</th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>1. _____</td> </tr> <tr> <td>2. _____</td> <td>2. _____</td> </tr> <tr> <td>3. _____</td> <td>3. _____</td> </tr> <tr> <td>4. _____</td> <td>4. _____</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Elephants' tusks are made of a hard white substance like bone. People pay a lot of money for the ivory of an elephant's tusks. The ivory from the tusks is made into many beautiful things. An elephant uses its tusk in many ways. An elephant pulls up trees with its trunk when it wants to make a path through the jungle. The trunk is also used to get water. The trunk can hold a lot of water. An elephant needs to drink three hundreds pints of water every day. 	Active sentences	Passive sentences	1. _____	1. _____	2. _____	2. _____	3. _____	3. _____	4. _____	4. _____	<p>TeBM</p>	<p>-</p>	<p>There are some sentences about active and passive. Students are asked to group according to the available columns.</p>	<p>✓</p>	<p>-</p>	<p>✓</p>	<p>87/Ch7/133/TeBM/-</p>
Active sentences	Passive sentences																
1. _____	1. _____																
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3. _____	3. _____																
4. _____	4. _____																


<p>Read the text about 'Auctions'. Analyse the underlined sentences by completing the columns. Some are done for you.</p> <table border="1" data-bbox="123 399 761 582"> <thead> <tr> <th colspan="4">Active sentences</th> <th colspan="4">Passive sentences</th> </tr> <tr> <th>subject</th> <th>predicate</th> <th>object</th> <th>others</th> <th>subject</th> <th>to be</th> <th>verb 3</th> <th>others</th> </tr> </thead> <tbody> <tr> <td>He</td> <td>asks</td> <td>the crowd assembled</td> <td>in the auction-room</td> <td>They</td> <td>are</td> <td>conducted</td> <td>by an officially approved auctioneer</td> </tr> </tbody> </table> <p>AUCTIONS Auctions are public sales of goods. They are conducted by an officially approved auctioneer. He asks the crowd assembled in the auction-room to make offers, or bids for the various items on sale. He encourages buyers to bid higher figures, and finally names the highest bidder as the buyer of the goods. This is called "knocking down" the goods, for the bidding ends when the auctioneer bangs a small hammer on a table at which he stands. This is often set on a raised platform called a rostrum.</p>  <p>Clipart.com</p> <p>An auction is usually advertised beforehand with full particulars of the articles to be sold and the place and the time they can be viewed by the prospective buyers. If the advertisement cannot give full details, catalogues are printed, and each group of goods to be sold together, called a "lot", is usually given a number.</p> <p>Practically all goods are sold by auction. Among these are antique furniture, houses, paintings, cars, land and property, rare books, and ceramics. The auction rooms at Christie's in London and Sotheby's in New York are world-famous. Excepell</p>	Active sentences				Passive sentences				subject	predicate	object	others	subject	to be	verb 3	others	He	asks	the crowd assembled	in the auction-room	They	are	conducted	by an officially approved auctioneer	TeBM	TC	In this exercise, students are asked to read the text first. Then, students analyze the text and group it in the provided columns.	✓	✓	✓	88/Ch7/134/TeBM/TC
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He	asks	the crowd assembled	in the auction-room	They	are	conducted	by an officially approved auctioneer																								
<p>Check your knowledge about broccoli before reading the text. State whether the statement is true or false.</p>  <p>Clipart.com</p> <table data-bbox="235 1117 761 1324"> <tr> <td></td> <td>T</td> <td>F</td> </tr> <tr> <td>a. It is said that broccoli looks like a cauliflower.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. It is believed that broccoli contains vitamin C.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. It is assumed that broccoli can cure all infectious diseases.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. It is claimed that you cannot eat raw broccoli.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>e. Broccoli's stalk can be eaten.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>f. Broccoli's leaves can be used to cure cancer.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>		T	F	a. It is said that broccoli looks like a cauliflower.	<input type="checkbox"/>	<input type="checkbox"/>	b. It is believed that broccoli contains vitamin C.	<input type="checkbox"/>	<input type="checkbox"/>	c. It is assumed that broccoli can cure all infectious diseases.	<input type="checkbox"/>	<input type="checkbox"/>	d. It is claimed that you cannot eat raw broccoli.	<input type="checkbox"/>	<input type="checkbox"/>	e. Broccoli's stalk can be eaten.	<input type="checkbox"/>	<input type="checkbox"/>	f. Broccoli's leaves can be used to cure cancer.	<input type="checkbox"/>	<input type="checkbox"/>	ReBM	-	In this task, students are asked to check their knowledge about broccoli by checking the columns (true or false).	✓	-	✓	89/Ch7/135/ReBM/-			
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<p>Now read the text and see if you were right.</p> <p style="text-align: center;">THE ADVANTAGE OF BROCCOLI</p>  <p>Broccoli is high in vitamin C and soluble fiber and contains multiple nutrients with potent anti-cancer compound. A high intake of broccoli has been found to reduce the risk of aggressive prostate cancer. Broccoli leaf is also edible and contains beta carotene.</p> <p>Broccoli is usually boiled or steamed, but it may be eaten raw and has become popular as a raw vegetable. Other preparation methods such as steaming, microwaving, and stir-frying have been shown not to reduce the presence of anti cancer compounds.</p> <p>Broccoli most closely resembles cauliflower, but broccoli is green rather than white. Broccoli possesses abundant fleshy flower heads arranged in a tree-like fashion on branches sprouting from a thick, edible stalk. The large mass of flower head is surrounded by leaves.</p> <p><small>(taken from: Exploring English 1, Longman)</small></p> <p>Pay attention to the underlined sentences. Discuss with your friends and your teacher how to say the sentences in Indonesian or your mother language.</p> <table border="1" data-bbox="120 826 757 1034"> <thead> <tr> <th>Tense</th> <th>subject</th> <th>verb</th> <th>object</th> <th>others</th> </tr> </thead> <tbody> <tr> <td>Simple Present</td> <td>Leaves</td> <td>surround</td> <td>the large mass of flower head</td> <td></td> </tr> <tr> <td>active</td> <td>The large mass of flower head</td> <td>is surrounded</td> <td></td> <td>by leaves</td> </tr> <tr> <td>passive</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Present perfect</td> <td>Researcher</td> <td>has found</td> <td>a high intake of broccoli</td> <td>to reduce prostate cancer</td> </tr> <tr> <td>active</td> <td>A high intake of broccoli</td> <td>has been found</td> <td></td> <td></td> </tr> <tr> <td>passive</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sentence with modals (can, may, shall, etc)</td> <td>We</td> <td>may eat</td> <td>raw broccoli</td> <td>raw</td> </tr> <tr> <td></td> <td>Broccoli</td> <td>may be eaten</td> <td></td> <td></td> </tr> </tbody> </table>	Tense	subject	verb	object	others	Simple Present	Leaves	surround	the large mass of flower head		active	The large mass of flower head	is surrounded		by leaves	passive					Present perfect	Researcher	has found	a high intake of broccoli	to reduce prostate cancer	active	A high intake of broccoli	has been found			passive					Sentence with modals (can, may, shall, etc)	We	may eat	raw broccoli	raw		Broccoli	may be eaten			<p>ReBM</p>	<p>TC</p>	<p>After doing the task, students were asked to read the text entitled "The Advantage of Broccoli" to check their answers. This text is taken from "Exploring English 1" written by Longman.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>90/Ch7/135/TeBM, ReBM/TC</p>
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	Broccoli	may be eaten																																																		
<p>Find a text from a newspaper or the Internet. Do the following instructions.</p> <ul style="list-style-type: none"> • Discuss the usage of passive voice in the texts. • Underline all passive sentences in the texts. • Analyse the patterns of passive sentences in the texts. • Did you find the pattern of passive sentences expressing past event? 	<p>TaBM ReBM</p>	<p>Ji</p>	<p>Find a text from newspapers or internet. It means, the material taken from this exercise is material from the real world. Students can share assignments with their friends in doing this.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>91/Ch7/136/TaBM, ReBM/Ji</p>																																													

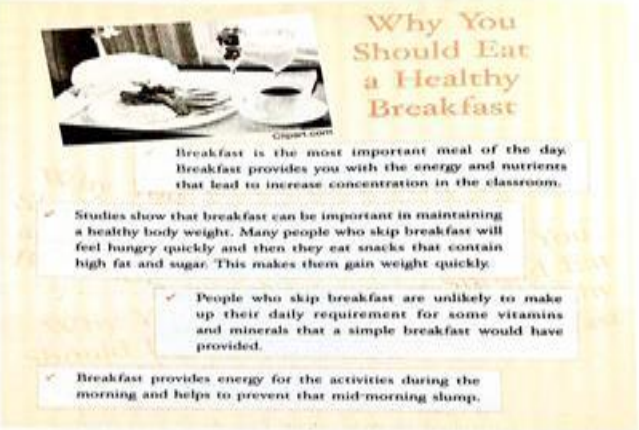
<p>This diagram shows "how porcelain is made". Complete the paragraph below with suitable words and the passive forms to explain the process clearly.</p>  <p>Porcelain is made from materials like Clay, Feldspar, Glass, Bone ash and Alabaster. After (1) are selected and (2) at the desired amounts, they (3) and (4) Then, the materials (5) together before they (6) into one of the four forming: soft plastic forming, stiff plastic forming, pressing or casting. After the porcelain has been formed, (7) must (8) before the porcelain (9) Finally, the porcelain (10) between about 1200 and 1400 degree Celsius.</p>	<p>ReBM</p>	<p>IG</p>	<p>The exercise beside shows how to make porcelain. Students are asked to fill in the gaps with the appropriate sentence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>92/Ch7/136/ReBM/IG</p>
<p>Second challenge. Complete the dialogue with suitable information about the process of making porcelain.</p> <p>TAHER: Hi, Tora, you're back.</p> <p>TORA: You look very sunburned. Did you have a good time?</p> <p>TAHER: Hi! Yes, I sure did.</p> <p>TORA: You went to Jardine Porcelain Manufacturer, didn't you? What did you do there?</p> <p>TAHER: Well, a beautiful lady named Cathy Pearson explained to me (1)</p> <p>TORA: Wow. It sounds interesting. So what is it made from?</p> <p>TAHER: (2)</p> <p>TORA: It's very simple.</p> <p>TAHER: You're right. And the process is also very simple.</p> <p>TORA: Really? Could you explain it to me?</p> <p>TAHER: After (3) and (4) at the desired amounts, they (5) and (6)</p>	<p>TeBM ReBM</p>	<p>TC IG</p>	<p>There is a conversation between two people, namely Taher and Tora. Next, students are asked to complete the dialogue with suitable information.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>93/Ch7/136/TeBM, ReBM/TC,IG</p>



<p>TORA: And then the materials (7) together before they (8) into soft plastic forming, stiff plastic forming, pressing or casting. Am I right?</p> <p>TAHER: Correct.</p> <p>TORA: Then what is the next stage?</p> <p>TAHER: After the porcelain has been formed, (9) must (10) before the porcelain (11) Finally, the porcelain (12) between about 1200 and 1400 degree Celsius.</p> <p>TORA: I think it isn't a simple process. It sounds like hard work.</p> <p>TAHER: Yes, but it's enjoyable.</p>						
<p>Write a short paragraph about the diagram using suitable words and the passive forms to explain the process clearly.</p> <p style="text-align: center;">THE PROCESS OF RECYCLING GLASS BOTTLES</p>	ReBM	IT	✓	✓	✓	94/Ch7/137/ReBM/IT
<p>Do your presentation.</p> <ul style="list-style-type: none"> Suppose that you were assigned to accompany a group of guests of your company to see "The Process of Recycling Glass Bottles" at your company. See the model below to help you deliver the presentation and attract your audiences. Record your presentation. <p>" Good morning, ladies and gentlemen. I'm Cathy Pearson. Welcome to Jardine Porcelain Manufacturer. We produce eating utensils, such as plates, bowls, cups and saucers. Now let me tell you how porcelain is manufactured. Well, first of all, sand, soda, limestone, dolomite and feldspar are mixed in the mixer. Then they are transferred to the tank furnace. Next, the materials are heated to a temperature of about 1500 degree Celsius and when the glass is liquid, the temperature is reduced to about 900 degree Celsius and arsenic and manganese dioxide are added then. After that, the liquid is passed in the required shape, we cool it slowly. This stops it cracking. And these are the final products. Why don't we see the real process at the factory? Okay, come with me, please."</p>	TaBM ReBM	TC RP	✓	✓	✓	95/Ch7/137/TaBM, ReBM/TC,RP


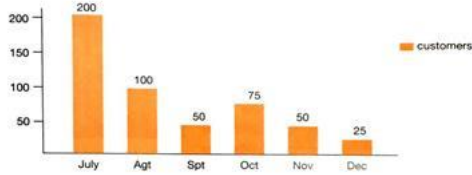

<p>Listen to the recording and put a tick (✓) next to the correct items. If you can't find the item, write it down.</p>  <p>THE PURPOSE OF READING</p> <ul style="list-style-type: none"> Enrich yourself about up-to-date topics. Help you plan actions to do. Learn experiences from other people. Explore yourself to new things. Help you understand more on topics. 	TeSM	TC	The first task student is asked to listen to the recording about the purpose of reading, then put a tick (✓) to the correct items.	✓	✓	✓	96/Ch10/181/TeSM/TC
<p>Listen to these advertisements. What are these people trying to sell? Number the items.</p>  <p>flickr/canon portugal flickr/warby</p> <p>Advertisement Advertisement Advertisement Advertisement</p>	TeSM ReBM	TC	The first task students are asked to listen to audio about advertising some products on the markets, then students are asked to mark with the number, the products that have been advertised in the audio.	✓	✓	✓	97/Ch10/181/TeSM, ReBM/TC
<p>Listen again. Write the reasons why a customer should buy the items.</p> <p>a) Canon Camcorder Legria HF S10</p> <ul style="list-style-type: none"> • _____ • _____ • ability to capture video in not so-well lit areas. <p>b) Dr. Laurence LeWinn's formula</p> <ul style="list-style-type: none"> • It develops scientific Anti-Wrinkle formula. • _____ • It reveals a smoother and softer surface. 	TeSM ReBM	TC	Listen to the audio again and answer the reasons why the customer should buy the products. Write down the advantages of some products (Canon Camcorder HF S10, Dr. Laurance LeWinn's, St. Ives Shampoos and Conditioners, The Kimberly Hotel).	✓	✓	✓	98/Ch10/181/TeSM, ReBM/TC


<p>c) St. Ives Shampoos and Conditioners</p> <ul style="list-style-type: none"> • _____ • Make hair shiny and manageable. • _____ <p>d) The Kimberley Hotel</p> <ul style="list-style-type: none"> • Prime location • _____ • Friendly service 							
<p>Listen to the dialogue. Choose the best options A, B, C, or D.</p>  <p>1) A. persuasion to buy a motorcycle. B. permission to use a car. C. persuasion to buy a car. D. negotiation to sell a car</p> <p>2) A. He is twenty-one years old. B. He can't ride a motor cycle in the rain. C. His campus is far away from home. D. He could drive his father everywhere.</p> <p>3) A. He will not get drenched in the rain on the street. B. He will not be late anymore to campus. C. He will be legal to drive a car on the street. D. He doesn't need to wait for the bus so long.</p> <p>4) A. Definitely not. B. I'm sure he will. C. He probably will. D. I have no idea.</p> <p>Reason : _____</p>	TeSM	TC	There is a dialogue between father and son. They talk about buying a car. Students are asked to listen in order to answer multiple choice questions correctly.	✓	✓	✓	99/Ch10/182/TeSM/TC


<p>Read this article and answer the questions.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">SAVE YOUR MONEY NOW!</p> <p>You may be asking yourself why it is compulsory to save money. If you have enough to pay for everything you need, why should you worry about putting some money aside each month? There are a variety of reasons to begin saving money. Different people save for different reasons. Here are some reasons that you may consider saving your money.</p> <p>One reason is for emergency funds. It is important to have an emergency fund set aside to cover unexpected expenses. This could cover an unexpected car repair, improvements on your house, an illness or a sudden job loss. Ideally your emergency fund should be about three to six months of your expenses. In addition, you need to make sure you have a plan and good insurance in place to help you survive the unexpected financial events in your life.</p> <p>Another important reason to save money is for your retirement. The sooner you start saving for retirement, the less you will have to save in the future. You can put your money to work for you. As you continue to contribute overtime you will be earning more interest on the money you have.</p> <p>A third reason to save money is for vacation or secondary items. Your buying and negotiating power goes a lot farther when you have a significant saving. You can save up for your tour to Bali or Europe. Your negotiating power is stronger if you have cash in hand on bigger purchases. You can also negotiate the price of the car much lower if you are willing to pay cash at the dealership.</p> <p>Last but not least, the reason to begin saving money is for your future education. Each year more people return to school to earn their master or doctoral degrees. You may also consider saving for your child's education when the time comes. Better educations usually demand expensive costs.</p> <p>From the reasons mentioned above, it is unquestionable that saving money is a good habit and it is a compulsory, like an old proverb saying "forewarned, forearmed."</p> <p style="text-align: right; font-size: small;">(adapted from: http://moneyfor20s.about.com)</p> </div> <p>Write the main ideas of each paragraph in the text. One has been done for you as an example.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="width: 15%;">Paragraph</th> <th style="width: 85%;">Main Idea</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>A question why it is compulsory to save money.</td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> </tr> </tbody> </table>	Paragraph	Main Idea	1	A question why it is compulsory to save money.	2		3		4		5		6		<p>ReBM</p>	<p>TC</p>	<p>There is a text entitled <i>Save Your Money Now!</i> taken from http://moneyfor20s.about.com . After reading and understanding the exposition text, students are asked to answer the exercises below.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>100/Ch10/184/ReBM/TC</p>
Paragraph	Main Idea																				
1	A question why it is compulsory to save money.																				
2																					
3																					
4																					
5																					
6																					



<p>Answer these questions.</p> <ol style="list-style-type: none"> 1) What are unexpected expenses? Mention some examples. 2) Beside saving funds, what else should you have to face the unexpected events? 3) Why should you save your money for retirement? 4) What does the proverb "forewarned, forearmed" mean? 						
<p>Read this article and decide whether these statements are True (T) or False (F) and give the evidence.</p>  <p>Why You Should Eat a Healthy Breakfast</p> <p>Breakfast is the most important meal of the day. Breakfast provides you with the energy and nutrients that lead to increase concentration in the classroom.</p> <ul style="list-style-type: none"> ✓ Studies show that breakfast can be important in maintaining a healthy body weight. Many people who skip breakfast will feel hungry quickly and then they eat snacks that contain high fat and sugar. This makes them gain weight quickly. ✓ People who skip breakfast are unlikely to make up their daily requirement for some vitamins and minerals that a simple breakfast would have provided. ✓ Breakfast provides energy for the activities during the morning and helps to prevent that mid-morning slump. <p>T F</p> <ol style="list-style-type: none"> 1. This poster encourages people not to have breakfast in the morning. <input type="checkbox"/> <input type="checkbox"/> Evidence : _____ 2. If you don't have your breakfast in the morning, you don't get supply of energy and nutrients. <input type="checkbox"/> <input type="checkbox"/> Evidence : _____ 3. People who go to work without breakfast will gain weight easily. <input type="checkbox"/> <input type="checkbox"/> Evidence : _____ 4. If you don't take your breakfast in the morning, you still look fresh until midday. <input type="checkbox"/> <input type="checkbox"/> Evidence : _____ 	TeBM	TC	The text beside is talking about a healthy breakfast. After reading the text, students are asked to do on the "true or false" exercise below.	✓	✓	✓ 101/Ch10/186/TeBM/TC

<p>Discuss the following questions with your friends and your teacher. Questioning</p>  <p>a) Have you ever expressed your opinions about something to someone? b) What does "persuasion" mean? c) What do you really mean by persuading someone? d) Do people always agree with what you think? Why? e) How do you feel when someone doesn't agree with your opinions? f) What expressions are used to tell your opinions?</p> <p><small>Clipart.com</small></p>	TaBM	OSI	In this exercise, students are asked to discuss with their friends and teacher about expressing opinions to someone.	✓	✓	✓	102/Ch10/187/TaBM/OSI
<p>Read this poem and answer the questions.</p> <div style="border: 1px solid black; padding: 5px;"> <p>My Hero Best friend, My Daddy <small>By M. Hernandez</small></p> <p>My daddy looks tough as nails And hard as metal. But the truth is easy to tell He's sweet and loving And can always understand me Patient he is And he always makes a big difference in my everyday life. Always manages to put a smile on my face. Even when his days aren't so good My daddy is my hero He is my best friend who I can always trust And I don't have to worry about being misjudged He is my daddy And above everybody he is who makes me feel very happy The truth is I love my daddy</p>  <p><small>Clipart.com</small></p> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Why did the boy write this poem? 3. What makes him adore his daddy? 4. Do you think that this poem takes the form of analytical one? Why? 5. Can you make a similar poem for someone/something you love very much? (It could be mother, your pet, your home, your village, your country, etc.) 	ReBM	TC	In this exercise, students are asked to read and understand a poem written by M. Hernandez entitled <i>My Hero Best Friend, My Daddy</i> . After that, students must answer the questions below, to test their understanding.	✓	✓	✓	103/Ch10/188/ReBM/TC

<p>Read this campaign poster and answer the questions.</p>  <p>Questions :</p> <ol style="list-style-type: none"> 1. What is the campaign poster about? 2. What is the purpose of the poster? 3. Why should we vote for Ekateryna? 4. Do you think that this poster takes the form of an analytical one? Why? 5. Make a similar campaign poster for student's election at your school. 	TeBM	TC	Students are asked to read a short text, namely the campaign poster. Next task, students have to answer five questions to test their understanding.	✓	✓	✓	104/Ch10/188/TeBM/TC
<p>Read this text carefully.</p> <p>The number of "Joe" Restaurant's customers is declining</p> <p>The number of customers eating in "Joe" restaurant is declining sharply from July 2013 until December 2013. This is shown in the column graph below.</p>  <p>The graph shows the number of people eating in "Joe" restaurant. In July, there were 200 customers. This was due to the grand opening of the restaurant. In the following month, the number decreased a half to 100 people. In September the number fell to 50 people. Next, in September there was just a small increase. Only 75 people dined in the restaurant. But in November the number fell again into 50. Until December, there was no sharp progress in numbers. Only 25 people dined in "Joe" restaurant.</p>  <p>From the graph shown above, it is clear that the number of "Joe" restaurant customers are declining.</p>	TeBM	TC	There is text about the customers of "Joe" restaurant. So, students are asked to read the text carefully. And then, they are required to answer six questions related to the text.	✓	✓	✓	105/Ch10/189/TeBM/TC





<p>Questions :</p> <ol style="list-style-type: none"> 1. What does the graph show? 2. In which month does the graph show the highest point? Why? 3. In which month does the graph show the lowest point? 4. In which month does the graph show the leveling-off? 5. Do you think that this report takes the form of an analytical one? Why? 6. Can you make a similar report for a library, a shoe store, a book store, etc? Write a short report in the form of analytical form. 							
<p>a. Read this text and underline all the verbs in present form.</p>  <p>Shopping on Saturday is usually difficult. Why? Many people commonly do their shopping on the same day. This makes the stores crowded. Customers often have to wait for a long time, for the clerks are very busy. Frequently, there are not enough clerks. For these reasons some people prefer to shop on other days of the week.</p> <p><small>Clipart.com</small></p>	TeBM	TC	There is a short paragraph about shopping. Students are asked to read and understand the text. Then, students are asked to underline the sentences that show the simple present.	✓	✓	✓	106/Ch10/192/TeBM/TC




<p>b. In pairs, answer these questions.</p> <ol style="list-style-type: none"> 1) What do you call the present form of verbs used in the paragraph above? 2) What does Simple Present denote? 3) What adverbs of frequency are used in the paragraph? 4) Mention some other adverbs of frequency used in the Simple Present and give examples in sentences. 5) Complete the following pattern of simple present. <table border="1" data-bbox="246 510 571 566"> <tr> <td rowspan="2">Affirmative</td> <td>Plural subject</td> <td>....</td> </tr> <tr> <td>.... subject</td> <td>Verb 1 +</td> </tr> </table> <p>e.g. : _____</p> <table border="1" data-bbox="246 630 638 686"> <tr> <td rowspan="2">Negative</td> <td>Plural subject</td> <td>....</td> <td>Verb 1</td> </tr> <tr> <td>.... subject</td> <td>....</td> <td>Verb 1</td> </tr> </table> <p>e.g. : _____</p> <table border="1" data-bbox="246 750 638 805"> <tr> <td rowspan="2">Interrogative</td> <td>....</td> <td>.... subject</td> <td>Verb</td> </tr> <tr> <td>....</td> <td>.... subject</td> <td>Verb</td> </tr> </table> <p>e.g. : _____</p>	Affirmative	Plural subject subject	Verb 1 +	Negative	Plural subject	Verb 1 subject	Verb 1	Interrogative subject	Verb subject	Verb	TeBM	TC Ji	<p>This exercise is still related to the previous exercise. However, in this exercise students have to work with their friends. To do the exercise, students can divide it into two parts. Each student does their part. Then, at the end they will explain to each other.</p>	✓	✓	✓	107/Ch10/192/TeBM/TC ,Ji
Affirmative		Plural subject																							
 subject	Verb 1 +																								
Negative	Plural subject	Verb 1																							
 subject	Verb 1																							
Interrogative subject	Verb																							
 subject	Verb																							
<p>Change the verbs in brackets into the Simple Present form to complete the text.</p> <p>Believe it or not, there are still really good reasons to care about the environment – even if you _____ (1. not consider) yourself an environmentalist. Here are several reasons why everyone should care about the environment, no matter who you are.</p> <ul style="list-style-type: none"> • We _____ (2. need) to care about our environment because every second the Earth is getting polluted by poisonous gases and fumes made by cars and factories. If we carry on to polluting this much what will happen to our kids? How will they live? By keeping our environment clean, it _____ (3. help) clear the pollution. • We _____ (4. get) lots of resources from our forests such as water, power and oxygen. If we use too much the resources and we _____ (5. re-green) or restore those forests, we may run out of the resources. • The quality of our environment _____ (6. affect) all of us no matter where we live. The environment _____ (7. be) our home. If it is not healthy, we will not be healthy either. When people _____ (8. abuse) the environment, this _____ (9. affect) us all. If water is polluted, if the air is full of smoke and chemicals, if food _____ (10. contain) poisons, people, plants and animals will get sick. <p>In conclusion, all people have a responsibility to protect and use the environment in a way that will protect it for us, our children, and our grandchildren.</p> 	TeBM	IG	<p>In the exercise beside there is an analytical exposition text about the important to keep our environment. Students are asked to fill in the gaps with words in brackets, but the words in brackets must be changed to the simple present form.</p>	✓	✓	✓	108/Ch10/193/TeBM/IG																			


<p>MAIN IDEA Observe these two short paragraphs and answer the questions.</p> <p>Paragraph 1  Books are very important to the development of a child because they not only help children at school. A school is an institution designed for the teaching of students under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. NAB Schools First is a national awards program for all Australian schools.</p> <p>Questions : 1) What is the topic of the paragraph above? 2) Why can't you find the topic? 3) What are the mistakes of the paragraph?</p> <p>Paragraph 2  Roads are often the most popular means of transportation for people to travel from place to place. They can go to work, to schools, to factories, etc. by their private vehicles or public buses. Efficient roads will considerably improve the velocity of the vehicles. The more modern the motorways are, the more easily people can travel. As a result, time for traveling is greatly saved.</p> <p>Questions : 1) What is the topic of the paragraph above? 2) Why is it called a paragraph? 3) What are the requirements of a paragraph?</p>	TeBM	TC	There are two short paragraphs that students must read and understand. Then, students are asked to answer questions related to the content of the paragraphs.	✓	✓	✓	109/Ch10/194/TeBM/TC
<p>What is the topic sentence of each paragraph.</p> <p>1) A full breakfast is a breakfast meal, usually consisting of smoked beef, sausages and eggs, often served with a variety of side dishes and a beverage such as coffee or tea. It is especially popular in the UK and Ireland and in British-influenced cultures including the United States, Australia, New Zealand, Canada and South Africa. It is sometimes referred to as an English breakfast or a "full English breakfast". _____</p> <p>2) Being honest means choosing not to lie, steal, cheat, or deceive in any way. When we are honest, we build strength of character that will allow us to be of great service to God and to others. We are blessed with peace of mind and self-respect and will be trusted by the Lord and others. _____</p>	TeBM	TC	In this exercise there are five short paragraphs. After understanding the content of the paragraphs, students are asked to write their answers related to the topic of each paragraph that they have understood.	✓	✓	✓	110/Ch10/195/TeBM/TC

<p>3) Exercise can help a person's bone strong. This may not seem important now, but your body will thank you later. Women are especially prone to a condition called osteoporosis, a weakening of the bones as they get older. Studies have found that weight-bearing exercise — like jumping, running, or brisk walking — can help people keep their bones strong.</p> <p>_____</p> <p>4) Frictional unemployment, also called search unemployment, occurs when workers lose their current job and are in the process of finding another one. There may be little that can be done to reduce this type of unemployment, other than provide better information to reduce the search time. This suggests that full employment is impossible at any one time because some workers will always be in the process of changing jobs.</p> <p>_____</p> <p>5) Texting while driving is the act of composing, sending, reading text messages, emails, or other similar use of the web on a mobile phone while operating a motor vehicle. The practice has been viewed by many people and authorities as dangerous, and in some places has been outlawed or restricted. Texting while driving leads to increased distraction behind the wheel. A study by the American Automobile Association discovered that 47% of teens admitted to being distracted behind the wheel because of texting.</p> <p>_____</p>							
<p>These paragraphs consist of topic sentences and supporting sentences. Identify which sentences are not suitable with the controlling idea.</p> <p>a) Television provides company for the lonely and elderly. It is convenient when there is good entertainment such as cartoons. Through television you can visit places you cannot visit in real life. You can meet face to face with the public figures that you love very much. Needless to say, television has a number of advantages.</p> <p>b) Environment-friendly (also eco-friendly, nature friendly, and green) are ambiguous terms used to refer to goods and services, laws, guidelines and policies claimed to inflict reduced, minimal, or no harm at all, upon ecosystems or the environment. Due to its large membership, varying and strong beliefs, and occasionally speculative nature, the environmental</p>	TeBM	TC	The next exercise, students are still presented with five short paragraphs with various topics. After reading and understanding the short paragraphs, students are asked to identify sentences that do not match with the controlling idea in each paragraph.	✓	✓	✓	111/Ch10/196/TeBM/TC

<p>movement is not always united in its goals. Companies sometimes use these terms to make environmental marketing claims when promoting good and services, for example with eco-labels. Doing so is sometimes referred to as green washing.</p> <p>c) Modern classrooms are now equipped with advanced technology. This is really good news for both students and teachers. Some education observers, however, do not agree with this idea that teachers and students have to take advantage of the modern technology in the classroom. They say that advanced technology in the classroom has some drawbacks. Some students can't afford modern computer technologies. Students usually pay an online technology fee. Instructors and students need training to learn how to use online technology.</p> <p>d) Nuclear energy is the energy stored in the center or the nucleus of an atom. Nuclear energy is considered as an alternative source of energy after fossil fuels. Nevertheless, there are some negative sides of nuclear energy. Nuclear energy produces nuclear wastes. Uranium is a very scarce resource and exists in only a few of the countries. Nuclear wastes contain radioactive substances which are very dangerous to any living things. People who work or live at nuclear power plants are at high risk of facing nuclear radiation. If nuclear energy is not wisely managed, it can be used as a devastating weapon in the wrong hands.</p> <p>e) Most of us are very used to hearing the sounds we hear in everyday life. Loud music, the sound of television, people talking on their phones, the traffic and even dogs barking in the middle of the night. Most industries use big machines that capable of producing large amount of noise. However, when the sounds have become a disturbance, this condition turns into noise pollution.</p>							
<p>Now, it's your turn to write your short paragraphs using the topic sentences and the supporting sentences.</p> <p>1) Good roads are important for a country. Why? They are good for business because they make possible the fast transportation of food and merchandise.</p> <p>_____</p> <p>_____</p> <p>2) A library is one of the most important institutions. First, knowledge is stored in the library. Secondly, _____</p> <p>Thirdly, _____</p> <p>3) Basketball is popular in many countries. One reason is that _____</p> <p>Moreover _____ Furthermore _____</p> <p>4) Among football players, I like Christian Ronaldo very much.</p> <p>_____</p> <p>_____</p>	TeBM	TC	In this task, five topic sentences are provided. Then students are asked to continue the paragraph with the appropriate sentences, so it will become coherent paragraph.	✓	✓	✓	112/Ch10/197/TeBM/TC

<p>IF CLAUSE Read the sentences and answer the questions.</p> <p>Nuclear Energy is very dangerous.</p>  <ul style="list-style-type: none"> • If there is a small leak in the nuclear power plant, the people who work or live in the nearby area will be affected by nuclear radiation. • If nuclear energy is not wisely managed, it can be used as a devastating weapon in the wrong hands. • If the nuclear waste is not properly stored, it will be extremely hazardous to any living things. <p>Questions :</p> <ol style="list-style-type: none"> 1) What are the sentences about? 2) What do you call the sentences above? 3) Write the pattern : <p>Active sentence</p> <table border="1" data-bbox="156 750 616 798"> <tr> <td>If</td> <td>Simple Present Tense</td> <td>Present Future</td> </tr> <tr> <td>If</td> <td>Subject +</td> <td>Subject +</td> </tr> </table> <p>Passive sentence</p> <table border="1" data-bbox="156 821 616 869"> <tr> <td>If</td> <td>Simple Present Tense</td> <td>Present Future</td> </tr> <tr> <td>If</td> <td>If Subject +</td> <td>Subject +</td> </tr> </table>	If	Simple Present Tense	Present Future	If	Subject +	Subject +	If	Simple Present Tense	Present Future	If	If Subject +	Subject +	TeBM	TC	The text beside contains information about the dangers of nuclear energy. Students are asked to understand the text, so that they can answer the questions below.	✓	✓	✓	113/Ch10/198/TeBM/TC
If	Simple Present Tense	Present Future																	
If	Subject +	Subject +																	
If	Simple Present Tense	Present Future																	
If	If Subject +	Subject +																	
<p>Write your conditional sentences.</p>  <p>Pollution is harmful to all living things</p> <ul style="list-style-type: none"> • If the air pollutant combines with water droplets, it will form acid rain. • If the acid rain falls over an area, it can kill trees and harm animals, fish, and other wildlife. • _____  <p>Honey is good for our health</p> <ul style="list-style-type: none"> • If you have inflammation, take a spoon of honey and swallow it because honey contains anti-inflammatory agents. • _____ • _____  <p>Jakarta need a mass rapid transportation</p> <ul style="list-style-type: none"> • _____ • _____ • _____ 	TeBM	TC	Students are asked to continue on conditional sentences with several themes such as pollution is harmful to all living things, honey is good for our health, and Jakarta need a mass rapid transportation.	✓	✓	✓	114/Ch10/199/TeBM/TC												

<p>Complete the analytical exposition text using suitable phrases and conjunctions.</p> <p style="text-align: center;">APARTMENTS OFFER FRIENDLY LIVING</p> <p>The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas. This shows that many Indonesians enjoy living in apartments. _____ (1).</p> <p>_____ (2), people prefer to live in an apartment _____ (3) it is located near their offices; they can save time _____ (4) energy as they don't have to experience terrible traffic jams.</p> <p>_____ (5), they enjoy the new life style _____ (6) an apartment offers comfort and privacy and they don't have to worry about the city's high crime rate because most apartments have 24-hour security systems.</p> <p>_____ (7), people now enjoy practicality, _____ (8) this is reflected in the design of their place: living rooms become smaller and verandah is no longer considered important part of the house.</p> <p>_____ (9), it is clear that apartments offer friendly living _____ (10) will be more constructed in Indonesian cities in the future.</p> <p style="text-align: right;"><small>(source: Indonesian Property)</small></p> 	<p>ReBM</p>	<p>IG</p>	<p>There is a text entitled <i>Apartment Offer Friendly Living</i> taken from Indonesia Property. In this text, there are several gaps or empty parts. Then, students are asked to fill in the gaps with the appropriate sentences and conjunctions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>115/Ch10/201/ReBM/IG</p>
<p>Revisiting</p> <p style="text-align: center;">Read the following speech script.</p> <p style="text-align: center;">Script 1</p> <p>Ladies and Gentlemen,</p> <p>I am here tonight to put forward the proposals for the new Town Hall. This will be located in George Street, and will replace the existing building in Mary Baker Street.</p> <p>A new town hall has been necessary for some time. The present building is old-fashioned, cramped and inconvenient. It is impossible to work efficiently in these surroundings.</p> <p>As for the suggestion that the project is a waste of public money, the building in fact represents a valuable investment of public funds. The construction of the building will provide employment for many people, and the building itself will incorporate public facilities such as a library and an art gallery.</p> <p>To sum up, the project will be great value, not only to those directly concerned, but also to the public as a whole. Thank you.</p>  <p style="text-align: center;">Script 2</p> <p>Ladies and Gentlemen,</p> <p>I would like to oppose the building of the new Town Hall on a number of counts.</p> <p>The building would be a disgraceful waste of public money, which could far more usefully be spent on the social services or education. Moreover, the site at George Street has been reserved for some time for a public park and the construction of the new Town Hall would mean abandoning this plan. The new building, incidentally, will be something of an eyesore, and will not harmonize in anyway with its surroundings.</p> <p>To turn to the question of employment, workers will only be needed on the project for a year or two and will have to find new jobs elsewhere after that. The project will not be of any lasting benefit.</p> <p>In conclusion, I would like to say that I consider this project a shocking waste of money at a time of financial hardship. Thank you.</p> 	<p>TeBM TaBM</p>	<p>TC Ji</p>	<p>In this assignment there are two parts of the text from Councilor Harper and Councilor Steward. The first, students are asked to read and understand the texts. Second, students are asked to answer the questions in the exercises related to the texts, in pairs. So, students can divide the task into two parts. Then they can explain to each other.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>116/Ch10/202/TeBM, TaBM/TC,Ji</p>

<p>In pairs, discuss to answer these questions.</p> <table border="1"> <thead> <tr> <th>Questions for Councilor Harper's talk</th> <th>Questions for Councilor Steward's talk</th> </tr> </thead> <tbody> <tr> <td>1. What is the topic of his speech?</td> <td>1. What is the topic of his speech?</td> </tr> <tr> <td>2. What is Councilor Harper trying to do to the audience in his speech?</td> <td>2. What is Councilor Steward trying to do to the audience in his speech?</td> </tr> <tr> <td>3. Why does he think that a New Town Hall is badly needed?</td> <td>3. Why does he think that a New Town Hall is not necessary?</td> </tr> <tr> <td>4. What will the project of the New Town Hall provide?</td> <td>4. So, what is his conclusion at the end of his speech?</td> </tr> <tr> <td>5. So, what is his conclusion at the end of his speech?</td> <td>5. Identify which one is the thesis, the arguments and the reiteration.</td> </tr> <tr> <td>6. Identify which one is the thesis, the arguments and the reiteration.</td> <td>6. Does the speech take the form of analytical exposition? Why?</td> </tr> <tr> <td>7. Does the speech take the form of analytical exposition? Why?</td> <td></td> </tr> </tbody> </table>	Questions for Councilor Harper's talk	Questions for Councilor Steward's talk	1. What is the topic of his speech?	1. What is the topic of his speech?	2. What is Councilor Harper trying to do to the audience in his speech?	2. What is Councilor Steward trying to do to the audience in his speech?	3. Why does he think that a New Town Hall is badly needed?	3. Why does he think that a New Town Hall is not necessary?	4. What will the project of the New Town Hall provide?	4. So, what is his conclusion at the end of his speech?	5. So, what is his conclusion at the end of his speech?	5. Identify which one is the thesis, the arguments and the reiteration.	6. Identify which one is the thesis, the arguments and the reiteration.	6. Does the speech take the form of analytical exposition? Why?	7. Does the speech take the form of analytical exposition? Why?								
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<p>Communicating</p> <p>Read this essay. In pairs find the important points of the text. Put the points in the table.</p> <p>Cheating on the test doesn't take any benefits at all</p> <p>Some social observers say that corruption practices in a country may begin with the smallest dishonesty done in a daily life, especially at schools when students are doing their test papers or examinations. Small practices of dishonesty and cheating are neglected but have a great impact on the future. Indeed, cheating on tests doesn't have any benefit at all to students for several reasons.</p>  <p>In the first place, students have no idea about their actual ability and competency in each school subject. By cheating at the tests, students don't use their own brain to think. It makes students bury their potential ability without knowing how far they have understood the lesson and mastered the skills.</p> <p>Moreover, cheating at the tests causes students to depend upon others. Students who are accustomed to cheating during the tests will get into trouble when others cannot help them. Students will have no idea what to do in such a situation as they don't prepare well for the tests.</p> <p>Lastly, the worst of all cheating habit could create a corruption culture. When students cheat at the tests, they are actually fooling themselves. They are lying to themselves to get good marks and take the benefit for themselves. This bad habit will teach students from time to time to do everything and to get everything in a way to get what they want, even by practicing corruption. In corruption practices, people commonly lie and do anything for their own benefits. So, it is no doubt that cheating is a "small form" of corruption.</p> <p>Based on the reason we talk above, we can draw a conclusion that cheating is a bad habit and doesn't have any benefit at all for students.</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Purpose of the text</th> <th>Arguments</th> <th>Conclusion</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Topic	Purpose of the text	Arguments	Conclusion					TeBM	TC	Students are asked to read a text that contains the negative effects of cheating. After understanding the essay, students are asked to answer the questions about the topic, purpose, arguments and conclusion of the essay beside.	✓	✓	✓	117/Ch10/204/TeBM/TC								
Topic	Purpose of the text	Arguments	Conclusion																				

<p>Listen to an essay and in pairs, take notes according to the headings.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th style="width: 25%;">Topic</th> <th style="width: 25%;">Purpose of the text</th> <th style="width: 25%;">Arguments</th> <th style="width: 25%;">Conclusion</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Topic	Purpose of the text	Arguments	Conclusion					TeSM	TC Ji	All of students must listen to the audio first. After that, they must answer the questions by writing in the provided columns. In answering this exercise they can share the task with their friends.	✓	✓	✓	118/Ch10/205/TeSM/TC, Ji
Topic	Purpose of the text	Arguments	Conclusion												
<p>In groups of four, find an analytical exposition text from the Internet or a newspaper. Then, swap your article with other groups. Use this questionnaire to analyze the article.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-weight: bold; font-size: small;">Peer Editing Checklist</p> <p>What is the topic of the article? Can you find the topic easily in the first paragraph?</p> <p>Does the text organization follow the rules of The Analytical Exposition Test?</p> <p>The purpose of the text</p> <p>Language elements</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Using connectives to make paragraphs in unity. Topic sentence is stated clearly in each paragraph Note : _____</p> <p>Are sentences written in Present Tense? Note : _____</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Is the reiteration written clearly</p> </div>	TaBM ReBM	Ji	Students are asked to make groups. Each group consists of four students. Each group is required to find an analytical exposition text from the internet or newspapers. Then, students have to exchange the text with another group for analysis.	✓	✓	✓	119/Ch10/205/TaBM, ReBM/Ji								

<p>Write your own analytical exposition with the following topics.</p> <ul style="list-style-type: none"> • Global warming is very hazardous to living things. • Life would be different without electricity. • Corruption should be banned in this country. • Cars should be limited in towns. 	TeBM	-	Students must choose one of the topics from the exercise beside, to be used as an exposition text with the correct structure, completed with thesis, arguments and conclusion.	✓	-	✓	120/Ch10/206/TeBM/-
<p>Make a presentation about the topic that you have chosen. Present it with a PowerPoint presentation to make your presentation more attractive. Use this outline to prepare your monologue.</p> <p style="text-align: center;">Student's Outline for a monologue</p> <p><i>Include your monologue title here</i> <input type="text"/></p> <p>Name : <input type="text"/> Class : <input type="text"/> Date of Presentation : <input type="text"/></p> <p>I. Introduction (Addressing and greetings)</p> <p>Purpose (Why are you giving this talk?) : <input type="text"/></p> <p>Thesis (What are you going to talk about?) : <input type="text"/></p> <p><i>Use the transition: "So, let's begin with ..."</i></p> <p>II. Body</p> <p>Argument 1 : <input type="text"/> elaboration : <input type="text"/></p> <p><i>Use the transition: "Now, that we have already learned that ... let's look at ..."</i></p> <p>Argument 2 : <input type="text"/> elaboration : <input type="text"/></p> <p><i>Use the transition: "So, we have already learned that ... and that ... Finally, let's take a look at ..."</i></p> <p>Argument 3 : <input type="text"/> elaboration : <input type="text"/></p> <p><i>Use the transition: In conclusion we can see that ..."</i></p> <p>III. Closing and Thanking</p> <p>A. Restate purpose of speech and your thesis B. Saying thanks for the attention and good-bye.</p>	TaBM	TC RP	After writing an analytical exposition text with the chosen topic, students are asked to present the text they have made with the outline provided.	✓	✓	✓	121/Ch10/206/TaBM/TC ,RP

<p style="text-align: center;">Editing Checklist</p> <p>Questions to ask yourself before handing in your paper. Put a check mark (✓) in each box after you complete the tasks.</p> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Do I have a clear introduction with a good thesis statement? <input type="checkbox"/> Do the arguments present clear ideas (topic sentences)? <input type="checkbox"/> Does each paragraph have elaboration (supporting sentences) so that the reader understand what I'm saying? <input type="checkbox"/> Have I used correct language elements of analytical exposition text, such as connectives and phrases for making conclusion? <input type="checkbox"/> Did I use correct punctuation? </div>	<p>TeBM</p>	<p>TC</p>	<p>After writing an analytical exposition text, the students were asked to tick the "editing checklist" . This advanced task serves to ensure that the text that has been written by students is good.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>122/Ch10/208/TeBM/TC</p>
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APPENDIX 3
Validation Sheet

The data analysis of the thesis by Sumita Ramadhanty (173221077), entitled “The Use of Materials and Communicative Exercises in the Textbook *Pathway to English* Based on CLT for Eleventh Grade of Senior High School Students” has been audited by Noviana Puspitasari, S.Pd., in:

Day : Friday

Date : 21th April

Sukoharjo, 22th April 2022

Auditor



Noviana Puspitasari, S.Pd.

Researcher

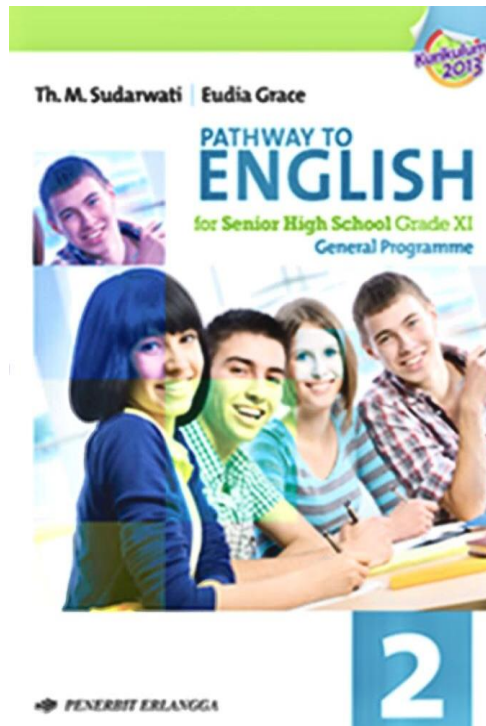


Sumita Ramadhanty

APPENDIX 4

Textbook Page Samples

1. Cover



2. Table of Contents

CONTENTS	
Chapter 1	You should keep your environment clean 1
Chapter 2	As far as I'm concerned 17
Chapter 3	I wish you all the best 35
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Chapter 8	If I have a lot of money 139
Chapter 9	Is it a mammal? 157
Chapter 10	Why is it a good habit to have? 177
Chapter 11	He was a hard-working man 209
Chapter 12	I would like to teach the world to sing 231

3. Material

REMEMBER!

Remember!


- ✓ **Linking verbs, relating verbs, and behavioral verbs** are mostly used in a report text.
- ✓ These verbs belong to **linking verbs**.
 - is are have has get look resemble belong appear
 - All mobile phones **have** a number of features in common
 - An orchid **is** a tropical plant. It **belongs** to the same group as Vanda.
- ✓ **Relating verbs** are verbs that link the subject and the rest of the sentence.
 - The region of the Moon's shadow in a solar eclipse **is divided into** three parts.
 - The term globe **is used** only **for** models of objects that are approximately Spherical.
- ✓ These verbs belong to **behavioral verbs**. They refer to physiological and psychological behavior of living things.
 - Monkeys **swing** from tree to tree.
 - Snakes **move** by pushing and pulling themselves with the muscles on the bottom of their bodies

Adapted from Look Ahead 2, PT Erlangga

In pairs, read the texts quickly. Analyse the texts by completing the columns. Some are done for you.

Text 1

Jasmine is a genus of shrubs and vines in the olive family. It contains around 200 species native to tropical and warm temperate regions of Europe, Asia, and Africa. Jasmines are widely cultivated for the characteristic fragrance of their flowers.



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