

## TRANSCRIPTION OF TEACHER I

- Teacher : Okay, all right ya? [T8]  
 So, yes, I think the time that I gave you is enough ya. [T4]  
 For your break I do not corrupt your time, so please do not corrupt our learning hours ya. [T4]  
 Alright, so here is the last section that we discussed and then we continue. [T6]  
 And what I want to remind you is when you have other possibly answers, so please remember this ya. [T4]  
 Okay, so please use pronoun after you use the phrase like this. [T4]  
 Not the other way around. [T4]  
 Ya? Okay? [T8]  
 So can we go on? [T1Ab]  
 Now, who? [T1Aa]  
 Shinta maybe ya? [T3]
- Student 1 : Huh? [S16]
- Teacher : Number six. [T4]  
 Okay? [T8]  
 Ya, number six. [T5]
- Student 1 : If you won't invite Mark. [S13b]
- Teacher : Oh, wait a minute. [T4]
- Student 1 : I won't come to your party. [S13b]
- Teacher : Are you ready? [T1Ab]
- Student 1 : Yes, Sir. [S13a]
- Teacher : Okay, yes, number six. [T5]**
- Student 1 : If you don't invite Mark, I won't come to your party. [S13b]**
- Teacher : Yeah, if you do not invite Mark, I... [T12]**
- Student 1 : Won't. [S13a]**
- Teacher : I wouldn't come to your party. [T4]**  
**Or... [T12]**
- Student 1 : I wouldn't come to your party if you don't invite Mark. [S13b]**
- Teacher : I wouldn't come to your party, if you don't invite Mark. [T10]**  
**Okay, no problem with the pronoun ya. [T4]**  
**Okay, next. Helena. [T3]**
- Student 2 : If you give it back tomorrow, I will lend you my camera. [S13b]
- Teacher : Yes? [T8]
- Student 2 : I will lend you my camera if you give it back tomorrow. [S13b]
- Teacher : I'll lend you my camera provided that you give it back tomorrow. [T10]  
 Okay, I will lend you my camera provided that you give it back tomorrow. [T5]  
 I will lend you my camera provided that you give it back tomorrow. [T5]  
 Provided that you give it back tomorrow, is it? [T1Ab]  
 Okay Helena, why don't you write on the board? [T3]  
 The other possible answer? [T1Aa]  
 Come on! [T2]  
 Everybody, so please see Helena's questions ya? [T2]  
 Pay attention to the pronoun "use". [T4]

Extract 1

- Ya? Pronoun "use". (long silent because the students were waiting for Helena's questions on the board) [T5]  
 Okay, where are the others? [T1Aa]  
 Uh, where is Tri? [T3]
- Student 3 : #1 I don't know Sir. # [S14]  
 Students : #2 ( busy chatting) # [-]  
 Teacher : Where is Priska? [T3]  
 Student 4 : Maybe still outside. [S13a]  
 Teacher : Ya, yes, go on! [T2]  
 Let her finished writing, comments follow ya. [T4]  
 Okay? (the students were busy chatting) [T8]  
 Okay, this is the last part of our discussion on unit five A ya. [T6]  
 And then we will continue with Five B after this. [T6]  
 Now, second, ya. (while waiting, the students were chatting again) [T2]  
 Be careful, the same case with number five in terms of the use of pronoun. Okay, the use of pronoun. [T4]  
 Sagita, check Helena's answer. [T3]  
 Yes, do you agree Sagita? [T3]
- Student 5 : (silent) [-]  
 Teacher : Time management, Priska. [T4]  
 Student 6 : Yes, Sir. [S13a]  
 Students : (laughter) [-]  
 Teacher : Okay Sagita, your comments. [T3]  
 Come on! [T2]
- Student 5 : Both of them true. [S13a]  
 Teacher : Oh, both of them true. [T10]  
 Okay, so I will say halfly you are right. [T4]  
 And partly you are wrong then. [T4]  
 Shinta, come on, check. [T3]  
 Putra, so you have understood well. [T3]  
 So, you have understood well. [T5]  
 Number five, I hope you do it correctly with number seven. [T4]  
 Okay, come on in. [T2]  
 Sorry, come forward. [T2]  
 Yes, Shinta? [T3]  
 Agatha, Sagita, check ya? [T3]  
 You said that you are... True, ya? [T1C]  
 What do you think, Ervita? [T3]  
 Right or wrong? [T1Ab]  
 Okay, yes. [T9a]  
 Very good. [T10]  
 Is it clear? [T1Ab]
- Students : Yeah. [S13a]  
 Teacher : Uh, by the way, what is your answer, Sagita? [T3]  
 Sorry? [T1Aa]  
 Oh, you choose Shinta's answer ya? [T1C]  
 After you know her answer, right? [T1Ab]

- Okay. So I will lend you my camera provided that you give it back tomorrow, ya? [T5]  
 Not provided that you give it back tomorrow, I will lend my camera to you. [T4]  
 This will be different. [T4]  
 Is it clear to you? [T1Ab]
- Students : Clear. [S13a]  
 Teacher : But, by writing this way: provided that you give my camera back, okay? [T4]  
 Or you give back my camera tomorrow; I will lend it to you. [T4]  
 That's good. [T10]  
 What if I write this way? (continued writing) [T1Ba]  
 What do you think? [T1Ba]
- Students : Yeah, it's right. [S13a]  
 Teacher : Make sense? [T1Ab]  
 Students : Yeeess... [S13a]  
 Teacher : Or different? [T1Ab]  
 Oh. Provided that you give it back tomorrow, I will lend my camera to you. [T5]
- Students : Yeaahh... [S13a]  
 Teacher : Oooh... Why? [T1C]  
 Because "it" here, maybe different. [T4]
- Students : Yeah... [S13a]  
 Teacher : But when you use my camera, and then the pronoun "it", yes that's good. [T4]  
 It's in this. [T4]  
 Like this, ya. [T4]  
 Is it clear now? [T1Ab]
- Students : Cleeeaaarr... [S13a]  
 Teacher : So be careful ya, Helena? [T3]  
 Okay, hope by answering this question you know, yeah, you remember. [T4]  
 Okay, any question so far? [T1Ab]  
 This is all about Five A. [T4]  
 Yes, if you have question so please let me know... [T4]  
 Any other question? [T1C]  
 Okay, well, I also have now some other pictures and I want you to observe these pictures ya. [T2]  
 Just imagine if you are inside the picture. [T4]  
 Ya, so look at this. [T2]
- Students: (discussing) [-]  
 Teacher : Look at this. [T5]  
 This is the... [T12]
- Students : (discussing) [-]  
 Teacher : Look at this is Setiawan. [T3]  
 Students : (laughter) Setiawan. [S13a]  
 Teacher : Ya, when he was still a child ya, Setiawan ya? [T3]  
 Student 4 : #1 Yes. # [S13a]

- Students : #2 (laughter) # [-]  
Teacher : And his mom ya? [T1Ab]  
Okay, Setiawan. [T3]
- Student 4 : Yes Sir. [S13a]  
Teacher : When you remember this event? [T1Aa]  
Student 4 : Ya? [S16]  
Teacher : What you feel? [T1Aa]  
Students : #1 (laughter) # [-]  
Student 4 : #2 I feel very sad Sir, because my country... # [S13b]  
Students : (cheering) [-]  
Student 4 : Don't laugh. [S13a]  
My country flood. [S13a]  
Students : Floooddd... [S13a]  
Teacher : Okay ya, look at this mother try to save herself but of course with her son ya? [T4]  
Uh, look at the road, ya? [T2]  
So if you want to be save, you have to pass through the flood ya. [T4]  
Through the road. [T4]
- Students : Yeess... [S13a]  
Teacher : Ya, like one place, ya. [T4]  
Now look at this next picture. [T2]
- Students : #1 Ooohh... # [S13a]  
Student 3 : #2 Mengerikan. # [S13a]  
Teacher : You know where it is? [T1Ab]  
Students : Jakarta. [S13a]  
Teacher : Jakarta, ya. [T10]  
Lucky, we are lucky living here. [T4]
- Student 8 : Yeeees... [S13a]  
Teacher : Because uh, Bu Risma is very good ya? [T1Ab]  
At uh, making Surabaya green and dry ya? [T1Ab]
- Students : Yeeess... [S13a]  
Teacher : No more flood ya? [T1Ab]  
But this Jakarta, yes. [T4]  
Everyday traffic jam, almost every week flood, during the rainy season. [T4]
- Students : Yeess... [S13a]  
Teacher : Even when there is no rain, there is still another flood. [T4]  
Because of the... the raise of the sea water ya. [T4]  
Okay. [T9a]  
Ya, this is Nurul ya? [T3]
- Students : (laughter) [-]  
Teacher : Okay, and then Banny Panca. [T3]  
Students : (laughter) Tari... Tari... [S13a]  
Teacher : Oh, this one ya. [T4]  
Students : (laughter) [-]  
Teacher : #1 Okay, and yes when ya Nurul is feeling shy when Agatha is taking her picture ya. # [T3]  
Students : #2 (laughter) (joking) # [-]

- Teacher : Okay, this is another picture of a disaster ya, flood. [T4]  
 #1 And of course this isn't something that we expect to happen ya? # [T1Ab]
- Students : #2 Yes. (laughter and joking) # [S13a]
- Teacher : **And look at this picture, the children try to help the other students who want to go to the school ya. [T4]**  
**So, that they will not get wet. [T4]**  
**That is the way, ya. [T4]**  
**That is the way, ya. [T5]**  
**Creativity. [T4]**  
**When, you still remember our value? [T1Aa]**  
**Uh, yesterday value. [T4]**  
**When we were, when we are in a conflict, we will get... [T12]**
- Students : **Get... Solid... [S13a]**
- Teacher : **More and more... [T12]**  
**Solid. [T10]**
- Students : **Solid. [S13a]**
- Teacher : Yeah, and please here look at the human value between these people, ya. [T2]  
 These children, ya. [T4]  
 Uh, working hand in hand. [T4]  
 And... here is uh, a kind of an optimistic boy ya. [T4]
- Students : (giggling) [-]
- Teacher : Always smiling. [T4]  
 Now, look! [T2]  
 More serious ya? [T1Ab]
- Student 8 : #1 Yes! # [S13a]
- Student 4 : #2 Yeess... # [S13a]
- Teacher : Yah, this is Faraya, [T3]
- Student 4 : Faraya??? (laughter) [S16]  
 Faraya ne nyangkut. [S13a]
- Teacher : Okay ya, and look at this! [T2]  
 Where is it? [T1Aa]
- Students : Hah? Nang endi iku? [S16]
- Teacher : Jakarta, ya? [T1Ab]
- Student 3 : #1 Hah? Ndak mungkin iku Jakarta. # [S16]
- Student 4 : #2 Banjir... ancur... # [S13a]
- Teacher : O ya, still possible. [T4]
- Student 4 : Sidoarjo Sir. [S13a]
- Teacher : No... [T9b]
- Student 7 : #1 Sidoarjo? (laughter) # [S16]
- Student 9 : #2 Kotamu pek iku... # [S13a]
- Teacher : Look at this! [T2]
- Student 4 : Dijual, hubungi 383483. [S13a]
- Teacher : Ya. [-]
- Student 10 : Dikontrak ndul... [S13a]
- Teacher : This is Jakarta, Setiawan. [T3]  
 Banjir Jakarta. [T4]

- Student 10 : #1 Onok ditulis di atas dul. # [S13a]  
 Students : #2 (laughter) # [-]  
 Teacher : Okay, ya. Next. [T2]  
 Students : (giggling) [-]  
 Student 4 : Aku mikir iku Sidoarjo, sir. [S13b]  
 Sidoarjo lak ngono to? [S16]  
 Student 11 : Sidoarjo gak ngono. [S13a]  
 Students : Wooooo? Oooo... [S13a]  
 Teacher : You can see now. [T4]  
 Students : (joking) [-]  
 Student 4 : Wes, gak usah nabung. [S13a]  
 Students : (joking) [-]  
 Teacher : Another problem, ya? [T1Ab]  
 Student 4 : Yes. [S13a]  
 Students : (still joking) [-]  
 Teacher : Okay, uh, just imagine this happen in Surabaya. [T4]  
 Students : Lhooooooooooooooooo... emooooohhh... [S13a]  
 Teacher : Okay, so that you have a kind of sympathy, ya. [T4]  
 Okay, so look at this. [T2]  
 Students : (discussing) [-]  
 Teacher : It is not a tourism, right? [T1Ab]  
 Students : Noo... [S13a]  
 Teacher : But real problem ya. [T4]  
 A real problem. [T5]  
 It is not uh, rafting. [T4]  
 Students : Yeeess... [S13a]  
 Teacher : Ya now, yes, now look at it. [T2]  
 I like this cartoon. [T4]  
 What is the message? [T1Aa]  
 Student 4 : Obama caused claustrophobic. [S13b]  
 Teacher : But this is not, uh, not, uh, related to our discussion. [T4]  
 But I just, I just need to remind you, ya. [T4]  
 Ya, but sometimes men can create disaster for the others. [T4]  
 That is war. [T4]  
 Both disaster is over. [T4]  
 But another disaster came. [T4]  
 Or come? [T1C]  
 Who is it? [T1Aa]  
 Teacher : #1 Obama. # [T4]  
 Students : #2 Obama. # [S13a]  
 Teacher : Not just a disaster, but a catastrophe. [T4]  
 Student 9 : Catastrophe? [S16]  
 Teacher : Yeah, more than disaster. [T5]  
 Students : Ooohh... [S13a]  
 Teacher : Catastrophe begin, ya. [T4]  
 The other one is bencana, this is... [T12]  
 What is it? [T1Aa]  
 Student 4 : Hah? More? [S16]

- Teacher : Like kiamat, ya. [T4]  
 Students : Wah? Oooo... [S13a]  
 Teacher : Okay, it means that the other problem is solved, the other problem comes, ya. [T4]  
 And it is created by men, by people, by human. [T4]  
 Now look at this. [T2]  
 Students : #1 (discussing) # [-]  
 Student 8 : #2 Apa ini? Diapakno? # [S16]  
 Teacher : A picture of a disaster finished, ya. [T4]  
 After this you can imagine how many people buried down under the building. [T4]  
 Students : Yees... [S13a]  
 Many people. [S13a]  
 Sooo many people. [S13a]  
 Teacher : Ya, okay, again, the scene. [T4]  
 Look at this mom. [T2]  
 Student 9 : Setiawan iku. [S13a]  
 Teacher : #1 Why they are? # [T1Ac]  
 Students : #2 (laughter) # [-]  
 Student 4 : #1 Oooo.. mayak. aku jadi kambing hitam terus. # [S13b]  
 Students : #2 (laughter) # [-]  
 Teacher : Ya, I have one question for all of you. [T4]  
 Why these moms are crying? [T1Ac]  
 Students : #1 (discussing) # [-]  
 Student 4 : #2 I think they lost their child or... or... # [S13b]  
 Teacher : Yes, number one. [T2]  
 People will cry when they lose something. [T4]  
 They lose somebody he loved. [T4]  
 They lose their homes. [T4]  
 More than buildings, but home is family, ya. [T4]  
 And then, people will cry when they lose their expectation. [T4]  
 Yes or no? [T1Ab]  
 Students : Oh yeah. [S13a]  
 Teacher : Ya, so that is why when we are near, we can feel it. [T4]  
 Okay? [T8]  
 Ya, but when we do not care, ya, it's okay. [T4]  
 No sympathy. [T4]  
 No empathy, ya. [T4]  
 And look at this. [T2]  
 It's very sad, right? [T1Ab]  
 Student 4 : Yeah. [S13a]  
 Teacher : And their faces, their faces like real. [T4]  
 I mean it's not dramatized right? [T1Ab]  
 It's natural right? [T1Ab]  
 Students : Yes... [S13a]  
 Teacher : Okay, so they are really sad, ya. [T4]  
 Because of the disaster ya. [T4]

- Mom, mom, and these people trying to take out the family matrass maybe. [T4]  
 It's very important too sleep, ya. [T4]  
 Okay, and this one. [T4]  
 Ya, this is, this is not in Indonesia. [T4]  
 No, ya? [T1Ab]  
 Not in Indonesia. [T4]  
 Uh, this is because of the melting. [T4]  
 Uh, of the, uh, the ice ya? [T4]  
 In the, in the pole. [T4]  
 Yeah, glacier. [T4]  
 Now look at this. [T2]  
 So there will be an increase of the... the level of the water, ya. [T4]  
 It's quite, can you just imagine? [T1Ab]  
 That we need water for our life, right? [T1Ab]
- Students : Yeess... [S13a]  
 Teacher : But when there are a lot of water like this, water can kill us. [T4]  
 Students : Yeess... [S13a]  
 Teacher : Okay, so we have to manage the water. [T4]  
 And look at this. [T2]  
 They are not acting, but they are really sad. [T4]  
 Crying over everything they have lost, okay. [T4]
- Student 4 : Hah? Dimana iku? [S16]  
 Teacher : India ya. [T4]  
 Ya, mysterious ya? [T1Ab]
- Student 4 : Yes. [S13a]  
 Teacher : They are not acting in drama. [T5]  
 No, it's serious ya. [T4]
- Students : (discussing and joking) [-]  
 Teacher : Okay, and look at this again. [T2]  
 Ya, this can kill us. [T4]  
 Ya, this water can kill us and again, this one. [T4]  
 What do you call them? [T1Aa]
- Students : Hurricane. [S13a]  
 Teacher : We call it? [T1C]  
 Students : (discussing) [-]  
 Teacher : Tornado. [T4]  
 But in our bahasa? [T1Aa]
- Students : Puting beliuuung. [S13a]  
 Teacher : Puting beliung, ya. [T10]  
 In Javanese we usually call it angin lesus, ya. [T4]
- Students : Yess... [S13a]  
 Teacher : But actually tornado is quite dangerous. [T4]  
 This tornado can fly high even a car. [T4]
- Students : Yes. [S13a]  
 Teacher : Ya, so very very dangerous. [T4]  
 Okay, enough ya. [T4]
- Student 10 : #1 Lhoo.. Lagi lho. Lagi lho. more. more. # [S13a]

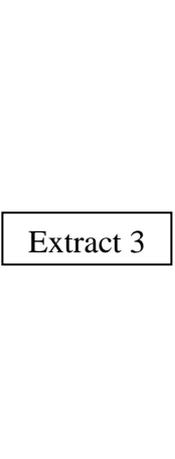
- Students : #2 (discussing) # [-]  
 Teacher : Okay ya, that's enough. [T5]  
 Take out your book. [T2]  
 Now see again your book ya. [T2]  
 Starting questions. [T4]  
 Bani, do you think that weather should be control? [T3]
- Student 12 : Ya. [S13a]  
 Teacher : Can people control the weather? [T1Ab]  
 What do you think? [T1Ba]
- Students : (discussing) [-]  
 Student 12 : Uh, I think so. [S13a]  
 Some people can control the weather. [S13b]
- Teacher : Okay, ya, alright. [T10]  
 How about you, Devi? [T3]  
 Do you think that people, we, can control the weather? [T1B]
- Students : #1 (discussing) # [-]  
 Student 13 : #2 Ehmmm... bisa rasae. Yes, because (giggling) yeah, some people can control the weather, yeah, we could yah... we can. # [S13b]
- Teacher : So, people depend on weather or weather depends on us? [T1Aa]  
 Student 13 : #1 Weather depend on me. # [S13b]  
 Student 7 : #2 We depend on the weather. # [S13b]  
 Teacher : Weather depend on us ya. [T10]  
 That is a, uh, ya what Devi said, ya. [T4]  
 But, Priska? [T3]
- Student 6 : Yes? [S16]  
 Teacher : You consider both? [T1Ab]  
 Student 6 : Yes. [S13a]  
 Teacher : We depend on the weather, and the weather depends on us? [T1C]  
 Student 6 : Yes. [S13a]  
 Teacher : Okay, let's see ya. [T4]  
 Okay, Evelyn, controlling the weather. [T3]  
 You read for the class. [T2]
- Student 13 : Controlling the weather. [S13a]  
 Teacher : Mmmhhmmm... [-]  
 Student 13 : Storm, one of the superhero characters in the X-men films, has the ability to control the weather. [S13b]  
 She can create a hur, hurricane, cause a thunderstorm and start a downpour. [S13b]
- Student 4 : Down pour. [S13a]  
 Teacher : Yeah, thank you. [T9a]  
 Thank you, uh, Sisil. [T3]
- Student 14 : Rod Taylor, seventeen, works on an Australian sheep farm and he needs a friend like Storm. [S13b]  
 The current drought in Australia is making his job impossible. [S13b]
- Teacher : Emmhemmm... the current drought, ya. [T10]  
 Okay, Widya. [T3]
- Student 15 : By the time the rain comes it will probably too late, Roud, Roud say. [S13b]

- Teacher : Rod says. [T4]
- Student 15 : Some of the sheep have already died and now we have to sell the rest. [S13b]  
When that happens I'll be out of a job. [S13b]
- Teacher : Okay, alright. [T10]  
Next, uh, Setiawan. [T3]
- Student 4 : Liu Wei, in another part of the world, in Southwest China (Indonesian pronounce) [S13b]
- Student 10 : China (English pronounce) [T4]
- Student 4 : Sixteen year old Liu Wei has the opposite problem. [S13b]
- Teacher : Emmheemm... [T10]
- Student 4 : Liu works on her parents' farm but last month a float. [S13b]
- Teacher : A flood. [T4]
- Student 4 : A flood destroyed their crops. [S13b]  
I'm going to move to the city as soon as I can, Liu says. [S13b]  
But I want... [S13b]
- Students : Wooooon't. [S13a]
- Student 4 : Want apa won't? [S16]
- Students : Wooooon't. [S13a]
- Student 4 : But I won't be able to move until I've got some money. [S13b]
- Teacher : I've got some money, okay. [T4]
- Student 4 : The flood has destroyed everything so there won't be any money this year. [S13b]
- Teacher : Okay. [T10]  
Yes, Faraya. [T3]
- Student 16 : Can Scientists control the weather and help people like Rod and Liu? [S13b]  
Sometimes they can create rain by cloud seeding. [S13b]
- Teacher : Cloud seeding. [T10]  
Planes drop chemicals onto clouds to make them rain. [T4]  
But it's expensive and in a drought the right kind of clouds. [T4]
- Student 16 : Clouds are rarely in the sky. [S13b]  
Scientists can use the same principle to stop floods. [S13b]  
They fire chemicals filled rockets into the sky. [S13b]  
This makes the clouds drop their rain early, away from areas which might flood. [S13b]  
It works, but you need one thousand rockets to stop the rain for one evening in one place. [S13b]  
It's even more expensive than cloud seeding. [S13b]  
So for now, Rod and Liu can only hope for a natural change in the weather. [S13b]
- Teacher : Ya. [T10]  
Okay, so still ya. [T4]  
Keep the answer to the question that I gave to you whether we can control the weather or not ya. [T4]  
Or whether people depend on the weather or the weather depend on the, eh, on people, ya. [T4]  
Okay, will you read it once again, Tri. [T3]

- Controlling the weather. [T4]  
 Once again, ya? [T1Ab]  
 Second round. [T4]
- Student 17 : Controlling the weather. [S13a]  
 Storm, one of the superhero characters in the (Indonesian pronunciation)  
 [S13b]
- Teacher : In the (english pronunciation) [T4]
- Student 17 : In the X-men films, has the ability to control the weather. [S13b]  
 She can create a hurricane. [S13b]
- Teacher : Hurricane. [T10]
- Student 17 : Cause a thunderstorm and start a downpour. [S13b]
- Teacher : Ya, pour. [T10]  
 Alright. [T10]  
 Storm. [T10]  
 So Storm is the name of the character ya. [T4]  
 In the x men films he or she? [T1Aa]
- Students : Sheee. [S13a]
- Teacher : Storm... [T12]  
 She, ya. [T10]  
 Okay Novita, you continue. [T3]
- Student 18 : Rod Taylor, seventeen, works on an Australian sheep farm and he needs  
 a friend like Storm. [S13b]  
 The current... [-]
- Teacher : Current drought. [T4]
- Student 18 : Current drought in Australia is making his job impossible. [S13b]
- Teacher : Ya, so who can make uh rain? [T1C]  
 A person like? [T1C]  
 Storm ya. [T5]
- Teacher : #1 In the x men films ya. # [T5]
- Students : #2 In the x men film. # [S13a]
- Teacher: But remember, ya, when there is a football match, there is pawang hujan.  
 [T4]
- Students : Yaa... Ya... [S13a]
- Teacher : To stop it. [T4]  
 And sometime he tries to move rain to the other area. [T4]  
 Ya, now look at ya, when persebaya, ya, is on the game ya, and then  
 usually the committee will invite such kind of uh, persons to help them,  
 to at least manage, manage the rain. [T4]  
 Ya, it can be ya. [T4]  
 Okay, and storm can be a friend like what Rod Taylor needs. [T4]  
 During the dry season, Rod Taylor needs... [T12]  
 What does rod Taylor need during the dry season? [T1C]
- Students : #1 Wateerr... rain water. # [S13a]
- Students : #2 Water. # [S13a]
- Teacher : Ya. [T10]  
 And then Storm can make it possible. [T4]  
 Ya, why? [T1Ab]

- Because she can create hurricane, thunder storm, and even gave downpour. [T4]  
 Ya, so, rain. [T4]  
 Okay, go on please Nurul. [T3]  
 By... [T12]
- Student 19 : By the time the rain comes, it will probably be, be too late, Rod says. [S13b]  
 Some of the sheep have already died and now we have to sell the rest. [S13b]  
 When that happens I'll be out of a job. [S13b]
- Teacher : Ya, when there is no water, seeds will be? [T1Aa]  
 Ya, will be... [T12]
- Student 19 : #1 Ya? Die. # [S13a]  
 Students : #2 Died. # [S13a]
- Teacher : You see what happen to uh, Merapi. [T4]  
 Many, many, many buffalos. [T4]  
 #1 Many, many, many cows ya. # [T4]
- Students : #2 Cows. # [S13a]
- Teacher : Uh, uh, uh, they were burned ya. [T4]  
 Ya because of the heat, uh, temperature. [T4]
- Students : Waaa... [S13a]
- Teacher : And now our government are, uh, on TV for example ya. [T4]  
 In anticipating the Bromo eruption, okay, so the government, uh, make a statement, okay, the government will cover the pets. [T4]  
 The animals. [T4]  
 Why? [T1Ac]  
 Because many people do not want to leave their home. [T4]  
 Why? [T1Ac]  
 Because they love... [T12]
- Students : Animals, pets. [S13a]
- Teacher : Their animals rather than their own life. [T4]  
 Okay? [T8]  
 That is why our government "okay, leave it. I will guarantee." [T4]  
 If the animals die, the government will... [T12]  
 Buy. [T4]
- Student 19 : Buy. [S13a]
- Teacher : Buy ya. [T5]  
 Will buy even the dead animals ya. [T4]  
 Ookay, next, Putra. [T3]  
 Liu Wei... [T4]
- Student 20 : In another part. [S13a]
- Teacher : Yes, in another part of the world. [T10]
- Student 20 : In another part of the world, in southwest China, sixteen year old Liu Wei has the opposite problem. [S13b]  
 Liu works on her parents' farm but last month a flood destroyed their crops. [S13b]
- Teacher : Ehemmm... [-]
- Student 20 : I'm going to move to the city as soon as I can, Liu says. [S13b]

- But I won't be able to move until I've got some money. [S13b]  
The flood has destroyed everything so there won't be any money this year. [S13b]
- Teacher : Good. [T9a]  
Liu Wei...beautiful right? [T1Ab]  
Beautiful ya? [T1C]  
So it is like uh, Cathay pacific air in agustus, ya. [T4]
- Students : (laughter) [-]  
Teacher : Ya, it's beautiful ya? [T1C]  
Emmm, okay, so there's a problem, ya. [T4]  
The problem is uh, she has lost her job because of what... [T12]
- Students : The flood. [S13a]  
Teacher : The flood destroyed their crops, ya. [T4]  
Okay, yes, uh, Agatha. [T3]
- Student 8 : Ehem. Can scientists control the weather and help people like Rod and Liu? [S13b]  
Sometimes they can create rain by cloud seeding. [S13b]
- Teacher : Cloud seeding. [T10]  
Student 8 : Planes drop chemicals onto clouds to make them rain. [S13b]  
But it is expensive and in a drought the right kind of clouds are rarely opo iki? [S13b]
- Teacher : In the sky. [T4]  
Student 8 : Planes drop chemicals onto clouds to make them rain. [S13b]  
But it is expensive and in a drought the right kind of clouds are rarely in the sky. [S13b]  
This makes the clouds drop their rain early, away from areas which might flood. [S13b]  
It works, but you need a thousand rockets to stop the rain for one evening in one place. [S13b]
- Teacher : Ehemmm... [-]  
Student 8 : It's even more expensive than cloud seeding. [S13b]  
So for now, Rut. [S13a]
- Teacher : Rod. [T4]  
Student 8 : Rod and Liu can only hope for a natural change in the weather. [S13b]
- Teacher : Iya, Okay, the same question Devy. [T3]  
Can we control the weather? [T1C]**
- Student 21 : Yes. [S13a]**
- Teacher : Yes? [T1C]  
But it is very very... [T12]**
- Student 21 : #1 Rare. # [S13a]**
- Teacher : #2 Expensive. # [T4]  
Can we make rain? [T1C]**
- Students : Noo... [S13a]**
- Teacher : Yes, by cloud seeding. [T4]  
But it costs a lot. [T4]  
Yes or no? [T1Ab]**
- Students : Yeess... [S13a]**
- Teacher : Can we, uh, can we made rain to drop earlier? [T1Ab]


 Extract 3

- Students : Yes. [S13a]  
 Teacher : Yes, but it costs double than making rain. [T4]  
 Okay, so there is a problem. [T4]  
 Ya, so for example Helena. [T3]  
 Surabaya is still uh, cover with flood. [T4]  
 Ya, with flood, ya. [T5]  
 And there is a very very dark cloud and we can predict. [T4]  
 That it's going to rain this afternoon. [T4]
- Students : Yess... [S13a]  
 Teacher : But because of we are scientists we know that drop the rain now or later  
 but you can drop it earlier but please do not drop it in Surabaya. [T4]  
 Maybe in Madura. [T4]  
 Because Surabaya is still in... [T12]
- Teacher : #1 Flood. # [T4]  
 Students : #2 Flood. # [S13a]  
 Teacher : It can be like this, but remember, the cost is double rather than making  
 the rain. [T5]  
 Okay, but what is important thing? [T1Aa]  
 In order that we do not uh, uh, we are not sent away the flood. [T4]  
 What should we do? [T1Aa]  
 We take care our... [T12]  
 Our nature. [T4]  
 Don't throw away the garbage, ya. [T4]  
 Uh, bins ya. [T4]  
 Not everywhere. [T4]  
 Yes or no? [T1Ab]
- Students : Yes. [S13a]  
 Teacher : Ya, uh, where, where did you put your food wrapping? [T1Aa]  
 In a basket? [T1Ab]  
 Already? [T1Ab]
- Students : Yeesss... [S13a]  
 Teacher : Okay, that's good, ya. [T9a]  
 That's you. [T4]  
 But please put it in the right place, ya. [T4]  
 Okay, so once again we can control but it costs too much. [T5]  
 And of course we cannot always control. [T4]  
 Yes or no? [T1Ab]
- Students : Yeah, yes. [S13a]  
 Teacher : Ya, it depends on the money that we have ya, like today, uh, do we have  
 enough water today? [T1Ab]
- Students : Enooouughhh... [S13a]  
 Teacher : More than enough? [T1Ab]
- Students : Yes. [S13a]  
 Teacher : It is said that two hundred, sorry, two thousand ten, uh, there is no dry  
 season. [T4]  
 But rainy season the whole year. [T4]  
 The question is do our farmer feel happy? [T1Ab]
- Students : Noo... [S13a]

- Teacher : No? [T1C]  
 Why? [T1Ac]  
 Because the schedule of the rain drop ya, damages their schedule of planting. [T4]  
 Ya, why? [T1Ac]  
 Because if you plant something and you get water more than enough of course the water will damage, ya. [T4]  
 Uh, the draft. [T4]  
 Drafting means persemaian, ya. [T4]  
 Menyemai ya. [T4]  
 Draft. [T4]  
 Okay, now let's go on. [T6]  
 To five, ya. [T2]  
 Oh sorry, number four ya. [T4]  
 But we go first to the grammar. [T2]  
 Nurul, can you help read for the class? [T3]  
 Grammar. [T4]
- Student 19 : Grammar. [S13a]  
 Future time clauses with when, until, as soon as, by the time, before. [S13b]  
 When that happens, I'll be out of a job. [S13b]  
 I won't be able to move until I've got some money. [S13b]  
 I'm going to move to the city as soon as I can. [S13b]  
 By the time, by the time the rain comes it will be too late. [S13b]  
 Liu will have to save some money before she leaves. [S13b]
- Teacher : Ya, these are some examples of statements that expresses, uh, what is it, some statements expressing future activities, ya. [T4]  
 But when, until, as soon as, by the time, and before are used here. [T4]  
 Okay Sinta, could you please read once again? [T3]
- Student 1 : Hmm... [S13a]
- Teacher : Thank you Nurul. [T3]
- Student 1 : Future time clauses with when, until, as soon as, by the time, before. [S13b]  
 When that happens, I'll be out of my job, of a job. [S13b]  
 I won't be able to move until I've got some money. [S13b]
- Teacher : Ya. [T10]  
 Future, ya. [T4]
- Student 1 : I'm going to move to the city as soon as I can. [S13b]  
 By the time the rain comes it will be too late. [S13b]  
 Liu will have to save some money before she leaves. [S13b]
- Teacher : Before she leaves. [T10]  
 Okay, before she leaves. [T5]  
 Now the conclusion, Sinta. [T3]  
 By concluding point. [T4]  
 Choose ya. [T4]
- Student 1 : Choose the correct option. [S13b]  
 The verb in the time clause is in the, in the present tense. [S13b]
- Teacher : Present or future? [T1Aa]

- Students : (inaudible) [-]  
 Teacher : Present or future? [T1C]  
 Students : (discussing) [-]  
 Teacher : Present ya. [T4]  
 How about if clause? [T1Ac]  
 In present or in future? [T1Aa]
- Students : Future. [S13a]  
 Teacher : If clause... [T12]  
 Students : Present. [S13a]  
 Teacher : Present. [T10]  
 Ya, review ya. [T6]  
 So, if followed by present clause and then uh, this is also ya. [T4]  
 The verb in the time clause: when, until, as soon as, by the time, before,  
 is in the present tense also. [T4]  
 Just like if ya. [T4]  
 Just like if. [T5]  
 We prove it now ya. [T4]  
 We prove it, uh, Faraya? [T3]
- Student 16 : Yes? [S16]  
 Teacher : Uh, can you please try number four? [T2]  
 Practice. [T4]
- Student 16 : Practice four? [S16]  
 Teacher : Yes. [T10]
- Student 16 : Complete the conversation with the correct form of the verb in the  
 brackets. [S13b]  
 What, what time is your train to Manchester? [S13b]  
 Eleven o' clock. [S13a]  
 I'll leave for the station as soon as the program... finished? [S16]  
 Finish. [S13b]
- Teacher : Finished? Or finishes? [T1Aa]  
 Students : Finished. [S13a]  
 Teacher : Finished or, uh, finishes? [T1C]  
 Students : Finishes. [S13a]  
 Teacher : Finishes, remember the conclusive point. [T10]  
 Time clause should be in the... [T12]
- Students : Present. [S13a]  
 Teacher : Present. [T10]  
 As soon as this program finishes. [T5]  
 Yes or no? [T1Ab]
- Students : Yeess... [S13a]  
 Teacher : Okay ya, you go on, Sagi. [T3]
- Student 5 : That's no good. [S13a]  
 It will be after ten thirty by the time you... leave. [S13a]
- Teacher : You leave. [T10]  
 Okay, you leave, ya. [T5]  
 Present, ya? [T1Ab]
- Student 5 : Yes. [S13a]  
 Teacher : Okay, that's too late. [T4]

- Alia. [T3]  
 Student 22 : Okay, I'll leave now. [S13a]  
 Is Jake going to meet you when you arrive? [S16]  
 Teacher : Yes, when you arrive or arrived? [T1C]  
 Students : Arriveeee... [S13a]  
 Teacher : Arrive. [T10]  
 Present, ya. [T10]  
 Okay, is Jake going to meet you when you arrive? [T5]  
 So when is in the present, uh, tense. [T4]  
 Sophie, yes. [T3]  
 Student 23 : I'm not sure. [S13a]  
 I won't know until he phone me. [S13b]  
 Teacher : Yes? [T1C]  
 I'm not sure. [T4]  
 I... [T12]  
 Students : Don't know. [S14]  
 Teacher : I don't know. [T10]  
 Remember, until he, time clause in present ya. [T4]  
 Until... [T12]  
 Students : Phone me. [S13a]  
 Teacher : Iya, until he phones me. [T10]  
 I'm not sure. [T4]  
 I will not know. [T4]  
 I won't know. [T4]  
 Yes or no? [T1Ab]  
 Students : Yes. [S13a]  
 Teacher : Until he phones me. [T5]  
 Until he phones me. [T5]  
 Yes or no? [T1Ab]  
 Present tense ya? [T1Ab]  
 Student 4 : Ya. [S13a]  
 Teacher : So, remember, remember the conclusive points here. [T4]  
 Time clause is in the present. [T4]  
**Uh, Helena? [T3]**  
**Student 2 : Yes. [S13a]**  
**What about food? [S16]**  
**By the time your train arrives in Manchester, you will be starving. [S13b]**  
**Teacher : What about food? [T10]**  
**By the time your train... arrives in Manchester. [T10]**  
**Students : You will be starv... [S13a]**  
**Teacher : You... [T12]**  
**Students : You will be starving. [S13b]**  
**Teacher : You will be starving. [T10]**  
**Yes, what about food? [T5]**  
**By the time your train arrives in Manchester you will be starving. [T5]**  
**Very very hungry. [T4]**

- Martinus? [T3]
- Student 24 : Don't worry. [S13a]  
I will buy a sandwich before I catch, before I catch the train. [S13b]
- Teacher : Okay, don't worry. I... [T12]
- Students : I will. [S13a]
- Teacher : I will buy a sandwich before? [T10]  
I catch the train. [T10]  
Don't worry. [T10]  
I will buy a sandwich before I catch the train ya. [T5]  
Elisa. [T3]
- Student 25 : And I will call you as soon as I get there. [S13b]
- Teacher : And I will call you as soon as I get there. [T10]  
Remember, the time clause here, as soon as should be in the present tense ya. [T4]  
So I will call you as soon as I get there. [T5]  
Okay. [T8]  
Five. [T2]  
Ya, number five, Setiawan. [T3]
- Student 4 : Complete with the correct time linker: until, as soon as, or by the time.  
One. [S13b]  
I'll stay here until the rain stops. [S13b]  
Then I'll go. [S13b]
- Teacher : Okay, go. [T10]
- Student 4 : ... By the time scientists find an answer, it'll be too late. [S13b]
- Teacher : Yes or no? [T1Ab]
- Students : Yes. [S13a]
- Teacher : By the time. [T10]
- Students : Yes. [S13a]
- Teacher : By the time. [T5]  
By the time. [T5]  
By means menjelang ya. [T4]  
By the time scientists find an answer it'll be too late. [T5]  
Putra. [T3]
- Student 20 : Yes, sir... [S13a]  
As soon as the sun comes out, I'll start the barbecue. [S13b]
- Teacher : As soon as the sun comes out... [T10]
- Student 20 : I'll start the barbecue. [S13a]
- Teacher : I'll start the barbecue. [T10]  
Yes. [T10]  
Okay, as soon as the sun comes out, I'll start the barbecue. [T5]  
Okay, Banny. [T3]
- Student 12 : Number four. [S13a]  
Hurry up or the film will be over by the time we get there. [S13b]
- Teacher : Hurry up, or the film will be over... [T12]
- Students : By the time. [S13a]
- Teacher : By the time we get there. [T10]  
Ya, by the time ya. [T5]  
We get there. [T5]

- Student 3 : Okay, Patricia. [T3]  
 Student 3 : Five. [S13a]  
 Teacher : You can't go out until you have done your homework. [S13b]  
 Teacher : You can't go out until you've done your homework. [T10]  
 It means that? [T1Aa]  
 Students : (discussing) [-]  
 Teacher : Yes, Patricia, what it means? [T3]  
 You can't go out until you have done your homework. [T5]  
 It means? [T1C]  
 Student 3 : You must. [S13a]  
 Teacher : You can go out, after... [T12]  
 Students : After you have finished your homework. [S13b]  
 Teacher : Yes, you've finished your homework. [T5]  
 Good. [T9a]  
**Lisa. [T3]**  
**Student 9 : We'll buy a boat as soon as we have enough money. [S13b]**  
**Teacher : We'll buy a boat as soon as we have enough... [T12]**  
**Students : #1 Money. # [S13a]**  
**Teacher : #2 money. # [T10]**  
**We'll buy a boat ya. [T10]**  
**We'll buy a boat as soon as we have enough money. [T10]**  
 Okay, okay, number six is quite interesting I think. [T4]  
 And you have to complete the sentence with something true with yourselves. [T2]  
 Let me ask you. [T4]  
 Bella, number six. [T3]  
 Student 10 : We will... [S13a]  
 Student 4 : Talk about you. [S13a]  
 Teacher : Talk about you, ya, you yourself. [T10]  
 C'mon! [T2]  
 C'mon read! [T2]  
 Read the direction first. [T2]  
 Student 10 : I will... [S13a]  
 Teacher : No no. [T9b]  
 Read the direction first. [T2]  
 Student 10 : Complete the sentences to make them true for you, then tell the class. [S13b]  
 Teacher : Okay, complete it! [T2]  
 And let us know. [T4]  
 Student 4 : I'll feel really happy when? [S16]  
 Student 10 : I will feel really happy when... [S13b]  
 Teacher : I'll feel... [T12]  
 Student 10 : Oh, I will feel really happy when Kim Bum give me flower. [S13b]  
 Students : (cheering) [-]  
 Student 23 : Pinginmu. [S13a]  
 Teacher : Who? [T1Aa]  
 Who is it? [T1C]  
 Student 4 : Oh, artist from Korea. [S13b]

Extract 5
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- Teacher : Oh I see. [T10]  
 Student 4 : Artisss film. [S13a]  
 Teacher : Oh I see, what is the name, the title of the film? [T1Aa]  
 Student 4 : Oh, would you marry me, aaah, trus apa lagi tuh? [S16]  
 Teacher : Korea ya? [T1Ab]  
 Student #4 : Lupa saya, Siiirr. [S13a]  
 Teacher : Okay, alright. [T10]  
 Bella please. [T3]  
 Bella? [T3]  
 Hope your dream will come true ya. [T4]  
 C'mon Bella! [T2]  
 Yes. Okay, once again. [T2]  
 I, I'll feel really happy when? [T1Aa]  
 Student 10 : I will be very happy when he give me a necklace for my birthday. [S13b]  
 Students : (cheering) [-]  
 Teacher : Gave a give? [T1Aa]  
 Oh, give, present tense ya. [T4].  
 Present tense. [T5]  
 The same question, Helena. [T3]  
 Students : (cheering n discussing) [-]  
 Teacher : Listen! [T2]  
 Student 2 : I will be very happy... [S13b]  
 Teacher : Listen please! [T2]  
 Student 4 : O ya Sir... [S13a]  
 Student 2 : I will feel really happy when I, I can go home earlier. [S13b]  
 Teacher : When I... [T12]  
 Students : (cheering) [-]  
 Teacher : Okay. [T10]  
 Student 4 : Iku suara hatine. [S13a]  
 Teacher : Okay, I can go home earlier. [T10]  
 Ehmm, okay, it means that he wants, she wants the class ends earlier ya. [T4]  
 Okay, the same question, the same question uh, Alya, number one. [T3]  
 Class, number one! [T2]  
 Students : (busy chit-chatting) [-]  
 Teacher : Present tense ya. [T5]  
 Remember present tense. [T5]  
 Read the focus! [T2]  
 Students : (discussing) [-]  
 Teacher : Listen please! [T2]  
 Students : (chatting) [-]  
 Teacher : C'mon hurry up! [T2]  
 Student 22 : I'll be really happy when I, opo yo? [S16]  
 Teacher : Remember when is in the present tense. [T5]  
 C'mon, I will feel really happy when? [T10]  
 When I... when I... [T12]  
 When I meet... [T12]

- Student 22 : New boy friend. [S13a]  
 Teacher : When I meet a new boy friend ya. [T10]  
 Okay, alright, good. [T10]  
 Ya, that's enough ya. [T4]  
 Setiawan. [T3]
- Student 4 : Number two. [S13a]  
 I'm going to stay at home until... [S13b]
- Students : Schoooooooooooooolll... [S13a]  
 Teacher : Okay, hurry up Setiawan. [T3]  
 I'm going... [T12]
- Student 4 : I'm going to stay at school until... until, uh, I, I, I , I , I found my... [S13b]
- Students : My... [-]  
 Student 4 : My sopo? [S16]  
 Students : My... [-]  
 Student 4 : I'm going to stay at school until I, I find my... [S13b]  
 Students : Girl. [S13a]  
 Student 4 : Yess, my girl. [S13a]  
 Students : Oooo...(cheering) [S13a]  
 Teacher : Okay, repeat it once again! [T2]  
 Repeat once again! [T5]
- Student 4 : #1 I'm going to... # [S13b]  
 Students : #2 Oooooo... (cheering) # [S13a]  
 Teacher : Attention please! [T2]  
 Attention pleeeaaassee!! [T2]
- Student 4 : I'm going to... [S13a]  
 Teacher : Attention please! [T2]  
 Attention please!! [T2]
- Student 4 : Number two. [S13a]  
 I'm going to stay at school until I find my sweetheart. [S13b]
- Student 22 : #1 Ha? Sweet heart? # [S16]  
 Students : #2 (laughter) # [-]  
 Teacher : Okay, alright, well, now look at the situation ya. [T2]  
 I will, sorry, I'm going to ya listen please! [T2]  
 No no no no wait, please, listen, I'm going to stay at school until I see the school principal. [T4]
- Students : Yeess. [S13a]  
 Teacher : My question is, will I go home? [T1Ab]  
 Students : Hah? [S16]  
 Teacher : Will I go home? [T1C]  
 Okay, listen please, from the very beginning. [T2]  
 And let me compare with Setiawan's uh, answer ya. [T4]  
 I'm... attention please. [T2]
- Student 4 : I'm going? [S16]  
 Teacher : I'm going to stay at school until I see the school principal. [T5]  
 But Setiawan said, "I'm going to stay at school until I find my sweetheart." [T10]
- Student 4 : La yo ndak ngerti ngene iki. [S13b]

- Students : (laughter) [-]  
 Teacher : Okay, yes or no? [T1Ab]  
 So the sentence is grammatically right, but maybe meaningfully are you going home or not? [T1Ab]
- Students : (laughter) [-]  
 Teacher : Okay ya. [T10]  
 Ya, that's a good example to discuss ya. [T4]  
 Banny? [T3]  
 Number two, Banny. [T3]
- Student 12 : I'm going to stay at school until I finish my assignment. [S13b]  
 Teacher : Okay, finishes ya. [T4]  
 Finishes ya. [T5]  
 Okay, until I finish my assignment. [T10]  
 One more! [T2]  
 One more, Lisa. [T3]
- Student 9 : Same? [S16]  
 Teacher : Ya. [T10]  
 Different answer. [T4]  
 I'm going to stay at school... [T12]
- Student 9 : Uh, I'm going to stay at school, uh, uh... [S13b]  
 Teacher : Until... [T12]  
 Student 9 : Until my dad pick me up. [S13b]  
 Teacher : My... [T12]  
 Student 9 : My dad pick me up. [S13b]  
 Teacher : Oh I see, my daddy picks me up. [T10]  
 Picks me up. [T5]  
 Okay, yes, not until I find my sweetheart ya. [T4]
- Student 4 : (laughter) [-]  
 Teacher : Okay, so that's a problem. [T4]  
 Okay, now number three, Devi. [T3]
- Student 21 : Yes. [S13a]  
 Teacher : Number three! [T2]  
 Student 21 : As soon as I have enough time, I'm going to... go shopping. [S13b]  
 Students : Woooo... once again please! [T2]  
 As soon as... [T12]
- Student 21 : As soon as I have enough time, I'm going to go... [S13b]  
 Teacher : Go shopping? [T1Ab]  
 Okay, how much time do you usually go shopping? [T1Aa]
- Students : (inaudible) [-]  
 Student 21 : Hah? Ya, up to me. [S13a]  
 Students : (laughter) [-]  
 Teacher : Of course it's up to you. [T4]  
 Students : (laughter) [-]  
 Teacher : But how many hours ya? [T1Aa]  
 Student 21 : Uh, as long as I want. [S13a]  
 Teacher : Ooo... good. [T10]  
 Yes, you go shopping or cleaning the shop? [T1Aa]
- Students : (laughter) [-]

- Student 4 : #1 Iyo bener. # [S13a]  
 Students : #2 (laughter) # [-]  
 Teacher : Okay, all right, good ya Devi. [T9a]  
           All right, ya Devi. [T5]  
           All right. [T5]  
           Okay, so I'm happy when Devi smiles ya. [T4]
- Students : (laughter) [-]  
 Teacher : Okay, um, next, Bella. [T3]  
           Ya, again, uh, as soon as I have enough time ya. [T5]  
           What expectation? [T1Aa]
- Student 19 : #1 Ke korea # [S13a]  
 Students : #2 (laughter) # [-]  
 Student 10 : As soon as I have enough time I'm going to South Korea because...  
               [S13b]  
 Students : (cheering) [-]  
 Teacher : Okay, alright, yes, but yeah, but my question is can we do it this week?  
           [T1Ab]  
           Ya, it still in conflict ya? [T1Ab]  
           With North Korea. [T4]  
           Novita? Number four Novita. [T3]
- Student 18 : I'm going to spend all my time with my someone. [S13b]  
 Students : (cheering) [-]  
 Teacher : Ya, okay, alright. [T10]  
           The focus is present tense ya. [T5]  
           Evelyn? Evelyn... yes? Evelyn? [T3]
- Student 11 : Before I get old, I'm going to... wait, wait... [S13b]  
 Student 24 : I'm going to Madura. [S13b]  
 Students : (laughter) [-]  
 Student 11 : I'm going to enjoy my time. [S13b]  
 Teacher : Enjoy ya? Okay. [T10]  
           Before I get old, I'm going to enjoy my time, okay. [T10]  
           Ya, the last, Faraya. ya? [T3]
- Student 16 : Before I get old, I'm going to... I'm going to... [S13b]  
 Teacher : Before I get old, I'm going to? [T4]  
 Student 16 : To... to to to to to... [S13a]  
 Teacher : What do you want to do before you get old? [T1C]  
 Student 16 : Enjoy... enjoy my... before I get old I'm going to... [S13b]  
 Teacher : Ya, yes! C'mon! [T2]  
           This is only a practice lho ya. [T4]  
           Uh, Faraya, practice in being automatic in using English. [T3]  
           So before I get old, I'm going to... [T12]
- Student 16 : Enjoy my teenage year. [S13a]  
 Teacher : Enjoy my teenage year, okay. [T10]  
           You still have one year to go ya. [T4]
- Students : (laughter) [-]  
 Teacher : How old are you? [T1Aa]  
           How old are you? [T1C]  
           Eighteen? [T1Ab]

- Eighteen, ya, still one year to go ya. [T5]  
 Students : Yeesss... [S13a]  
 Teacher : Okay, still one year to go. [T5]  
 Okay, right. [T10]  
 Yes, Priska, the same one last before I get old? [T3]  
 Student 6 : Before I get old, I'm going to save the world. [S13b]  
 Students : (cheering) [-]  
 Teacher : Save the world ya. [T10]  
 Good, alright, ya, good ya. [T10]  
 Elisa, number five. [T3]  
 Okay, now remember by the time I'm twenty five, what Elisa is going to do? [T3]  
 Student 25 : By the time I'm twenty five, I will make my... my parents feel proud and happy, and they see me become success woman. [S13b]  
 Students : (cheering) [-]  
 Teacher : Very good. [T9a]  
 Ya, so I'm going to make my parents happy ya. [T10]  
 Student 25 : Ya. [S13a]  
 Teacher : Okay, after you become what? [T1Aa]  
 Student 25 : Successful. [S13a]  
 Teacher : A successful career woman ya. [T10]  
 I think it's very good. [T10]  
 How about you, uh, Sisil? And Agatha? [T3]  
 Attention please ya! [T2]  
 And then Tri ya. [T3]  
 C'mon Sil. [T3]  
 Student 14 : By the time I'm twenty five, I will finish my study. [S13b]  
 Teacher : Finish my... [T12]  
 Student 14 : Study. [S13a]  
 Teacher : My study, oh yeah okay. [T10]  
 You want to finish your study before twenty five ya. [T10]  
 Student 14 : By the time I'm twenty five, I will finish up my school. [S13b]  
 Teacher : Activity? [T1Ab]  
 Finish up my school, finish my study ya. [T10]  
**Okay, Agatha? [T3]**  
**Student 8 : Yes Sir. [S13a]**  
**Student 12: Kawin. [S13a]**  
 Students : (laughter) [-]  
**Student 8 : By the time I'm twenty five, I'll, I'll wait for my baby. [S13b]**  
 Students : (cheering) [-]  
 Teacher : Okay. [T10]  
**You want to take care of your baby by yourself by the time you are twenty five. [T4]**  
**So you will get married before twenty five, right? [T1Ab]**  
 Students : (laughter) [-]  
**Student 8 : Yeah, when I'm twenty four. [S13b]**  
 Students : (inaudible) [-]  
 Teacher : Okay, how old are you now? [T1Aa]

- Student 8 : Eighteen. [S13a]  
 Teacher : Eighteen? Okay. [T10]  
 So by the time, as soon as you finish your study, you can get married.  
 [T4]  
 Before twenty five you can take care of your baby ya. [T4]
- Students : (chatting) [-]  
 Teacher : Clara, not Clara ya sorry. [T3]  
 Okay, Putra hurry up. [T3]
- Student 20 : By the time I'm twenty five (inaudible) [S13b]  
 Teacher : Sorry once again! [T2]  
 Student 20 : By the time I'm twenty five, I will continue my study in Surabaya.  
 [S13b]  
 Teacher : My study in Surabaya, okay. [T10]  
 Ya, Clara. [T3]
- Student 23 : By the time I'm twenty five I will get married. [S13b]  
 Teacher : Yes? [T10]  
 By the time... [T12]
- Students : (cheering) [-]  
 Teacher : Ya, hopefully ya. [T4]  
 You can make it ya. [T4]  
 That's good I think ya. [T4]  
 Okay, now we'll go to the last, listening section. [T6]
- Students : (cheering) [-]  
 Teacher : Wait, wait ya. (listening section begin) [T4]  
 Sorry, (the teacher couldn't find the right recording) wait ya, sorry. [T5]  
 Sorry this is in the middle of uh, one track ya. [T4]  
 So I should separate it. (listening section) [T4]  
 Ya, lho, this is in the middle. (listening section) [T4]  
 Yes this is it. (the right recording is playing) [T4]  
 Sorry, this is the problem ya. [T4]  
 So I played the tape for you, the exercise is here in the middle. [T4]  
 And I have to play it twice fourteen and then fifteen. [T4]  
 So this is not like book one and two, ya. [T4]  
 So sorry for this inconvenience. [T4]  
 I will play once again, uh, once again ya. (the recording is playing) [T4]  
 Ya, that's enough ya. [T4]
- Students : Yessss! [S13a]  
 Teacher : So, uh, who is the name of the professor? the name? [T1Aa]  
 Patri? Patricia ya? [T1Ab]  
 So, this, uh, have you, sorry. [T4]  
 Have you ever watch a film named tornado? [T1Ab]
- Student 8 : Yes. [S13a]  
 Teacher : When two groups of scientists try to measure the speed of the tornado,  
 yeah, have you? [T1Ab]  
 Ya, so that's uh a real thing ya. [T4]  
 I think ya, that's a good one. [T4]  
 Okay, by the way number one. [T4]

- Uh Patricia ya, when the tornado started? Patricia? So, where, where is she? [T1Aa]
- Students : Outside the school. [S13a]
- Teacher : In the lesson ya. [T4]  
What lesson? [T1Aa]
- Students : Biology. [S13a]
- Teacher : Biology. [T10]  
So she is, she was attending the lesson ya. [T5]  
Biology class. [T5]  
Okay, and then suddenly the sky turned... [T12]
- Students : Black. [S13a]
- Teacher : Turn... black, ya. [T10]  
Turn black, but I think the same ya. [T4]  
Uh, when, when, when you once, uh, heard of the announcement from BMKG ya. [T4]  
So ya, Badan Meteorologi dan Geofisika ya. [T4]  
Uh, someday when you feel that the air turns very cold, and it is getting dark and darker, so be careful. [T4]  
That is the indicator of the coming of a tornado... of Puting Beliung. [T4]  
If it happens, please try to what is it go under the shelter, the safe shelter not under the tree. [T4]  
And please do not park your vehicle, your motor, your car, under the tree, ya. [T4]  
Because it is very... very risky ya. [T4]  
So this one... okay, so number two. [T2]  
Suddenly the sky turned... [T12]
- Students : Black. [S13a]
- Teacher : Black, ya. [T5]  
Turned black. [T5]  
So please remember when suddenly the sky is turn black, remember ya, tornado. [T4]  
Tornado will be your guest. [T4]  
Okay, Novita, number three. [T3]
- Student 18 : The tornado sounded like a thunder. [S13b]
- Teacher : Ya, sounded. [T10]
- Student 18 : Like a plane. [S13a]
- Teacher : Sounded like a plane, ya. [T10]  
The tornado sounded like a plane, ya. [T5]  
Can you, can you, can you imitate the sound? [T1Ab]
- Students : (imitate the sound of a plane) [-]
- Teacher : Hmm, ya, just like you ya. [T4]  
Okay, not like thunder ya, but like a plane. [T4]  
Uh, next, number four, anybody? [T1Ab]  
Yes, Novita. [T3]
- Student 18 : The school lost, uh, part of the roof. [S13b]
- Teacher : Part of the roof, ya . [T10]  
The school lost part of the roof, ya. [T5]

- It's very very strong ya, the power of tornado. [T4]  
 You can be carried away, ya. [T4]  
 Okay, Widya, number five. [T3]
- Student 15 : When the tornado started, Trevor was in his car. [S13b]  
 Teacher : When the tornado started, Trevor was... [T12]  
 Students : In his car. [S13a]  
 Teacher : In car. [T10]  
 Ya, in his car, okay. [T5]  
**Elita, Elita? [T3]**
- Student 25: When Trevor parked his car, the rain started. [S13b]**  
**Teacher : When the, sorry, when Trevor parked his car, the rain... [T12]**  
**Students : Started. [S13a]**  
**Teacher : Started, ya. [T10]**  
**The rain started. [T5]**
- Student 25: Yeah. [S13a]**  
**Teacher : Yes, ya. [T10]**  
**When Trevor parked his car, the rain started. [T5]**  
 Ya, Maria? [T3]
- Student 22 : A swing landed on Trevor's car. [S13b]  
 Teacher : A swing landed on Trevor's car? [T1C]  
 Students : Another car. [S13a]  
 Teacher : Another car, ya. [T10]  
 A swing landed on another car. [T5]  
 So, you can imagine ya? [T1Ab]  
 Ya, another car in front of... [T12]
- Students : Trevor's car. [S13a]  
 Teacher : Trevor's car. [T10]  
 Okay, finished, Tri? [T3]
- Student 17 : The tornado lasted uh, a short time. [S13b]  
 Teacher : Short time. [T10]  
 Only just a... [T12]
- Students : Few seconds. [S13a]  
 Teacher : Ya, few seconds. [T10]  
 But, but the result, the damage is very... very great, ya. [T4]  
 The damage very... very great. [T5]  
 That is why be careful when there is, uh, tornado. [T4]
- Students : Yess... [S13a]  
 Teacher : Ya, okay. [T10]  
 Students : Yes. (inaudible) [S13a]  
 Teacher : Why? [T1Ac]  
 Okay, uh, well, can we, sorry, can, can you open page one hundred  
 twenty? [T1Ab]  
 Just for one minute maybe. [T4]  
 One hundred twenty. [T5]  
 One hundred twenty, ya. [T5]  
 One hundred twenty. [T5]
- Students : (inaudible) (discussing) [-]  
 Teacher : Point five b, five b, ya. [T4]

Extract 7

- Students : Yes. [S13a]  
 Teacher: This uh, crossword puzzle, across and down. [T4]  
 Students : Yeesss.... [S13a]  
 Teacher : Number one is quake, how about number two? [T1Aa]  
 Students : (inaudible) [-]  
 Teacher : Number two down. [T2]  
 Students : Avalanche [S13a]  
 Teacher : Avalanche, ya. [T10]  
 Avalanche. [T5]  
 Student 4 : #1 A-va-lan-che. (indonesian pronunciation) # [S13a]  
 Students : #2 A-va-lan-che, avalance. # [S13a]  
 Teacher : No going down very quickly. [T2]  
 Ya, avalanche. [T5]  
 That is number two. [T4]  
 Students : (discussing) a-ve-lan-che. [S13a]  
 Teacher : Avalanche, ya [T5]  
 Students : Yes. [S13a]  
 Teacher : Okay, right. [T10]  
 Students : Avalanche. (still discussing) [S13a]  
 Teacher : Yes, okay, uh, San, uh, Sinta. [T3]  
 Number three. [T2]  
 Famine... famine. [T4]  
 O ya, that's good. [T9a]  
 Sagita. [T3]  
 Student 5 : Downpour. [S13a]  
 Teacher : Number four down! [T2]  
 Student 4 : Number four down... down. [S13a]  
 Student 5 : Downpour ya. Alright. [S13a]  
 Teacher : Okay, Ala, Alia. [T3]  
 Number fo... five. [T2]  
 Sorry, uh, five across. [T2]  
 Snow storm. [T4]  
 Student 5 : Blizzard. [S13a]  
 Teacher : Blizzard, Okay. [T10]  
 Blizzard ya. [T5]  
**Faraya, six down. [T3]**  
**Student 16: Drought. [S13a]**  
**Teacher : Okay, drought ya. [T10]**  
**So very long time, uh, dry condition ya. [T4]**  
**Drought. [T5]**  
 Seven across, Widya. [T3]  
 Student 15 : Hurricane. [S13a]  
 Teacher : Hurricane, ya. [T10]  
 Hurricanes. [T5]  
 Evelyn. [T3]  
 Student 8 : Huh? [S16]  
 Teacher : Eight. [T2]  
 Small pieces of ice from the sky... [T12]

Extract 8
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- Student 8 : #1 Hail. # [S13a]  
 Students : #2 (inaudible) # [-]  
 Teacher : Sorry? [T1C]  
 Student 8 : Hail. [S13a]  
 Teacher : Hail. [T10]  
 Okay, right. [T9a]  
 Hail. [T5]  
 And then nine... nine, uh, Devi. [T3]
- Student 21 : Tsunami. [S13a]  
 Teacher : Tsunami. [T10]  
 Okay, and then Eki, the last. [T3]
- Student 17 : Flood. [S13a]  
 Teacher : Flood, ya. [T10]  
 Okay ya, so that is, uh, review of our vocabulary. [T4]  
 And hopefully, uh, this is uh, meaningful for you, ya. [T4]  
 Okay, and then, do we still have a time? [T1Ab]
- Students : Yes. [S13a]  
 Teacher : Okay okay, well, I... I'm not let me, let me, with Miss Ing ya ato Bu Ice to discuss to watch a film can you, no no no, can you bring your own film? [T1Ab]
- Students : Yeeessss... (cheering) [S13a]  
 Teacher : Uh, On Moday? [T1Ab]  
 Students : Yes! [S13a]  
 Teacher: Do we have class on Monday? [T1Ab]  
 Students : Lupa sir. [S13a]  
 Teacher : Okay, alright, but the film for all ya? [T1Ab]  
 Students : Yes. [S13a]  
 Teacher : Not the other film right? [T1Ab]  
 Okay ya? [T8]  
 So we stop now ya? [T1Ab]
- Students : Yaaa... [S13a]  
 Teacher : Okay, see you, thank you. [T4]  
 Good bye. [T4]
- Student 4 : Thank you sir. [S13a]  
 Teacher : Ya, bye, Elisa. [T3]  
 Oh ya, Agatha, could you please ask Miss Ing Ing whether it is allowed for you in our first meeting on Monday, we can, uh, what is it, we can watch. [T3]
- Student 8 : Oooo, watch movie? [S16]  
 Teacher : Yes. [T10]

## TRANSCRIPTION OF TEACHER II

- Teacher : So the first one is you are not allowed to use your hand phone, and then... [T12]
- Student 1 : No not this one. [S13a]  
It can not be part of the teacher. [S13b]  
Okay emm... you are not allowed to smoke. [S13b]
- Teacher : Okay, you are not allowed to... [T12]
- Students : #1 Smoke. # [S13a]
- Teacher : #2 Smoke. # [T4]  
In the... [T12]
- Students : In the compartment... compartment... [S13a]
- Teacher : Yaa, what is compartment? [T1Aa]
- Student 2 : Eem... like a small... small vain. [S13a]
- Teacher : Ya, like a kind of vain ya. [T10]  
Okay, ya. [T9a]
- Student 3 : Iya nggak sih? [S16]
- Teacher : Okay ya so, eeee... can you change it into let? [T1Ab]  
You are not allowed to use your hand phone. [T5]
- Students : #1 They don't let... # [S13a]
- Teacher : #2 Yaa, they don't let you... # [T12]
- Students : #1 You to... # [S13a]
- Teacher : #2 Ya, they don't let you use your... # [T12]
- Students : #1 Your... # [S13a]
- Teacher : #2 Your mobile phone. # [T4]  
So, if you use let, it means that you don't need to use... [T12]
- Students : #1 To. # [S13a]
- Teacher : #2 To # [T4]  
Okay, and then the second, you are not allowed to... [T12]
- Student 3 : Ban. [S13a]
- Teacher : No no no, in the pictures. [T9b]  
Eee... about Lisa right here and the mom. [T4]  
You're not allowed to... [T12]
- Students : Smoke. [S13a]
- Teacher : So, they don't... [T12]
- Students : Let you smoke. [S13a]
- Teacher : Ya, they don't let you... [T12]
- Students : #1 Smoke. # [S13a]
- Teacher : #2 Smoke # [T4]  
So can you, can we do the exercise? [T1Ab]
- Students : Yeah! yes! [S13a]
- Teacher : So, it's here about airport instruction, so is there any of you who has never... who has never eeee... traveled using a plane? [T1Aa]
- Students : Hmmmm... [-]
- Teacher : Is there any of you? [T1C]  
Never never never travel using a plane? [T1C]  
Only... only Agatha? [T3]  
Never? [T1Ab]

- Student 4 : Never. [S13a]  
 Teacher : Novita, never? [T3]  
 Student 5 : No yet! [S3a]  
 Teacher : Evelyn? [T3]  
 Student 6 : Not yet, mam! [S13a]  
 Teacher : I'm... I'm... I'm not either, ya. [T4]  
 I'm never either, so in here is about the airport instruction, so you have to use make... so you have to change the... [T4]  
 What is it? [T1Aa]  
 The direct the directive here into the indirect. [T4]  
 There is about the reported speech, but you have to use make ya. [T2]  
 For example could you take off your shoes? [T4]  
 So, eee... you have to change that she made him... [T4]
- Student 4 : Take off. [S3a]  
 Teacher : Take off his shoes, ya. [T10]  
 So, may it's eee... quite the same with the let, ya. [T4]
- Student 6 : Please wait in the departure lounge. [S13b]  
 Teacher : Five minutes is enough? [T1Ab]  
 Students : Ya! [S13a]  
 Teacher : We discuss it directly, okay. [T4]  
 Number 2, please wait in the departure lounge. [T4]  
 #1 So they... # [T12]
- Students : #2 They made us wait in the departure lounge. # [S13b]  
 Teacher : #1 Okay, they made us wait. # [T10]  
 Students : #2 They made us wait in the departure lounge. # [S13b]  
 Teacher : Okay, good. [T10]  
 Next, number three. [T2]  
 Everyone must show their ID. [T4]
- Students : They made me show my ID. [S13b]  
 Teacher : No! ya... [T9b]  
 Be careful, be careful with the possessive adjective ya. [T4]
- Student 4 : How about...? [S16]  
 Teacher : If it is me... [T4]  
 Students : #1 My... my. # [S13a]  
 Teacher : #2 You have to change it into... # [T12]  
 Students : #1 My, my. # [S13a]  
 Teacher : #2 My. # [T10]  
 If it is you? [T1Aa]
- Students : Your. [S13a]  
 Teacher : Your. [T10]  
 If it is they? [T1Aa]
- Students : Their. [S13a]  
 Teacher : Their. [T10]  
 If it is he? [T1Aa]
- Students : Him. [S13a]  
 Teacher : Her? [T1Aa]  
 Students : Her... her... her. [S13a]

- Teacher : Ya, her. [T10]  
 Students : Her... her... her. [S13a]  
 Teacher : It can be followed by the... [T12]  
 Students : (mumbling) [-]  
 Teacher : Followed by what? [T1Aa]  
 Students : (mumbling) [-]  
 Teacher : So, possessive. [T4]  
 My, what's the different between my and mine? [T1Aa]  
 Students : My... kalo, mine... my friend... kalo my best friend itu my  
 saya.[S13b]  
 Kalo mine itu... [S13a]  
 Teacher : Yaa, the same right? [T1Ab]  
 All of them are possessive but what's the different? [T1C]  
 Students : My followed by noun, if the mine... [S13b]  
 Teacher : Ya, my followed by... [T12]  
 Students : Noun. [S13a]  
 Teacher : Noun. [T10]  
 And mine... [T12]  
 Students : No! [S13a]  
 Teacher : Okay, no need to follow by the noun so, for example it's my  
 marker. [T4]  
 It's... [T12]  
 Students : Mine! [S13a]  
 Teacher : Okay. [T10]  
 So, her... [T12]  
 Students : Her... her... [S13a]  
 Teacher : Her... [T12]  
 Students : Her book. [S13a]  
 Teacher : No! not hers book, but... [T9b]  
 Students : Hers. [S13a]  
 Teacher : And how about he? [T1Aa]  
 Students : His. [S13a]  
 Teacher : Both of them? [T1Ab]  
 Students : Ya! [S13a]  
 Teacher : Ya, both of them. [T10]  
 And then you... [T12]  
 Students : Yours. [S13a]  
 Teacher : Hah? [T1C]  
 Students : Yours. [S13a]  
 Teacher : Which one is use -s? [T1Aa]  
 Students : Your... yours. [S13a]  
 Teacher : This one? [T1Ab]  
 Students : Your... your... your. [S13a]  
 Teacher : Oo... this one? [T1Ab]  
 Like this? [T1Ab]  
 Students : Yaaa!! [S13a]  
 Teacher : Okay. [T10]  
 And this one without -s. [T4]

- Students : Your. [S13a]  
 Teacher : And then their... [T12]  
 Students : Thiers. [S13a]  
 Teacher : Ya, which one is using -s? [T1Aa]  
 Students : Right. [S13a]  
 Teacher : Ya, this one theirs. [T10]  
 This one... [T12]  
 Students : Their. [S13a]  
 Teacher : We... [T12]  
 Students : Our... our... our. [S13a]  
 Teacher : Our. [T10]  
 Students : Ours... ours. [S13a]  
 Teacher : Ours. [T10]  
 And then it... [T12]  
 Students : Its... it. [S13a]  
 This one with -s. [S13a]  
 Teacher : The same ya. [T4]  
**Ya okay, let's continue, so number three, what's the answer of number 3? [T1Aa]**  
**They... [T12]**  
**Students : They must show my ID. [S13b]**  
**Teacher : Hah? They made my ID? [T1Ab]**  
**Students : They made me show my ID. [S13b]**  
**Teacher : #1 Ya, they made me... # [T10]**  
**Students : #2 Show my ID # [S13a]**  
**Teacher : Okay, good. [T10]**  
 Next, I'd like you to open your bag. [T4]  
 Students : He made her to open her bag. [S13b]  
 Teacher : #1 Ya, he made her... # [T10]  
 Students : #2 To open her bag. # [S13a]  
 Pake he, ya? [S16]  
 Teacher : He made her to open. [T5]  
 Students : No!! no!! [S13a]  
 Teacher : He made her... [T12]  
 Students : Open her bag. [S13a]  
 Teacher : So, don't forget you have to change the make into verb 2 ya. [T4]  
 Made, he made because it's already happened ya. [T4]  
 Remember eee... direct speech, if you want to change it into indirect,  
 you have to go back one tense ya. [T4]  
 So if it is eee... past tense become... [T12]  
 Students : Past perfect. [S13a]  
 Teacher : Past perfect. [S13a]  
 Present perfect become... [T12]  
 Students : Past perfect. [S13a]  
 Teacher : Past perfect. [T10]  
 Simple present... [T12]  
 Students : Past. [S13a]

- Teacher : Ya, okay. [T10]  
Next, number 5, please fasten your seatbelts. [T4]
- Students : He made them fasten their seatbelts. [S13b]
- Teacher : #1 Ya, he made them fasten their seatbelts. # [T10]
- Students : #2 Fasten their seatbelts. # [S13a]
- Teacher : #1 Okay. [T10]  
Next six, everyone must turn off their phone. # [T4]
- Students : #2 She... # [S13a]  
She made us turned off our phones. [S13b]
- Teacher : Ya. [T10]  
Can you repeat it again, Lisa? The answer. [T3]
- Student : She made us turned off our phones. [S13b]
- Teacher : Ya, she made off... made... she made us turned off our phones.  
[T10]  
Okay, good. [T9a]  
Any questions about speech, about allowed to, make, and then let?  
[T1Ab]  
No? [T1Ab]
- Students : No! [S13a]
- Teacher : No! [T10]  
Okay, good. [T10]  
So, eee... can we go on to the listening? [T1Ab]
- Students : Yes! [S13a]
- Teacher : Ya, so still is about Lisa. [T4]
- Students : (laughter) (mumbling) [-]
- Teacher : Ya, Lisa is a star for today. [T4]
- Students : (mumbling) [-]
- Teacher : #1 Ya, so this is the continuation of the first dialogue in the... in  
the compartment, so about Lisa who is looking after her younger  
brother,  
Danny. # [T4]
- Students : #2 Danny # [S13a]
- Teacher : Not Benny, but Danny ya. [T4]
- Students : (laughter) (mumbling) [-]
- Teacher : And then ya, so in three minutes please read the questions first.  
[T2]  
Read the questions first ya. [T5]  
Read the questions. [T5]
- Students : (reading the questions) [-]
- Teacher : Done? [T8]
- Students : Yes! [S13a]
- Teacher : Yap okay, now please listen! [T2]
- Students : (listening to the conversation) (laughter) [-]
- Teacher : Have you got the answers? [T1Ab]
- Students : Ya! nggak tau... (mumbling) [S13a]
- Teacher : Okay, once more. (playing the conversation) [T4]  
Okay, listen! [T2]
- Students : (listening to the conversation) Three. [-]

- Teacher : **Finish?** [T8]  
 Students : **Yes!** [S13a]  
 Teacher : **Okay, so what has Danny got for dinner?** [T1Aa]  
 Students : **Tomato and bean.** [S13a]  
 Teacher : **(laughter) Tomato and ...** [T12]  
 Students : **Bean.** [S13a]  
 Teacher : **#1 Ya.** [T10]  
**And then... what vegetable does he agree to eat?** # [T1Aa]  
 Students : **#2 One!** # [S13a]  
 Teacher : **Ya, only one, tomato.** [T0]  
**Okay, and then what time does Batman start?** [T1Aa]  
 Students : **Eight!** [S13a]  
 Teacher : **Eight?** [T1C]  
 Students : **Eight thirty.** [S13a]  
 Teacher : **Eight or eight thirty?** [T1Aa]  
 Students : **Eight thirty eight!!! eight thirty eight!!! eight thirty.** [S13a]  
 Teacher : **Eight or eight thirty?** [T1C]  
 Students : **Eight!** [S13a]  
 Teacher : **Okay, eight.** [T10]  
 Students : **(mumbling) [-]**  
 Teacher : **Okay and then what time does it finish?** [T1Aa]  
 Students : **Nine thirty.** [S13a]  
 Teacher : **Yes, nine thirty.** [T10]  
**And then how many stories does Lisa read to Danny?** [T1Aa]  
 Students : **One!! no... no one... no!!!** [S13a]  
 Teacher : **Okay none.** [T10]  
**Because what?** [T1Aa]  
 Students : **Look at the VCD player.** [S13a]  
 Teacher : **Ya.** [T10]  
**And then what does she let him do?** [T1Aa]  
 Students : **She let him listen to the story.** [S13b]  
 Teacher : **#1 Ya, she let him listen... #** [T10]  
 Students : **#2 To the story. #** [S13a]  
 Teacher : **How many story?** [T1Aa]  
 Students : **One.** [S13a]  
 Teacher : **#1 Okay.** [T10]  
**How many stories that her mom, eee... Danny's mom actually read it for him?** # [T1Aa]  
 Students : **#2 Three #** [S13a]  
 Teacher : **Ya, three stories and what do you think about Lisa's feeling?** [T1Ba]  
 Students : **(laughter) eee... (mumbling) not good... sad, sad... [S13a]**  
 Teacher : **Ya, I think it's a bit upset okay, ya.** [T4]  
**And so can we skip this one, use your English: invite, accept, and refuse with excuses.** [T4]  
**We have done it in the previous book, right?** [T1Ab]  
 Students : **Yes!** [S13a]  
 Teacher : **So, can we go on to the next?** [T1Ab]

Extract 10

- Students : Refugee. [S13a]  
 Teacher : Ya refugee... ya, eee... before you read it, I want you close it first and I want you to listen it first. [T2]
- Students : Ya! [S13a]  
 Teacher : So, close it first! [T2]  
 Students : (closing their books and mumbling) [-]  
 Teacher : Ya, or close it. [T5]  
 Close it with your... with your eee... with your note book. [T2]
- Students : Yes!! [S13a]  
 Teacher : Because you have to answer the question. [T2]  
 So that I don't need to write it on the white board. [T4]
- Students : (laughter) [-]  
 Teacher : Ya, so close this part. [T2]  
 Student : Ditutup ini lho, ditutup. [S13a]  
 Teacher : Ya, close this part. [T2]  
 Students : (mumbling) [-]  
 Teacher : Ya, open your book and cover it with your paper or your note book. [T2]
- Students : Yeah! [S13a]  
 Teacher : Page 32, page 32, open your book page 32 ya and then cover the story with your paper. [T2]
- Students : Ya! [S13a]  
 Teacher : So you can look at the picture but not the reading. [T4]  
 Students : (laughter) [-]  
 Teacher : Ya, close it with your paper, this one ya. [T4]  
 Okay, and then take a look at your book page 33, the comprehension... [T2]
- Students : Comprehension. [S13a]  
 Teacher : Ya, the comprehension. [T10]  
 Ya, I'll give you three minutes to read the questions. [T4]  
 Because after this you have to listen it. [T2]
- Students : Yes! (reading the questions) [-]  
 Teacher : Finish? [T8]  
 Ya, are you ready to listen? [T1Ab]
- Students : Yes!! (listening to the story 'Koor Deng') [S13a]  
 Teacher : Okay, have you got the answers? [T1Ab]  
 Students : No... not yet... not all. [S13a]  
 Teacher : Okay, ya I will repeat it once more. [T4]  
 Students : (listen to the story 'Koor Deng') [-]  
**Teacher : Okay, you've got all the answers? [T1C]**  
**Students : Yes! [S13a]**  
**Teacher : Okay, so where is Koor from? [T1Aa]**  
**Students : One country in Africa. [S13a]**  
**Teacher : #1 Ya, one country in Africa. # [T10]**  
**Students : #2 In Africa. # [S13a]**  
**Teacher : And then what happened when Koor was fifteen? [T1Aa]**  
**Students : Civil war returned to his country. [S13b]**  
**Teacher : Ya, civil war. [T10]**

Extract 11

- Students** : **Returned to his country.** [S13a] } Extract 11  
**Teacher** : **Ya, there in his country.** [T10]  
 And then in what ways was Koor's town dangerous? [T1Aa]  
**Students** : Soldiers and armed men were everywhere. [S13b]  
**Teacher** : Yes, Tesa. [T3]  
**Student** : Soldiers and armed men were everywhere. [S13b]  
**Teacher** : Huhu and then... [T12]  
**Students** : No one can be trusted. [S13a]  
**Teacher** : Ya, no one can be trusted. [T10]  
 And then eee... number 4, ya. [T4]  
 Where did Koor's parents take the family? [T1Aa]  
**Students** : Refugees camp. [S13a]  
**Teacher** : Ya, refugees camp. [T10]  
 What is refugees? [T1Aa]  
**Students** : Pengungsi. [S13a]  
**Teacher** : Ya, and then okay four, sorry five. [T4]  
 What was the refugee camp like? [T1Aa]  
**Students** : No electricity, no water. [S13a]  
**Teacher** : #1 No electricity. # [T10]  
**Students** : #2 No water. # [S13a]  
**Teacher** : #1 No water. # [T10]  
**Students** : #2 No food. # [S13a]  
**Teacher** : Ya, and food. [T10]  
 And then eee... what did Koor's father want Koor to do? [T1Aa]  
**Students** : Go to USA. [S13a]  
**Teacher** : #1 Ya, join, eee... go to the USA. [T10]  
 Ya finishing education and find a job. # [T4]  
**Students** : #2 Finishing education and find a job. # [S13a]  
**Teacher** : Okay. [T10]  
 And then the... 7, how about Koor's mother opinion and the uncle opinion? [T1Aa]  
**Students** : She want him to stay and help his family. [S13b]  
**Teacher** : Ya, stay here to help the family. [T10]  
 And how about the uncle? the same? [T1Ab]  
**Students** : He should go to the capital city. [S13b]  
**Teacher** : Ya, go to the capital city. [T10]  
 Okay, ya. [T10]  
 So you can take a look on the reading, ya. [T2]  
 So here eee... there are three opinions about what Koor should do. [T4]  
 So the 1st, from his father, his father want him to go to USA and then eem... finish his education and get a job. [T4]  
 How, ya, eee... they will borrow money for Koor's plane ticket and then he can finish his education. [T4]  
 And the opinion from the mother... [T12]  
**Student** : It's better for him... [S13a]  
**Teacher** : It's better for him to... [T12]  
**Students** : Stay here. [S13a]

- Teacher : Stay... stay here means... stay in... [T12]  
 Students : Stay in refugee camp. [S13a]  
 Teacher : Ya, stay in refugee camp. [T10]  
 And how about the uncle's? [T1Ac]  
 Students : Go to the capital city. [S13a]  
 Teacher : Ya, go to the capital city. [T10]  
 And ... [T12]  
 Students : #1 And find a job. # [S13a]  
 Teacher : #2 And find a job, okay. # [T4]  
 Now, I would like you to discuss which one is the best. [T2]  
 Students : Aduuh... [S13a]  
 Teacher : So you work in the group of four, but make a dialogue. [T2]  
 So one of you become Koor's father, and then the second become  
 the mother and the third become uncle and then the last  
 become...Koor. [T4]  
 Koor, the Koor have to decide. [T4]  
 Okay, so four persons. [T4]  
 Okay, four... Okay. [T5]  
 Okay, okay, and then Priska? [T3]  
 Student : Four. [S13a]  
 Teacher : Greatly? okay, this may have five ya. [T3]  
 So, one of you become... [T4]  
 Student : (mumbling) [-]  
 Teacher : Eeem... Koor's aunty ya. [T4]  
 Ya so, but you have to create your own suggestion ya. [T4]  
 So five, this one is also five, ya. [T4]  
 Father, mother, uncle, aunty, and then Koor, okay. [T4]  
 Student : Which one is come first? [T1Aa]  
 Teacher : Which one? [T1Aa]  
 Like this ya, to make it easier, Bella, and then Novita. [T3]  
 Student : (mumbling) (laughter) [-]  
 Teacher : Okay, 15 minutes is enough? [T1Ab]  
 Students : Oo, yes! [S13a]  
 Teacher : So, please make it into a dialogue, not just give opinion, but you  
 have to make it into a dialogue. [T2]  
 Students : Waaa... (mumbling) [-]  
 Teacher : Then we make a kind of role play here. [T4]  
 Students : (discussing) [-]  
 Teacher : 15 minutes is enough? [T1Ab]  
 Students : Ya... four... four... Koor. [S13a]  
 Eee... I think... eee... (discussing) [S13a]  
 Teacher : You can set up the situation in a kind of refugee. [T4]  
 Students : Oo, iya dialogue... pindah pindah... no no no no (discussing)  
 [S13a]  
 Student : You are a mother. [S13a]  
 Teacher : You are a man, you know this is for a girl. [T4]  
 Student : Apa seh? (laughter) [S16]  
 Students : (discussing) (laughter) I think you must stay here. [S13b]

- Student : You drink too much water (laughter). [S13a]  
 Students : (discussing) [-]  
 Teacher : #1 Okay, don't forget... don't forget to use must, need, should, yaa...ought to. # [T4]  
 Student : #2 Ought to. # [S13a]  
 Teacher : So one that we have learned, ya. [T4]  
 Students : (discussing) aku bapake, bisa ta? (laughter) ulang-ulang. [S13a]  
 Ooo, gini gini gini... bapaknya sii ngomongnya. (laughter) [S13a]  
 Belom, you must stay here. (laughter) [S13a]  
 Ga usah wes. no no no no, you must stay here. [S13a]  
 You just met... you just met... (laughter) you must stay... because I'm too old, very old, old enough ga, too old. (laughter) manaa manaa?  
 (laughter) [S13a]  
 Ooo, aunty... no no no. [S13a]  
 Teacher : The aunty has to make... an opinion. [T4]  
 Students : Aku bingung lagi masak, trus kamu dateng. [S13b]  
 Teacher : You have to make another opinion. [T4]  
 You have to set up another opinion. [T5]  
 Eee... I think you can move to... ee... you have to move to eee... you can move to our... I think we have to move downtown together or you can move to USA together. [T4]  
 Students : (mumbling) [-]  
 Teacher : Ya, it's just an opinion right?! [T1Ab]  
 Students : (discussing) Apa sih apa? [S16]  
 Ya, kamu dulu. [S13a]  
 Kamu nanti... ga bener. [S13a]  
 Ari! hah? hah? apalagi, ya ampun. (laughter) [S13a]  
 Lak yo longor seh. [S13a]  
 Belom ya? [S16]  
 Itu tok aja, lha kita kan... [S13a]  
 Kenapa ga mau yang lain? [S16]  
 Kenapa ga mau yang lain? [S16]  
 Dulu2 kan ya gini. [S13a]  
 Kalo aku sih... aku dulu itu lho... (laughter) no no no no no. [S13a]  
 You are too old. [S13a]  
 Too young, too young. [S13a]  
 The money. [S13a]  
 Koor... Koor... Koor... K O (Indonesian pronounce) I agree with you, aunty, anty. [S13a]  
 Ooh, uncle... the uncle. [S13a]  
 How about... and I agree if you go to the capital.... it's not far from refugee. [S13a]  
 Ooo (laughter) [S13a]  
 Teacher : You have to say, ooo... good you can... you can not earn a lot of money in the capital. [T4]  
 If in the USA you can get a lot of money, and you can get a better education, you can have a job. [T4]

- Students : (laughter) [-]  
 Teacher : You can say, ooh, I think you shouldn't go to the capital city. [T4]  
 Eee... you can not, you can not have your education, you can not have a better job. [T4]
- Students : Eee... if I go to that country then eeee... how can I... how can I get the money? [S16]  
 I think you should go there. [S13b]  
 Tapi biaya ke sananya kan mahal. [S13b]  
 Lha iya itu... kan bisa utang dulu. [S13a]  
 Kan maybe if he come back, the money... [S13a]
- Teacher : Finish, guys? [T8]  
 Students : **Not yet! [S13a]**  
**So... father in the capital. [S13a]**  
**Oo, iya (laughter) jadi kalo ke sana mau... oke lah..oke lah... for five years. [S13a]**  
**Kapan itu? (laughter) [S16]**  
**You must... you must to stay here, you are a nice son. [S13b]**  
**You have to think about your little brother. [S13b]**  
**Langsung... langsung boleh kabeh... (laughter) [S13a]**  
**Mosok? mosok? oo, yeah? [S16]**  
**Kamu ngomongo! [S13a]**  
**Ya nggak laaah. [S13a]**  
**I agree with you, you better... (laughter) [S13a]**
- Teacher : Have you finish? [T8]  
 Students : (still discussing) [-]  
 Teacher : Finish? [T8]  
 Okay 3 more minutes. [T4]
- Students : (discussing) [-]  
 Teacher : After fasting. [T4]  
 Students : (discussing) nggak ada... nggak ada... kalau yang ini... [S13a]  
 Teacher : Eeee... don't take a long time for thinking. [T4]  
 Students : Don't take a long time for thinking. (discussing) [S13b]  
 Teacher : Okay, guys ya. [T4]  
 Stop discussing, ya now it's your time for performing in front. [T4]  
 Okay, ready? [T1Ab]
- Students : (mumbling) [-]  
 Teacher : Volunteer? [T1Ab]  
 No one? [T1Ab]
- Student : Priska! Priska! [S13a]  
 Teacher : Why is always Priska? [T1Ac]  
 Students : (mumbling) [-]  
 Teacher : Okay, because Setiawan and Nurul choose Priska's, so Setiawan's group. [T4]  
 Come on! [T2]
- Student : Not yet! [S13a]  
 Teacher : Then you have to improve it in front. [T2]  
 Student : Aduuuh! [S13a]

- Teacher : Don't just choose your friend, you have to be ready for yourself. [T4]  
Come on! [T2]
- Students : (mumbling) [-]  
Students : (discussing). [-]
- Teacher : C'mon, please pay attention to... Setiawan! [T2]  
Students : (discussing). [-]
- Teacher : Okay come on, ready guys? [T1Ab]  
Students : Yes. [S13a]
- Teacher : Okay, for the others do you please listen here friend! [T2]  
Student 24 : Ready, ready mam. [S13a]  
Student 1 : Ehm... I'm sorry, good morning! [S13a]  
Students : Good morning. [S13a]  
Student 2 : I'm here to play a role play and I become, uh... I become Koor's auntie  
Eh, uncle and here eh... here is Koor, here is Koor's father and... [S13b]
- Teacher : #1 Guys... guys . # [T2]  
Students : #2 Ssstt... ssttt. # [-]  
Student 2 : And Setiawan is a Koor's mom. [S13a]  
Teacher : Okay guys, may I have your attention? [T1Ab]  
Students : Yes... yes. [S13a]  
Teacher : Or you still want to talk? [T1Ab]  
Students : No. [S13a]  
Teacher : Are you sure? [T1Ab]  
Students : Yes. [S13a]  
Teacher : Okay so, please listen your friend pay attention to your friend. [T2]
- Students : Silent. [-]  
Student 2 : The situation is the house of Koor, a house in refugee. [S13b]  
Student 3 : Oh my God, I'm so confuse what should I do? [S16]  
Student 1 : You must stay here. [S13a]  
Student 4 : You must... (laughter). [S13a]  
Student 1 : You must accompany me because, I'm too old to take one of your brother and sister. [S13b]
- Student 3 : Ehhh... okay, I'll think for it. [S13a]  
Student 2 : What??? No??? [S13a]  
Students : [laughter]. [-]  
Student 2 : No, you have find a job. [S13a]  
Student 3 : Find a job? [S13a]  
Student 2 : Yes, you must find a job, you have to have money to pay food and things. [S13b]  
Student 3 : How can? [S16]  
I'm still sixteen! [S13a]  
How can I get a job? [S16]  
And now we are in refugee, right? [S16]
- Student 2 : I have a friend and he can find us a job. [S13b]  
Student 3 : Ehhh... okay. [S13a]

- Student 1 : No, he's too young he is not, he is not ee... he is not to go to capital and find a job because he is... he is very very young. [S13b]
- Student 5 : What are you arguing? [S16]  
Koor is still sixteen he still have many opportunities, we can by calling it if is on the Saturday he still can go back for the money in the weekend we can still reach him there. [S13b]
- Student 1 : He is my eldest son, he must take care of his brother and sister. [S13b]
- Student 2 : Okay, I agree with you and he's... he's still have time to find a job he can... he can drove back for twice a week he can prefer that day. [S13b]
- Student 5 : Twice a week? [S16]  
Can you tell someone who take care of you? [S16]
- Student 2 : Yeah, he can... he can... he can back by aero plane. [S13b]
- Student 3 : Okay, okay then, I will thinking and I will say tomorrow morning okay? [S16]  
I will think the best choice from the bottom of my heart okay? [S16]
- Student 2 : Okay. [S13a]  
The next day... next day. [S13a]
- Student 1 : What your choice my son? [S16]
- Student 3 : Ehmm... okay I think I'm sorry to my father, I'm sorry to my uncle. [S13b]
- Teacher : Okay. [S13a]
- Student 3 : Now... now I will... I will choose my... my dad's choice. [S13a]
- Students : Ssstttt... [-]
- Student 3 : Because I'm still sixteen and I still have, I still have many opportunities and I will go to USA to finish education and then I studied in USA maybe I will tell the story about refugee in capital, so people in the USA will save some money or send the money to make the refugee in more better and the children in refugee have good education.  
This is my choice and I will not regret it. I'm sorry ma, I'm sorry pa... [S13b]
- Student 1 : Please don't go my son (crying). [S13a]
- Students : (laughter). [-]
- Student 5 : It is a good decision my son. [S13b]  
We will miss you my son. [S13b]
- Student 2 : Don't get sick at there and have good flight. [S13b]
- Student 1 : Don't forget to send my message, my son. [S13b]
- Student 3 : Okay, good bye. [S13a]
- Students : (giving applause) (laughter). [-]
- Teacher : Okay, Greatty so what is this group decision? [T3]
- Students : Go to USA. [S13a]
- Teacher : Are you Greatty, Sinta? [T3]  
I ask Greatty not you. [T4]
- Student 6 : Go to USA. [S13a]
- Teacher : And then... [T12]

- Student 6 : And then have education at there. [S13a]  
 Teacher : Ngg, and the... [T12]  
 Students : (laughter). [-]  
 Teacher : How many, how many days that Koor wants to think about?  
 [T1Aa]  
 How many days? [T1Aa]  
 Evelyn how many days? [T3]  
 Students : In three, one day. [S13a]  
 Teacher : How many day that Koor wants to think first? [T1C]  
 Students : One day. [S13a]  
 Teacher : Hah? [T1C]  
 Student 8 : One day. [S13a]  
 Teacher : Ya, one day. [T10]  
 Is it correct one day? [T1Ab]  
 Students : Yes. [S13a]  
 Teacher : Ya thank you. [S13a]  
 Students : (giving appluse). [-]  
 Teacher : Okay, Greatty's group... Greatty's group. [T2]  
 Student 9 : Yes. [S13a]  
 Students : (inaudible). [-]  
 Student 9 : Good morning miss Ing-Ing and friends. According to the role  
 play for the situation, I as a Koor, eee...Maria as a auntie's Koor,  
 Bella as amother, Helena as a uncle, and Greatty as my father,  
 Koor's father. [S13b]  
 Students : (whispering). [-]  
 Student 10 : What the hell are you doing in here? [S16]  
 Student 9 : No, I'm starving (mumbling). [S13a]  
 By the way where is the Koor? [S16]  
 We are starving but we don't have enough food. [S13b]  
 Koor, Koor... [S13a]  
 Students : (laughter). [-]  
 Student 10 : Get out of here Koor! [S13a]  
 Don't be lazy. [S13a]  
 Student 9 : Yes mom. [S13a]  
 Student 11 : Ow, mom e Bella. [S13a]  
 Student 9 : What's going on? [S16]  
 What's the problem? [S16]  
 Student 10 : There is no food and water so we have to go to USA.  
 Student 9 : No, he is still young. [S13a]  
 I do, I do not, I do not have to have you, I do not have to let you go  
 abroad alone, so about that... [S13b]  
 Student 12 : I'm going... I'm going. [13a]  
 Student 10 : No, but we don't have any money. [S14]  
 Student 12 : We can borrow money from your friend (mumbling). [S13b]  
 Students : (laughter). [-]  
 Student 9 : Oh, it's just... okay, okay I will decide. [S13a]  
 Students : What??? (laughter) [S16]  
 Student 12 : So you will have to go to Arab and you will be... [S13b]

- Student 13 : Are you sure with your choice? [S16]  
 Student 9 : Yes, I think so. [S13a]  
 Students : (laughter). [-]  
 Student 12 : You will be... because he don't have any money and, and (mumbling) are you sure? [S16]  
 Student 10 : Yes, I think he will should be go to Arab. [S13b]  
 #1 He will should be, opo iku? (laughter) # [S16]  
 Students : #2 (laughter). # [-]  
 Teacher : Okay ya, thank you. [T9a]  
 Student 13 : Okay, see you (laughter). [S13a]  
 Students : #1 (giving applause) (laughter). # [-]  
 Teacher : #2 Okay, good thank you. [T9a]  
 (giving applause) (laughter). # [-]  
 Ya okay, Evelyn's group please. [T2]  
 Student 14 : Good morning friends, good morning miss Ing Ing. [S13a]  
 Teacher : #1 Morning. # [T4]  
 Students : #2 Morning. # [T4]  
 Student 14 : Nnnggg... nnggg... introduce my friends ee... mbak Tari as mother... [S13a]  
 Students : Mbak Tari (laughter). [S13a]  
 Student 14 : Evelyn as uncle, Faraya as Koor, and Eky as father, and me as auntie. [S13b]  
 Student 15 : Oh daddy, daddy... [S13a]  
 Students : (laughter). [-]  
 Student 15 : It is not safe any more, it is too dangerous. [S13b]  
 Student 37 : You are right my son there are so many army and danger in everywhere no one can beat us. [S13b]  
 Student 16 : Oh my husband... [S13a]  
 Students : (laughter). [-]  
 Student 16 : Oh my husband, oh my husband I don't believe that. [S13b]  
 Student 17 : Why don't you believe that? [S16]  
 Student 38 : You have to believe that. [S13b]  
 Student 16 : I don't believe that. [S13b]  
 Students : (laughter). [-]  
 Student 15 : Stop, stop, I confuse, I need someone to talk more. [S13b]  
 Students : (laughter). [-]  
 Student 38 : We don't have time to care about trivial matters the soldiers are going to come. [S13b]  
 Student 20 : Come on my wife I'm going to save you. [S13b]  
 Students : (laughter) [-]  
 Student 18 : Wow, so sweet, I think I love you. [S13b]  
 Students : (laughter). [-]  
 Student 37 : Hi guys... [S13a]  
 Student 16 : What's up dude! [S13a]  
 Students : #1 (laughter). # [-]  
 Student 17 : #2 What's up dude. # [S13a]  
 Student 38 : We are going to refugee. [S13b]  
 Student 15 : That's good idea. [S13a]

- Let's go together. [S13a]
- Student 38 : After passing the wife along shiny Africa they had arrive in refugees' camp. [S13b]
- Student 1 : Shiny e lapo koq melok ae. [S13a]
- Student 18 : Koor, you are need to go to the USA finish your education there and get a job to help us. [S13b]  
You apply to require devisa. [S13b]
- Student 16 : No, you mustn't stay there and didn't take a job. [S13b]
- Student 17 : Yes right, I agree with you sista. He can't get job there. [S13b]
- Student1 : Sista. [S13a]
- Student 16 : Sista. [S13a]
- Students : (laughter). [-]
- Student 20 : Oh, what should I do? [S16]  
Maybe I must do, I must do what, my father's will it is for our refugee. [S13b]
- Student 16 : Okay, that's all. [S13a]
- Students : (giving applause) (laughter). [-]
- Teacher : Ya thank you, ya okay. [T9a]  
Widhy. [T3]
- Students : (Inaudible). [-]
- Student 21 : Good morning friends, good morning miss Ing-Ing. [S13a]  
Now I want to presents about our drama about "Koor's life". [S13b]
- Students : (laughter). [-]
- Student 21 : Koors eh... Martinus as a Koors. [S13a]
- Students : Koor (laughter). [S13a]
- Student 21 : Eee... ee... Tabi as as Koor's father, me as a Koor's uncle, and Putri as Koor's mother. [S13b]
- Students : Oooooowwww... (laughter) [-]
- Student 22 : What's up ma? [S16]
- Student 23 : What's up. [S13a]
- Student 24 : #1 Jijik i ... (laughter). # [S13a]
- Students : #2 (laughter). # [-]  
Ssstt... sssstttt... [-]
- Student 25 : We have some problem here now. [S13b]
- Student 26 : So what should I do then? [S16]
- Student 25 : You must be dismissed and go to USA. [S13b]
- Student 26 : Why I must go to USA? [S16]
- Students : (laughter). [-]  
Ssstt... ssttt... [-]
- Student 25 : We want you to finish your education and get a job there. [S13b]
- Students : (laughter). [-]
- Student 27 : What?? [S16]
- Students : (laughter). [-]
- Student 27 : What?? Eeee... (laughter). [S16]
- Students : (laughter). [-]
- Student 27 : I agree with your uncle. [S13b]
- Students : (laughter). [-]
- Student 27 : He is still young and I afraid he will travel alone. [S13b]

- Student 21 : Okay, I... I think no ee... because... because he is a man so... [S13a]  
 #1 So he must... # [S13a]
- Students : #2 (laughter). # [-]
- Student 21 : #1 So he must... # [S13a]
- Students : #2 (laughter). # [-]
- Student 21 : Leave us and he must do the best for his life. [S13b]
- Student 27 : Eee... although you want to left us would you thinking first what the best for you and for us. [S13b]
- Student 21 : Don't think so long for thinking. [S13a]
- Student 26 : Ee... ee... I agree with you I will go to USA to finish my education and get a job there. [S13b]
- Student 25 : Yes, I proud of you son. [S13b]
- Students : (laughter). [-]
- Student 27 : Be careful my son. [S13a]
- Student 25 : Good bye. [S13a]
- Student 26 : Good bye. [S13a]
- Teacher : #1 (giving applause) (laughter). # [-]
- Students : #2 (giving applause) (laughter). # [-]
- Teacher : Next, Priska's group. [-]
- Student 29 : Yes. [S13a]
- Students : (inaudible). [-]
- Student 29 : Good morning everyone. [S13a]
- Students : Morninnnggg. [S13a]
- Student 29 : We would like to act a role play about Koor's dilemma so okay, Putra is Koor, I'm his father wise father, and she is uncle and this is his mother. [S13b]  
 So it starts when Koor is taking too much water when he is taking a shower it is in the refugee so we must use it efficiently. [S13b]  
 So, here we go. [S13a]  
 (laughter). [-]
- Student1 : #1 Mandi (laughter). # [S13a]
- Students : #2 (laughter). # [-]
- Student 29 : Koor, Koor, get out from the bathroom right now! You using too much water! [S13b]
- Students : Ssstttt... [-]
- Student 29 : Get out Koor! Young man I'm talking to you get out right here take your butt out here come on! [S13b]
- Students : (laughter). [-]
- Student 29 : Oh, I will take you outside if I have to, may I have to? [S16]
- Students : (laughter). [-]
- Student 29 : Get out! Get out! Hoi, hoi, oh my goodness... [S13a]
- Student 1 : #1 Gak pake baju (laughter). [S13a]  
 Gak pake baju be'e belom mari mandi (laughter). # [S13b]
- Students : #2 (laughter). # [-]
- Student 29 : We are a refugee now, can you understand that? [S16]  
 You are not a man you are a girl, you using too much water, you eat too much... [S13b]

- Students : (laughter). [-]  
 Student 29 : We are poor right now! You have to be a man, you have to grow up I think you should get out from refugee, you have to save our family don't be such a sissy, don't be such a chicken. [S13b]
- Students : (laughter). [-]  
 Student 29 : Do you know what you should Koor? [S16]  
 You should go to the USA, you should get good education, work harder.  
 #1 You should go to campus matches. [S13b]  
 You should get a job and someone rich to you to marry. [S13b]  
 He should be very old. # [S13b]
- Students : #2 (laughter). # [-]  
 Student 29 : I think I just send him to USA out from refugee, what do you think? [S16]  
 Student 30 : I think he shouldn't go to the USA. He can stay here and helping us like washing dishes, cleaning the room, and sweeping the floor. [S13b]
- Student 29 : Honey no, no, no honey I think he should be a man. [S13b]**  
**Student 31 : No, no, no. [S13a]**  
 Students : (laughter). [-]  
**Student 29 : Where do you think he should go then? [S16]**  
 Students : (laughter). [-]  
**Student 31 : I think he should go to capital city. [S13b]**  
**Student 29 : Why? [S16]**  
**Student 31 : Because it is more spacious than USA, you know? He should to be a man. [S13b]**  
**Student 29 : He should be a man. [S13b]**
- Students : (laughter). [-]  
 Student 29 : What is this? [S16]  
 Student 30 : Actually, it is to grow his hair and... and taking too much water all day long. [S13b]  
 Student 29 : Yes, yes, you need to hunt but do not to hunt the animals but hunt for rabbits, what is that? [S13b]  
 Student 31 : He just play hide and seek with his hair. [S13b]  
 Students : (laughter). [-]  
 Student 29 : It is a shame, oh my God, so the capital what should she do in the capital? [S16]  
 Student 31 : She can work as a servant. [S13b]  
 Student 29 : A servant? [S16]  
 Student 31 : Yes. [S13a]  
 Students : (laughter). [-]  
 Student 31 : #1 Or as a worker in TKA. # [S13a]  
 Students : #2 Sssttt... # [-]  
 Student 29 : TKA? What is TKA? [S16]  
 Student 30 : Tenaga Kerja... [S13a]  
 Students : (laughter). [-]  
 Student 30 : #1 It is much more... much more apa itu, lebih apa... income. # [S13a]

- Students : #2 Ssstt... # [-]  
(laughter). [-]
- Student 29 : He should go to USA, if he go to USA he become smart, get a great job and he can be a scientist school to the moon to be an astronaut. [S13b]
- Students : (laughter). [-]
- Student 29 : Koor! Speak up man! Speak up! [S13a]
- Student 33 : I'm afraid in the big city alone but, I can be smart, I can finish my education. [S13b]
- Student 29 : Yes, you should finish it your education. [S13b]
- Student 33 : And I want to work and I don't want to work in TKA. [S13b]
- Students : (laughter). [-]
- Student 33 : I don't want... [S13a]
- Student 29 : I understand... I understand. [S13a]
- Student 33 : I want to go to USA but, I have problem with the money. [S13b]
- Student 30 : The money? [S16]
- Student 29 : This boy want the money. [S13b]  
Do you want the money? [S16]  
Our money is spent by your mom. [S13b]  
You want the money young man? [S16]  
I give you the money here, open your hand! Here you go, here you go! [S13b]
- Student 33 : (laughter). [-]
- Student 29 : #1 Go to USA right now, get out from the refugee being an astronaut save the world go! # [S13b]
- Students : #2 (laughter). # [-]
- Student 31 : Go front to the USA. [S13a]  
It's over already. {S13a}
- Students : (giving applause) (laughter). [-]
- Teacher : Okay, so the last? [T1Aa]
- Student 34 : Agata hasn't come yet. [S13b]
- Teacher : So, where is Agata? [T1Aa]
- Student 35 : #1 Restroom. # [S13a]
- Student 34 : #2 Toilet # [S13a]
- Teacher : What's wrong with Agatha? [T1Aa]
- Student 34 : Something wrong maybe. [S13a]
- Teacher : Agata become? [T1Aa]
- Student 34 : Father. [S13a]
- Teacher : Father. [T10]  
Okay ya, just performing in front and then Priska can you help be a father? [T3]  
Become a father, right? [T1C]  
Okay ya, come on. [T2]
- Students : (discussing). [-]
- Student 35 : Okay, good morning guys. [S13a]
- Students : Morninggg. [S13a]
- Student 35 : Ngg... my group will present eh, will act the role play for Koor I'm Koor and she is a... [S13b]

- Student 34 : Auntie. [S13a]  
 Student 35 : Koor's auntie and she is a Koor's mom. [S13b]  
 Student 35 : And Priska become the father again. [S13b]  
 Students : (laughter). [-]  
 Student 29 : Koor is getting old now. [S13b]  
 Student 34 : Yes, like that. [S13a]  
 Students : (laughter). [-]  
 Student 36 : (getting cought). [-]  
 Student 29 : Honey, you need a medication help. [S13b]  
 Student 35 : What happen mommy? [S16]  
 Student 29 : What happen to you, you are a lazy boy. [S13b]  
 Students : (laughter). [-]  
 Student 29 : She is too weak, she wants to eat. [S13b]  
 Student 36 : OMG! Koor is here. [S13a]  
 Students : (laughter). [-]  
 Student 29 : #1 Honey, just save your voice. [S13b]  
 He need to work, he need to go to USA, he need to get a job, he need to get good education to save you so you don't die. # [S13b]  
 Students : #2 (laughter). # [-]  
 Student 39 : Ngawur cak. [S13a]  
 Student 34 : You should go to capital city to find a job. [S13b]  
 Student 35 : Shoud I? [S16]  
 Student 29 : #1 No... no... # [S13a]  
 Student 34 : #2 Yea. # [S13a]  
 To... to find... a lot of money. [S13a]  
 Student 36 : So, he should go... go to USA. [S13b]  
 Students : (laughter). [-]  
 Student 29 : If you talk about money, he is quite smart, hope you smart. [S13b]  
 Students : (laughter). [-]  
 Student 29 : In the refugee he can get a scholarship to the USA, go being astronaut save the world. [S13b]  
 Students : (laughter). [-]  
 Student 35 : I agree with auntie I should go to capital nnggg... [S13b]  
 Student 29 : Go to the capital? [S16]  
 Student 35 : Yes. [S13a]  
 Student 29 : Oh no... [S13a]  
 Student 35 : Ya, there is nnggg... what is it? [S16]  
 Her... nngg... her acquaintance and... [S13a]  
 Student 29 : Oh, her acquaintance. [S13a]  
 Student 34 : I have a relative there eh... a friend... a close friend. [S13b]  
 Teacher : Oh, your friend. [S13a]  
 Student 34 : Yes, I think he can help us. [S13b]  
 Student 29 : Yes, of course. [S13a]  
 So, this lazy boy will help us? [S16]  
 Student 34 : Yes. [S13a]  
 Students : (laughter). [-]

- Student 29 : Okay, so you should keep an eye on him, capital is a big city. [S13b]
- Students : (laughter). [-]
- Student 35 : If you miss me, you can just visit me sometime. [S13b]
- Student 29 : Yes, if you don't need we just visiting, we need the money. [S13b]
- Students : (laughter). [-]
- Student 34 : #1 Bye, bye. # [S13a]
- Student 36 : #2 Bye, bye. # [S13a]
- Student 35 : Okay, see you. [S13a]
- Student 29 : You need money here. [S13a]
- Students : (giving applause) (laughter). [-]
- Teacher : Ya so, let's listen to Koor's decision ya okay, page thirty three take a look a picture first so, what do you think about Koor's decision? [T1Aa]
- Students : Go to USA. [S13a]
- Teacher : Ya, go to USA and then... [T12]
- Students : And finish his education. [S13a]
- Teacher : Yes, finish his education. [T10]
- Okay so now, five questions here so please do the right answers! [T2]
- Students : (silent) (doing their exercises). [-]
- Cheering (because her friend just going back from the restroom).
- Teacher : (Play the audio visual). [-]
- Teacher : Yap, okay. [T9a]
- Do you think once more? [T1Ab]
- Students : No mam. [S13a]
- Teacher : Okay so, what did Koor decided to do in the end? [T1Aa]**
- Students : Go to the USA. [S13a]**
- Teacher : And then how does Lauren feel about the news again? [T1Aa]**
- Students : Excited. [S13a]**
- Teacher : Yes, she said excited. [T10]**
- And how about Ashton? [T1Aa]**
- Students : Unhappy. [S13a]**
- Teacher : Why? [T1Ac]**
- Students : Because, he is from another country. [S13b]**
- Teacher : Ya, that' the answer for number four. [T4]**
- Students : Yes. [S13a]
- Teacher : The new student is from... [T12]
- Students : Another country. [S13a]
- Teacher : And then... hearing this... what did the teacher say? [T1Aa]
- Hearing Ashton, hearing Ashton's opinion so what did the teacher say? [T1C]
- Students : He asks... [S13a]
- Teacher : Ya, he ask Ashton about what? [T1Aa]
- Students : About his family. [S13a]
- Teacher : Ya, he asks about the family and then... [T12]

- Students : And then about grandparents from father side. [S13b]  
 Teacher : From where? [T1Aa]  
 Students : Italy and Ireland. [S13a]  
 Teacher : Italy and Ireland and then... [T12]  
 Students : They are Americans. [S13a]  
 Teacher : Ya, they are American. [T10]  
 Why? [T1Ac]  
 Because... [T12]  
 Students : Because they are immigrant. [S13a]  
 Teacher : Yes so, in America travelers immigrant there and ee... they become an American. [S13b]  
 Students : Yes. [S13a]  
 Teacher : So, I think its enough for today and eh, not enough ya, you still have class with pak Luluk and then I'd like to announce again that if you want to buy for the IC party ticket you can contact me? [T1Aa]  
 Students : Yes. [S13a]  
 Teacher : Okay ya, and then ya, perhaps I still free the tickets so, please register to me and then I will take note your names and then if the tickets are ready I will geve you the ticket. [S13b]  
 So, the ticket is only for the non-IC students, for IC students you can okay you use the free ticket. [S13b]  
 Student 35 : Mam, yang jadi guest harus pake baju kayak kita juga? [S16]  
 Pas ngajak temen gitu gak boleh? [S16]  
 Apa harus kayak kita. [S13a]  
 Teacher : Ya, it doesn't mean that they have to use kebaya or traditional... traditional shirts. [S13b]  
 Ya, they can use something that shows they are from Indonesia. [S13b]  
 Students : Batik. [S13a]  
 Teacher : Why so always batik? [T1Ac]  
 Students : Sarung... sarung... eh, itu kan cowok lak an... pake itu aja sewek, kebaya. [S13a]  
 Teacher : Ya, you can use, you can use quite of white shirt there is from ya... like from the old time. [T4]  
 You can use what is it? [T1Aa]  
 Ya, okay, again, the batik is for the committee. [T4]  
 Ya, but if the guest don't have... don't have other costume, ya I think it's a good idea they want to use batik but not you, okay? [T1Ab]  
 Students : Yes. [S13a]  
 Teacher : So, nnggg... please contact me as soon as possible... [T4]  
 Students : Yes. [S13a]  
 Teacher : I need to count the persons that will come. [S13b]  
 Student 35 : Is it already thirty? [S16]  
 Teacher : Hah?? [T1C]  
 Student 35 : Thirty persons? [S16]  
 Teacher : Around fifty. [T4]

**TRANSCRIPTION OF TEACHER III**

- Teacher : Could you please lead the prayer to start our lesson... rain. [T3]  
Ok, good morning everyone. [T4]
- Students : Good morning. [S13a]
- Teacher : Ok, let us pray first before we start our lesson for today. [T6]  
Victor, could you please lead the prayer. [T3]
- Student 1 : Let's pray. [S13a]  
In the name of the Father, and of the Son, and of the Holy Spirit,  
amen. [S13b]  
Let's pray to adore God and to devote ourselves to him. [S13b]  
Asking him for his grace, amen. [S13b]
- Teacher : Amen. In the name of the Father, and of the Son, and of the Holy  
Spirit, amen. [T4]  
Okay, thank you victor. [T3]  
Okay, today we are going to continue about what you've learnt  
yesterday, but before that I want you to close all your book first.  
[T6]  
Close your book because we are going to do an activity that is not  
on the book. [T6]  
Okay eee, today we are going to do a kind of word games. [T6]  
Do you like games? [T1Ab]
- Students : Yaaaa!! [S13a]
- Teacher : Okay so, last time you do the domino game, today we do a  
puzzle. [T6]
- Students : Oooo [S13a]
- Teacher : Okay this is called animal kingdom animal kingdom. [T4]  
Can you name some animals that you... know? [T1Ab]
- Student 2 : #1 horse # [S13a]
- Teacher : #2 Suster? # [T3]  
Yes, horse. [T10]  
What else? [T1Aa]
- Student 3 : #1 Monkey # [S13a]
- Student 4 : #2 Cow # [S13a]
- Teacher : Okay, komodo. [T4] (laughter)  
Monkey and so on. [T4]  
Okay, so here you see that you've got several pictures ya, so... and  
also the.. the clue in its line. [T4]  
So you have to find the name of the animal and then put it on the  
right eee what's that? line, ya. [T2]  
Okay so this is.. You do it in pairs ya.. [T2]  
I want you to do it with your shoulder partners, ya. [T2]  
With your shoulder partner. [T5]  
Do it together with your shoulder partner, so one paper for one  
pair, okay. [T2]
- Students : ooo,iya.. gak gak gak.. (discussing) [-]
- Teacher : You must do it quickly. [T2]  
eee, okay. [-]

- Students : (discussing) [-]  
 Teacher : Okay, look at the example of number 1 ya. [T2]  
 For the number one it's crab and can you find the picture of crab? [T1Ab]  
 Can you find it? [T1Ab]  
 Yes! [T4]  
 And crab is on V, so you put V next to number 1 and number 2. [T2]  
 What is number 2? [T1Aa]
- Student 5 : #1 Leopard # [S13a]  
 Teacher : #2 Leopard # [T4]  
 #1 And leopard is on.... # [T12]
- Student 5 : #2 N # [S13a]  
 Teacher : Picture eee N, so you put N next to number 2, okay. [T2]  
 So please do it for number 3 until number 26, okay. [T2]  
 I'll give you... one minute is enough? [T1Ab]
- Students : No.. not!! [S13a]  
 Teacher : Okay, do it fast! [T2]
- Students : (discussing) [-]  
 Teacher : So this activity is to increase your vocabulary in terms of animal. [T4]  
 Iya, find the eas.. the easiest animal that you know. [T2]
- Students : (discussing) [-]  
 Teacher : Okay which one is wolf? [T1Aa]  
 Which picture is it? [T1Aa]
- Student 5** : **Hayo, yang mana? [S13b]**  
**Student 4** : **#1 Wolf # [S13a]**  
**#2 Bukan itu..itu bukan... # [S13a]** } Extract 15
- Student 6** : **No...no...no... [S13a]**  
 Teacher : So, which one? [T1Aa]  
 So, what? [T1C]  
 So, it's Y. [T4]
- Student 6 : Yeah. [S13a]  
 Teacher : Okay. [T10]  
 Students : (discussing) Ooo, iya? [S13a]  
 Oalah what they are? [S16]  
 Peacock [S13a]  
 Camel [S13a]  
 Panda, ooo camel. [S13a]  
 Banteng itu apa? [S16]  
 Opo maneh? (laughter) [S16]
- Teacher : Finish? [T8]  
 Students : (discussing) Ooo iya deer. [S13a]  
 Teacher : Okay, let's check. [T6]  
 Lilies, number 3. [T3]
- Student 7 : Bear. [S13a]  
 Teacher : Bear. [T10]  
 The picture is? [T12]

- Student 7 : K. [S13a]  
 Teacher : Yes, number 3 is bear. [T10]  
**Yaa number 4, Linda. [T3]**
- Student 8 : Owl. [S13a]**  
**Teacher : Ya? [T8]**  
**Student 8 : Owl. [S13a]**  
**Teacher : Okay. [T10]**  
**Picture? [T1Aa]**
- Student 8 : Eee, O. [S13a]**  
**Teacher : Yes! An owl. [T9a]**
- Students : An owl. [S13a]  
 Teacher : Yeah! [T10]  
 Students : An owl [S13a]  
 Teacher : Ya, Jojo is absent. [T4]  
 Frida! [T3]
- Student 9 : Panther. [S13a]  
 Teacher : Number 5... [T12]  
 Student 9 : Panther. [S13a]  
 Teacher : Panther, yes! [T10]  
 Student 9 : #1 P # [S13a]  
 Teacher : #2 P, yea! # [T4]  
 Hendri? [T3]
- Student 10 : Camel. [S13a]  
 Teacher : Six, Camel? [T1C]  
 Is that correct? [T1Ab]
- Students : Yeah! [S13a]  
 Teacher : Okay. [T10]  
 Students : Haaah?! Kok panda? [S16]  
 Teacher : Panda! [T4]  
 Students : Panda! [S13a] (inaudible) (talking about the answer)  
 Teacher : Seven, Vianey. [T3]
- Student 11 : (silent) [-]  
 Teacher : Wolf. [T4]  
 Students : (inaudible) (talking about the answer) [-]  
 Teacher : Seven, eee eight, Jessica. [T3]
- Student 12 : Number 8, fox. [S13a]  
 Teacher : Is that correct? [T1Ab]
- Student 12 : T [S13a]  
 Teacher : Yes! Fox. [T10]  
 Sharon. [T3]
- Student 13 : Number 9, squirrel. [S13a]  
 Teacher : Squirrel? [T1C]  
 Yes, squirell. [T10]  
 Next, Bella. [T3]
- Student 14 : Tiger. [S13a]  
 Teacher : Ya? [T8]  
 Student 14 : Tiger. [S13a]  
 Teacher : Number 10, tiger. [T10]

Extract 16
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Is that correct, class? [T1Ab]  
 Tiger? [T1C]  
 Ya? [T8]  
 Are you sure? [T1Ab]  
 Yes, tiger. [T4]  
 Eleven for Nanda. T3]

Student 15 : #1 rat # [S13a]  
 Students : #2 rat # [S13a]  
 Teacher : Eleven? [T1C]  
 Student 15 : Y (Indonesian spell), rat. [S13a]  
 Teacher : What, what is y (Indonesian spell)? [T1Aa]  
 Student 15 : Y (English spell) [S13a]  
 Teacher : Y. [T10]  
 What is y (English spell)? [T1C]

Students : Rat. [S13a]  
 Teacher : What's that? [T1C]  
 Student 15 : Y (English spell) rat. [S13a]  
 Teacher : Rat? (Indonesian spell) [T1C]  
 Student 15 : Rat (English spell) [S13a]  
 Teacher : Rat. [T10]

Is it correct? [T1Ab]

Students : #1 Yes! # [S13a]  
 Teacher : #2 Yes, correct! # [T10]  
 Next, Putri, twelve. [T3]

Student 16 : Camel. [S13a]  
 Teacher : Camel, that's correct. [T10]

Thirteen for Sandy. [T3]

Student 17 : Lizard. [S13a]  
 Teacher : Lizard. [T10]

Ooo yes, Irine. [T3]

Student 18 : Dolphin. [S13a]  
 Teacher : Dolphin. [T10]

Picture? [T1Aa]

Student 18 : F. [S13a]  
 Teacher : Yes, dolphin. [T10]

Fifteen, Emily is absent. [T4]

Suster Feny. [T3]

Student 19 : Sheep. [S13a]  
 Teacher : Sheep. [T10]

Picture? [T1Aa]

Student 19 : Z (Indonesian spell) [S13a]  
 Teacher : Z (English spell), sheep. [T10]

Sisil. [T3]

Student 20 : Ox. [S13a]  
 Teacher : Sixteen? [T1C]

Student 20 : Ox. [S13a]  
 Teacher : Ox. [T10]

Student 20 : J. [S13a]

Teacher : Yes, ox. [T10]  
Ferry, six.. seventeen. [T3]

Student 21 : Hah, seventeen? [S16]  
Iyah, deer. [S13a]

Teacher : Deer. [T10]  
Picture? [T1Aa]

Student 21 : I. [S13a]

Teacher : Okay, deer, I. [T10]  
Dinda. [T3]

Student 22 : O, iya, rhinoceros, G. [S13a]

Teacher : Do you know? [T1C]  
Rhinoceros. [T10]

Student 22 : Rhinoceros. [S13a]

Teacher : Evan. [T3]

Student 23 : Wasp. [S13a]

Teacher : Ya? [T8]

Student 23 : Wasp, d d d. [S13a]

Teacher : Wasp. [T10]  
Bayu. [T3]

Student 24 : Mosquito. [S13a]

Teacher : Twenty? [T1C]

Student 24 : Mosquito. [S13a]

Teacher : Hah? Mosquito, ya. [T10]  
Silvi. [T3]

Student 25 : Swan. [S13a]

Teacher : Ya? [T8]

Student 25 : Swan. [S13a]

Teacher : Picture? [T1Aa]

Student 25 : W. [S13a]

Teacher : Ya, swan. [T10]  
Ya, Victor. [T3]

Student 1 : Not yet. [S13a]

Teacher : Ya? [T8]

Student 1 : Not yet. [S13a]

Teacher : Not yet? [T8]  
That animal's not yet? [T1Ab]

Students : (laughter) [-]

Teacher : Class what's number 22? [T1Aa]  
What's the answer? [T1Aa]  
22? [T1C]

Students : Tet tot, pigeon.. eee, pigeon. [S13a]

Teacher : Pigeon. [T10]

Students : Oalaaah. [S13a]

Teacher : 23, rain. [T3]

Student 26 : Horse. [S13a]

Teacher : Are you sure? [T1Ab]

Student 26 : Ya. [S13a]

Teacher : Horse, ya. [T10]

That's easy! [T4]  
 24, who can answer? [T1Aa]  
 Students : Donkey. [S13a]  
 Teacher : Ya, 25. [T4]  
 Students : Goat. [S13a]  
 Teacher : Goat? [T1C]  
 Buffalo, ya. [T4]  
 Students : Oalaaah apa itu? [S16]  
 Buffalo. [S13a]  
 Teacher : Buffalo. [T5]  
 Okay, repeat after me together. [T2]  
 Okay eee, please look at the screen. [T2]  
 Come on, class. Look at the screen. [T2]  
 Together! [T2]  
 Bear! [T4]  
 Students : Bear [S13a]  
 Teacher : Bear. [T5]  
 Students : Bear! [S13a]  
 Owl [S13a]  
 Teacher : Owl [T10]  
 Students : Owl [S13a]  
 Teacher : Owl [T5]  
 Students : Owl [S13a]  
 Teacher : Panther [T4]  
 Students : Panther [S13a]  
 Teacher : Good. [T9a]  
 Panda! [T4]  
 Students : Panda. [S13a]  
**Teacher : Wolf. [T4]**  
**Students : Wolf. [S13a]**  
**Teacher : Wolf. [T5]**  
**Students : Wolf. [S13a]**  
**Teacher : We don't pronounce the l. wolf. [T4]**  
**Students : Wolf. [S13a]**  
 Teacher : Fox. [T4]  
 Students : Fox. [S13a]  
 Teacher : With x we say it, ya. [T4]  
 Fox. [T5]  
 Students : Fox. [S13a]  
 Teacher : Squirell. [T4]  
 Students : Squirell. [S13a]  
 Teacher : Tiger. [T4]  
 Students : Tiger. [S13a]  
 Teacher : Rat. [T4]  
 Students : Rat. [S13a]  
 Teacher : Camel. [T4]  
 Students : Camel. [S13a]  
 Teacher : Lizard. [T4]

Extract 17

Students : Lizard. [S13a]  
 Teacher : Dolphin. [T4]  
 Students : Dolphin. [S13a]  
 Teacher : Ya, so the ph you pronounce as f, ya. [T4]  
 Dolphin. [T5]  
 Students : Dolphin. [S13a]  
 Teacher : Sheep. [T4]  
 Students : Sheep. [S13a]  
 Teacher : Sheep. [T5]  
 Students : Sheep. [S13a]  
 Teacher : Double e you pronounce as long e. [T4]  
 Sheep. [T5]  
 Students : Sheep. [S13a]  
 Teacher : Sheep. [T5]  
 Students : Sheep. [S13a]  
 Teacher : Ox. [T4]  
 Students : Ox. [S13a]  
 Teacher : Deer. [T4]  
 Students : Deer. [S13a]  
 Teacher : Rhinoceros. [T4]  
 Students : Rhinoceros. [S13a]  
 Teacher : Wasp. [T4]  
 Students : Wasp. [S13a]  
 Teacher : Wasp. [T5]  
 Students : Wasp. [S13a]  
 Teacher : Mosquito. [T4]  
 Students : Mosquito. [S13a]  
 Teacher : Not mosquito (Indonesian pronounce), mosquito (English  
 pronounce). [T4]  
 Students : Mosquito. [S13a]  
 Teacher : Swan. [T4]  
 Students : Swan. [S13a]  
 Teacher : Pigeon. [T4]  
 Students : Pigeon. [S13a]  
 Teacher : Horse. [T4]  
 Students : Horse. [S13a]  
 Teacher : Donkey. [T4]  
 Students : Donkey. [S13a]  
 Teacher : Donkey. [T5]  
 Students : Donkey. [S13a]  
 Teacher : Not donkey (Indonesian pronounce) donkey (English pronounce).  
 [T4]  
 Students : Donkey. [S13a]  
 Teacher : Goat. [T4]  
 Students : Goat. [S13a]  
 Teacher : And then the last? [T1Aa]  
 Students : #1 buffalo # [S13a]  
 Teacher : #2 buffalo # [T4]

- Students : Buffalo, ya buffalo is the symbol of... [T12]  
 Teacher : eeee [-]  
 Teacher : PDI ya. [T4]  
 Okay, now please go back to the book ya. [T2]  
 Okay, now we go back to the book ya. [T2]  
 Open up page 60, revision three. [T2]
- Students : (preparing the material) [-]  
 Teacher : Okay, we have several parts. [T4]  
 Grammar, vocabulary, and then what else? [T1Aa]
- Student : Use your English. [S13a]  
 Teacher : Use your English. [T10]  
 Okay, only three ya. [T4]  
 Let's see part one. [T2]  
 Choose the correct conjunction to complete the advice for camping ya [T2].  
 If or unless you go to the top of the mountain, you'll see some great views. [T4]  
 So, the correct answer is if. [T4]  
 Okay now please do it by yourself first for number 1, 2, 3, 4, 5, and 6 ya. [T2]  
 I'll give you 1 minute to finish ya you only need to choose the correct answers ya if you have difficulty you can go back to unit 5 and 6. [T2]
- Student : (do the exercise) [-]  
 Teacher : **Okay we start from this way. [T4]**  
**From Rain number 1. [T3]**
- Student : **Take a thick sweater with you. [S13b]**  
**If the weather turns cold, you won't freeze. [S13b]**
- Teacher : **Okay, is that correct? [T1Ab]**
- Students : **Ya. [S13a]**
- Teacher : **What's the answer? [T1Aa]**
- Students : **#1 If # [S13a]**
- Student : **#2 If # [S13a]**
- Teacher : **Okay, good. [T10]**  
 Number 2? [T1Aa]
- Student : Use the rubbish bins. [S13a]  
 As long as you don't tidy up, the local villagers will get very angry. [S13b]
- Teacher : Is that correct the answer is as long as? [T1Ab]
- Student : If. [S13a]
- Teacher : Yes, if ya. [T10]  
 Number 3? [T1Aa]
- Student : Watch out for mosquitoes. [S13a]  
 As long as you wear insect repellent, they wont bite you. [S13b]
- Teacher : Okay, as long as ya. [T10]  
 Apa itu artinya as long as? [T1Aa]
- Students : Selama. [S13a]  
 Teacher : Iya, selama ya. [T10]

Extract 18
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- So, as long as you wear insect repellent. [T5]  
 What is insect repellent? [T1Aa]
- Students : emmm [-]  
 Teacher : Apa itu insect repellent? [T1C]  
 Pengusir nyamuk, ya. [T4]  
 For example... [T12]
- Students : #1 Autan # [S13a]  
 Teacher : #2 Autan, ya that's insect repellent # [T10]  
 To repell means to send something away, ya. [T4]  
 Okay ya, so, as long you wear the insect repellent they wont bite you, ya. [T5]  
 Number 4? [T1Aa]
- Student : Provided that your rucksack is too heavy, you'll get tired quickly. [S13b]
- Teacher : #1 Provided that your rucksack is too heavy # [T10]  
 Students : #2 If... # [-]  
 Teacher : If ya you use provided that... that it refers to people, ya. [T4]  
 Student : If the subject is different. [S13a]  
 Teacher : Ya, the subject is not person. [T4]  
 Student : The subject is not person? [S16]  
 Teacher : Uhu. [T10]  
 Ya, number 5? [T1Aa]
- Student : Don't walk in the forest alone. [S13a]  
 Provided that you stay with the group, you'll be safe. [S13b]
- Teacher : Ya provided that ya... [T10]  
 Because the subject is person. [T4]  
 You, number 6. [T3]
- Student : Don't go out at night unless you take a torch. [S13b]  
 Teacher : Ya, don't go out at night. [T10]  
 Student : #1 Unless you take a torch # [S13a]  
 Teacher : #2 Unless you take a torch # [T4]  
 What is torch, victor? [T3]
- Students : #1 Senter # [S13a]  
 Student : #2 Senter # [S13a]  
 Teacher : Torch is senter? [T1C]  
 Students : #1 Emmm # [-]  
 Student : #2 Obor # [S13a]  
 Teacher : Yes! [T10]  
 Student : Obor. [S13a]  
 Teacher : So, what is senter then? [T1Aa]  
 Students : Flash light. [S13a]  
 Teacher : Flash light, or sometimes for flash light, people say it as electric torch electric torch, ya. [T4]  
 Okay, so who has all the correct numbers? [T1Aa]  
 Ada yang betul semua? [T1Aa]  
 Okay, good. [T9a]  
 Salah satu ada? [T1Aa]  
 Okay. [T10]

- Dua? [T1Aa]
- Students : Yaa!! (laughter) [S13a]
- Teacher : Okay, saya nggak akan tanya salah 3-6 ya. [T4]
- Students : (laughter) [-]
- Teacher : Okay, now go on to number 2 complete with the correct form of the verb ya. [T2]
- Students : (doing the exercise) [-]
- Teacher : If you have answered those numbers, you can check with your friends, ya. [T2]  
You can check it with your smiling partner, ya. [T2]  
You can check it with your smiling partner. [T5]
- Students : (doing the exercise) [-]
- Teacher : If getting challenging, so you can discuss with your smiling partner. [T2]
- Students : (discussing) [-]
- Teacher : Bayu..Bayu.. [T3]  
Finish Evan? Uhu? [T8]
- Student : Finish. [S13a]
- Teacher : Okay, you can discuss your answers with Vianey. [T2]
- Students : (discussing) [-]
- Teacher : Ya, Nanda. [T3]  
Finish? [T8]
- Students : (discussing) [-]
- Teacher : Finish? [T8]  
Okay, who is next? [T1Aa]  
Eee, Nanda become Ben and Putri, you become.. [T3]
- Student : Mum. [S17]
- Teacher : Mum. [T10]  
Okay class, please listen. [T2]
- Student 24 : Hi, Mum. I'm on my way home. I'll phone you just before the train left. [S13b]
- Student 25 : OK. [S13a]  
When I know what time you're arriving, I will meet you at the station. [S13b]
- Student 24 : (long silent) [-]
- Teacher : Okay, Nanda. [T3]
- Student 24 : If... if... [-]
- Teacher : Okay, go on. [T2]
- Student 24 : If be there any food when I get home? [S16]
- Student 25 : Yes. We won't eat until you arrive. [S13b]
- Teacher : Okay, let's check together. [T2]**
- Hi, Mum. [T4]**
- I'm on my way home. [T4]**
- I'll phone you just before the train... [T12]**
- Students : Leaves [S13a]
- Teacher : Leaves! OK. [T10]
- Students : #1 Know # [S13a]

Extract 19
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- Teacher** : #2 Know what time you're arriving, # [T12]  
**Students** : I'll meet. [S13a]  
**Teacher** : I will meet you at the station. [T10] } Extract 19  
 And then... [T12]  
**Students** : Will there be any food. [S13b]  
**Teacher** : Will there be any food... [T10]  
 When... [T12]  
**Students** : #1 I get home # [S13a]  
**Teacher** : #2 I get home? [T1C]  
 Good. # [T9a]  
 Yes. [T10]  
**Students** : #1 We wont eat until you arrive # [S13b]  
**Teacher** : #2 We wont eat until you arrive. [T10]  
 Good # [T9a]  
 Siapa yang betul semua? [T1Aa]  
**Students** : Sayaaa! [S13a]  
**Teacher** : Siapa yang salah semua? [T1Aa] (laughter)  
 Ooo, nggak ada. [T4] (laugh)  
 Salah satu ada? [T1Aa]  
 Okay, ya you write down, what's that, your marks, ya. [T2]  
 Write down your marks okay. [T5]  
 Now we go on to part 3 Match sentences 1 to 4 to sentences a to e.  
 [T2]  
 Then join them using in case. [T2]  
 Ya, so you choose the right combination ya. [T5]  
**Students** : (doing the exercise)  
 Hem, finish ya? [S16]  
 Sorry man udah ngerjakan. [S14]  
 Ooo, forget. [S13a]  
**Teacher** : Finish, Reni? [T3]  
 Okay is not that difficult, is it? [T1Ab]  
**Student 19** : **Why don't you take a packed lunch? [S13b]**  
**In case you might get hungry on the train. [S13b]**  
**Teacher** : **Is that correct? [T1Ab]**  
**In case you might get hungry on the train? [T1C]**  
**Yes? [T8]** } Extract 20  
**Students** : **Yes! [S13a]**  
**Teacher** : **Okay, good. [T10]**  
 Number 2. [T2]  
**Student 21** : I always use a spell-check in case I dont want to make a spelling  
 mistake. [S13b]  
 In case I dont want to make a speling mistake. [S13b]  
**Teacher** : Yes, good. [T10]  
 Hem? [T1C]  
**Student 23** : I always use a spell check in case I make mistake. [S13b]  
**Teacher** : Eee, wait a moment. [T2]  
 I always use a spell check in case... [T12]

- Students : I don't want to make a spelling mistake... I make a spelling mistake. [S13b]
- Teacher : (silent) Ya, in case I make a spelling mistake. [T10]  
Is that correct? [T1Ab]
- Students : Ya! [S13a]
- Teacher : Yes, in case I make a spelling mistake. [T5]  
Number 3. [T2]
- Student 23 : His neighbor has got a spare front door key in case he... [S13b]  
(silent)
- Teacher : In case he.. he..? [T12]
- Student 23 : He lose [S13a]
- Teacher : He loses his own. [T10]  
4. [T2]
- Student 12 : Take your gloves and scarf in case might... [S13b]
- Student : The weather might. [S13a]
- Student 12 : The weather might turn cold. [S13b]
- Students : No! [S13a]
- Teacher : In case? [T12]
- Students : In case the weather turn cold. [S13b]
- Teacher : In case the weather turn cold. [T10]  
So number 1, why don't you take a packed lunch in case... [T12]
- Students : You get hungry. [S13a]
- Teacher : You get hungry on the train ya. [T10]  
So use a simple present tense ya. [T4]  
Who has all correct? [T1Aa]  
Good! [T10]  
**Now we go on to number 4. [T2]**  
**Write sentences in the second conditional... second conditional. [T2]**
- Students : (doing the exercise) [-]**
- Teacher : Whose next? [T1Aa]**  
**Number 1. [T2]**  
**Write it down. [T2]**  
**Write it on the white board. [T2]**  
**2. [T2]**  
**Suster 3, Sisil 4. [T3]**
- Students : (write their answers on the white board) [-]
- Teacher : Nanda, if you want to make conditional sentence type 2, what, what kind of tenses do you use? [T1Aa]
- Student 15 : Simple present? [S16]
- Teacher : Hem?? [T1C]
- Student 15 : Simple present. [S13a]
- Teacher : Simple present, okay. [T10]  
Can you show me the example? [T1Ab]  
So for conditional sentence type 2 you use simple present? [T1C]  
Can you show me the example of conditional sentence type 2 using simple present? [T1Ab]
- Student 15 : (keep silent) [-]

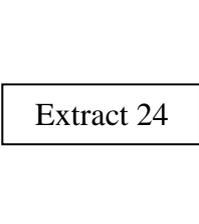
- Teacher : Has any teacher ever taught you about conditional sentence type 2? [T1Ab]  
Nanda? Nanda? [T3]  
Okay, listen to my question. [T2]  
Has any teacher ever taught you about conditional sentences type 2? [T1Ab]
- Student 15 : Yes! [S13a]
- Teacher : Yes! [T10]  
Who was the teacher? [T1Aa]
- Student 15 : (keep silent) [-]
- Teacher : Okay, do you have any note about conditional sentences type 2? [T1C]  
Okay, look at your note. [T2]  
Which one? [T1Aa]  
Hey, so what is the pattern? [T1Aa]  
Second conditional with would, might and could, right? [T1Ab]  
So, this is the example what tenses does it use? [T1Aa]  
If he didn't know I... I was there, I could follow him around. [T4]  
So what's the tenses, if he didn't know I was there? [T1Aa]  
What is the name of the tenses? [T1C]  
What is the name of the tenses? [T1C]  
Tenses nya namanya apa?? [T1C]  
If I, if he didn't know I was there. [T4]
- Student 15 : Conditional. [S13a]
- Teacher : Okay, conditional if ini, trus was nya, he didn't know I was there simple present, simple past, present perfect, past perfect? [T1Aa]
- Student 15 : Past simple. [S13a]
- Teacher : Simple past? [T1C]  
Kok tau? [T1Aa]
- Student 15 : Karena did. [S13a]
- Teacher : What time did you sleep last night? [T1Bb]
- Student 15 : Eleven. [S13a]
- Teacher : At eleven. [T10]  
Kalo saya tanya what time did you sleep last night itu tense nya apa? [T1Aa]
- Student 15 : Present tense? [S16]
- Teacher : Tense nya apa? [T1Aa]  
Pernah mendengar kata tense nggak? [T1Ab]
- Student 15 : Pernah. [S13a]
- Teacher : Do you like English? [T1Ab]  
Uhu? [T8]  
Okay, now look at the answers on the white board. [T2]  
Any mistake, class? [T1Ab]
- Students : No! (discussing with their friends) [S13a]
- Teacher : Okay, lets see number 1. [T2]  
If you didn't have a TV, would you miss it? [T1Aa]  
This is the if clause and this is the... [T12]
- Students : #1 Main # [S13a]

- Teacher : #2 Main clause, okay # [T4]  
 This is the main what is the tense in if clause? [T1Aa]  
 Nanda, tense nya apa? [T3]  
 I want, I want Nanda to answer. [T2]  
 You didn't have a TV, tense nya apa? [T1Aa]  
 Simple present ato present perfect? [T1Aa]
- Student 15 : Simple present. [S13a]
- Teacher : Simple present ato present perfect? [T1C]  
 You didn't have a TV. [T5]  
 Simple present ato present perfect? [T1C]  
 Apa? Simple apa? Apa tense nya? [T1Aa]
- Student 15 : #1 Simple present # [S13a]
- Students : #2 Simple past # [S13a]
- Teacher : Simple present? [T1C]  
 Apa jawabanya? [T1Aa]
- Students : Simple past. [S13a]
- Teacher : Simple past. [T10]  
 Bukan simple present ya kenapa? [T1Aa]  
 Nanda selama ini nggak tau bedanya simple present dengan simple past, belum tau? [T1Ab]
- Student 15 : Tau, cuma sekarang emang lagi nggak konsen. [S13b]
- Teacher : Ooo, okay. [T10]  
 Okay ya, dimanapun anda, saya pernah mendengar begini. [T4]  
 Ada pepatah mengatakan wherever you are, be there. [T4]  
 Wherever you are, be there. [T5]  
 Dimanapun anda berada anda harus, hati dan pikiran anda ada disitu. [T4]  
 Kalau nggak seperti itu, maka anda akan sia-sia berada di tempat itu. [T4]  
 Ya, anda di Kute tapi pikiran anda di Surabaya, anda tidak ada di Kute kalau begitu ya, pikiran anda ada di Surabaya. [T4]  
 Okay Nanda ya, jadi if clause nya adalah simple... [T12]
- Students : #1 Past # [S13a]
- Teacher : #2 Past ya # [T4]  
 Kok tau? [T1C]  
 Ada auxiliary did, kata kerja bantu did ya otomatis sudah harus muncul ya and then modal ya. [T4]  
 Would plus verb... [T12]
- Students : #1 One # [S13a]
- Teacher : #2 One # [T4]  
 Okay, good. [T10]  
 Ada yang betul semua? [T1Aa]
- Students : Ada! [S13a]
- Teacher : Harusnya betul semua lho ya. [T4]  
 Okay, number 5 write sentences using wish or if only is it also a kind of conditional sentences? [T1Aa]
- Students : Yaaa!! [S16]
- Teacher : Type? [T1C]

- Students : Type 2 [S13a]  
 Teacher : Type 2 also ya [T10]  
 Students : (doing the exercise) I wish. [S13a]  
 Teacher : Okay, who's next number one? [T1Aa]  
 Dicta number 2, 3, 4, 5, 6 ayo kamu kerjakan dulu sendiri baru nanti dicek ya. [T3]  
 Students : (doing the exercise) If only... if only... if only nya gantien. [S13b]  
 Teacher : Suster, conditional sentences type 2. [T3]  
 Use what kind of tenses? [T1Aa]  
 Student : Tenses e apa?? [S16]  
 Teacher : Tense nya apa? Tadi saya jelaskan tense nya apa? [T1C]  
 Student 6 : Past. [S13a]  
 Teacher : Simple past. [T10]  
 Simple past I am dancing simple past bukan? [T1C]  
 Present, past atau present? [T1Aa]  
 Students : (still discussing the answers) If only. [S13a]  
 Teacher : Okay, look at the answers. [T2]  
 Any mistakes? [T1Ab]  
 Students : No! (discussing the answer) [S13a]  
 I wish I... are... about red. [-]  
 I wish I haven't number 4. [S13b]  
 Teacher : I've got red hair and I hate it. [T4]  
 I wish... [T12]  
 Students : I wish didn't have red hair. [S13b]  
 Hah? [S16]  
**Teacher : What about if I answer like this. (writing on the board) [T4]**  
**Is it possible? [T1Ab]**  
**Students : Yes! (discussing the answer) [S13a]**  
**So, whats your answer? [S16]**  
**I wish I didn't have red hair. [S13b]**  
**Teacher : I didn't have red hair? [T1C]**  
**Students : Ya! [S13a]**  
**Teacher : I didn't have red hair. [T10]**  
 Students : #1 I am not # [S13a]  
 Students : #2 I didn't have # [S13a]  
 Teacher : Lha iya, I didn't have. [T10]  
 Sama kan? [T1Ab]  
 Students : Iyaa lho melok-melok ikii... [-]  
 Teacher : Okay, okay, dihitung dulu salahnya ya. [T2]  
 Okay, now go on to number six. [T2]  
 Complete with the gerund or infinitive, so in this case you have to know the verbs you have to know the verbs which number is that, which page is that, page 57 please look at page 57. [T2]  
 Students : (look at that page) (doing the exercise) [-]  
 Teacher : Finish? [T8]  
 Evan. [T3]  
 Students : (doing the exercise) [-]

- Teacher : Okay, next, next person is Evan? [T3]  
**Ya, would you please read? [T1Ab]**
- Student 18 : I've already started thinking about the summer. [S13b]**  
**If I manage to pass my exams, I'll be really pleased. [S13b]**  
**Then I'll try to find a summer job, because I don't enjoy sitting around with nothing to do. [S13b]**  
**I don't mind to do a boring job as long as I earn some money. [S13b]**  
**I'll carry on working until I get enough money to go on holiday. [S13b]**
- Teacher : Okay, is that all correct? [T1Ab]
- Students : Ya! [S13a]
- Teacher : Okay, good job Evan. [T9a]  
 Okay, okay, now that's the end of the grammar session. [T4]  
 Now would you please add up all the correct numbers you have you add up add up all ya and put it here on the grammar section how many correct items do you have, ya. [T2]
- Students : (add up their score) [-]
- Teacher : Nggak dijumlah tadi? [T1Ab]  
 Ada gunanya itu. [T4]  
 Okay, sudah dijumlah? [T1Ab]
- Students : Sudah! [S13a]
- Teacher : Dijumlah tulis dibawah situ ya. [T2]  
 Grammar whose got 40? [T1Aa]  
 Whose score is 40? 40? [T1C]  
 Okay good. [T9a]  
 40? 39? 38? [T1Aa]  
 Good. [T9a]  
 37? [T1Aa]  
 Good. [T9a]  
 36? 35? 20? [T1Aa]  
 Nggak ada ya. [T4]  
 Okay good. [T9a]  
 30? [T1Aa]  
 Very good. [T9a]  
 30, no? [T1Ab]  
 Below 30? [T1Aa]  
 Ada? [T1Ab]  
 Nggak ada ya, jadi semua above 30 ya. [T4]  
 Good! [T9a]  
 Okay, now lets go on to vocabulary, number 7 replace the underlined phrases with a phrasal verb from the box replace the underlined phrases with the phrasal verb and replace the orange word... [T2]  
 Orange words with a pronoun. [T5]  
 Apa itu pronoun? [T1Aa]
- Students : #1 Kata ganti. # [S13a]
- Teacher : #2 Kata ganti. [T10]

- Good. # [T9a]
- Students : (doing the exercise) (discussing the answers)
- Teacher : Okay lets check number 1 , Sharon, oh Bella... Bella. [T3]
- Student 22 : Harry ask out her to go on a date (long silent) [S13a]
- Teacher : Ya, replace the underlined phrases with the phrasal verb. [T2]  
So, invited to go on a date were underlined, so you have to change them. [T2]  
So, harry... [T12]
- Students : Asked out her. [S13a]
- Teacher : Asked... [T12]
- Students : Her. [S13a]
- Teacher : Asked her out. [T10]
- Students : Oooo... omplong... [-]
- Teacher : Is that correct? [T1Ab]
- Students : Yes! [S13a]
- Teacher : You have to change the name with the pronoun. [T2]  
Harry asked her out. [T5]  
Number 2, yes Sheren. [T3]
- Student 4 : Please give it back my DVD. [S13b]
- Students : Lho.. kok give it back (laughter) diganti [-]
- Teacher : Okay repeat once again, repeat repeat, slowly slowly (laugh) [T2]
- Student 4 : Please give it back, ooo iya ya.. please give it back if you've finished with it. [S13b]
- Teacher : Yes, please give it back if you've finished. [T10]  
Not please give it my DVD back, double kan ya? it dengan my DVD double. [T4]  
Ya, number 3. [T2]
- Student 5 : Be sure to call him when you go to Paris. [S13b]
- Students : #1 Call on him # [S13a]
- Students : #2 Call him on # [S13a]
- Teacher : Be sure to... [T4]**
- Students : #1 Call on him # [S17]**
- Students : #2 Call him on # [S17]**
- Teacher : Call... [T12]**
- Students : Him on. [S13a]**
- Teacher : Him on. [T10]**
- Bukan call on him, call him on. [T4]**
- Students : (mumbling about the answer) You can get it over. [S13b]
- Teacher : Yes, you can get it over or get over it or get it over ya that can be in the middle. [T4]
- Students : (mumbling and discussing about the answer)  
Ooo, iya betul. [S13a]  
Take him on. [S13a]  
Take on him. (laughter) [S13a]
- Teacher : Like give it back, right? [T1Ab]  
Not... [T4]
- Student : #1 Give back it # [S17]
- Teacher : #2 Give back it # [T4]


 Extract 24

- Ya, okay. [T9a]  
 Number 4. [T2]
- Students : #1 Give it back # [S13a]  
 Students : #2 Give back it # [S13a]  
 Students : #1 Check out them # [S13a]  
 Students : #2 Check them out # [S13a]  
 Teacher : Check out them or check them out? [T1Aa]  
 Students : Check them out. [S13a]  
 Teacher : Check them out. [T10]  
 Student 23 : Kenapa kok check them out bukan check out them? [S16]  
 Check them out kok nggak check out them? [S16]  
 Student 25 : Karena feeling (laugh). [S13a]  
 Teacher : Lho lha iya kan, kan betul, check them out kan? [T1C]  
 Student 25 : bukan check out them? [S16]  
 Students : Wes emboh, ga tau (laughter). [S13a]  
 Teacher : Ya, the new films is plural. [T4]  
 So, the pronoun is them. [T4]  
 Number 5. [T2]
- Student 18 : I enjoy look them out. [S13b]  
 Students : (laughter) look after. [S13a]  
 Student 18 : I enjoy look them out. [S13b]  
 Students : (laugh) Look after them. [S13a]  
 Student 18 : I enjoy look them after. [S13b]  
 Students : (laughter). [-]  
 Teacher : I enjoy... [T12]  
 Students : #1 Look after # [S13a]  
 Teacher : #2 Look after them. # ya. [T4]  
 Student 13 : Bukan looking after them? [S16]  
 Teacher : No! oh, I enjoy ya. [T5]  
 Student 13 : Looking after them. [S13a]  
 Teacher : Looking after them. [T10]  
 Thank you, looking ya looking after them ya. [T10]  
 Because the verb is taking. [T4]
- Students : Oo, iya. ya ampuun. [S13a]  
 Teacher : Ya okay, who get all correct? [T1Aa]  
 Who get one wrong? [T1Aa]  
 Okay, two mistakes? [T1Aa]  
 Okay good. [T9a]  
 Ya write it down, down there ya. [T2]  
 Number 8, complete the correct word ya. [T2]  
 Now becareful, it's much easier than the previous. [T2]
- Students : (doing the exercise) Stream. [S13a]  
 Thunderstorm. [S13a]  
 Famine. [S13a]  
 Masa thunderstorm? [S16]  
 Nomer 3 ta? [S13a]
- Teacher : (the teacher was talking on the phone) [-]  
 Students : (discussing the answers) [-]

- Student 6 : Why is it call on him not call him on? [S16]  
Is it like a play? \* can you give me eee... [S16]
- Teacher : Okay, so ya... it's more... I think it's more... call on him is more familiar ya. [T4]  
There are some phrases that can be separated and some phrases can not like look after, and call on. [T4]
- Students : (discussing the answers) [-]
- Teacher : Everest is the highest mountain in the world. [T4]  
Number 1. [T2]
- Students : Forest fire. [S13a]
- Teacher : **Number 1, who's number 1? [T1Aa]**  
**Okay. [-]**
- Student 12 : Forest fires are a problem in California. [S13b]**
- Teacher : Okay. forest fires are a problem in California. [T10]**  
**Is it also our problem? Forest fire? [T1Ab]**
- Students : #1 No! # [S13a]**
- Students : #2 Yes! # [S13a]**
- Teacher : Yes or no? [T1Ab]**
- Students : Yes! [S13a]**
- Teacher : Yes, ya. [T10]**
- Some forests in Kalimantan and also in Sumatra ya. [T4]  
And the smokes go to what's that... our neighboring country, to Brunei and also to Malaysia, to Singapore that's why they complained to our government ya because of the smoke from the forest fires ya. [T4]  
Number 2. [T2]
- Student 17 : They've bought air-conditioners because of the heatwave. [S13b]
- Teacher : What's that? [T1Aa]
- Student 17 : Heatwave [S13A]
- Teacher : Yes, heatwave. [T10]  
Good. [T9a]  
Number 3, Irine. [T3]
- Student 20 : A huge avalanche covered the small village in snow. [S13b]
- Teacher : A huge... [T12]
- Students : Avalanche. [S13a]
- Teacher : Avalanche or Evelyn? [T1C]
- Students : (laughter) [-]
- Teacher : Avalanche. [T4]
- Students : Ooo, avalanche. [S13a]
- Teacher : Avalanche. [T5]  
What is avalanche? [T1Aa]
- Students : Longsor. [S13a]
- Teacher : Ya, this the mountain or, this is the mountain and then it goes down. [T4]
- Students : Avalanche. [S13a]
- Teacher : Ya, avalanche. [T10]  
4. [T2]
- Student 16 : A strong gale blew the roof off our house. [S13b]

Extract 25

- Teacher : A strong... [T12]  
 Student 16 : Gale. [S13a]  
 Teacher : Gale. [T10]  
 What is gale? [T1Aa]  
 Students : #1 Strong wind # [S13a]  
 Teacher : #2 Strong wind, ya # [T4]  
 Number 5. [T2]  
 Student 9 : The ship sank because it hit some rocks. [S13b]  
 Teacher : Okay. [T10]  
 6. [T2]  
 Student 13 : We drank water from the stream in the valley. [S13b]  
 Teacher : Ya, from the... [T12]  
 Student 13 : #1 Stream # [S13a]  
 Teacher : #2 Stream # stream. [T10]  
 Students : Stream. [S13a]  
 Teacher : Ya, small river ya. [T4]  
 7. [T2]  
 Student 26 : The house began to shake. [S13b]  
 It was an earthquake. [S13b]  
 Teacher : The house began to shake because it was an... [T12]  
 Students : Earthquake. [S13a]  
 Teacher : Earthquake. [T10]  
 8. [T2]  
 Student 21 : 100 tons of food will help with the famine in Africa. [S13b]  
 Teacher : Ya, famine. [T10]  
 What is famine? [T1Aa]  
 Students : #1 Kelaparan # [S13a]  
 Teacher : #2 Kelaparan ya # [T4]  
 Student 23 : The thunderstorm was very loud last night. [S13b]  
 Teacher : Next. [T2]  
 Student 23 : The thunderstorm was very loud last night. [S13b]  
 Student 21 : Ha? what? apa tadi? [S16]  
 Teacher : Number 9. [T2]  
 Student 17 : They got. [S13a]  
 Student 21 : Lho katae kebalik? [S16]  
 They got very wet in the sudden downpour. [S13b]  
 Teacher : They got very wet in the sudden. [T10]  
 Student 21 : #1 Downpour # [S13a]  
 Teacher : #2 Downpour # [T4]  
 Downpour is a heavy rain in a short time. [T4]  
 10. [T2]  
 Student 22 : Ya, the thunderstorm was very loud last night. [S13b]  
 Teacher : The... [T4]  
 Student 22 : #1 Thunderstorm # [S17]  
 Teacher : #2 Thunderstorm, yes # [T4]  
 11. [T2]  
 Students : Kemmy, Kemmy. [S13a]  
 Student 23 : Camels often live in the... [S13b]

- Students : Desert (laugh). [S17]  
 Teacher : Desert. [T10]  
           Camels often live. [T10]  
           Ya, Sandy would you please repeat once again. [T3]
- Student 23 : Camel often live in the desert. [S13b]  
 Teacher : Uhu. [T10]  
           12. [T2]
- Student 20 : After a heavy rain, there is always a danger of floods. [S13b]  
 Students : Floods!! (laugh). [S13a]  
 Teacher : Flood. [T10]  
 Student 20 : Flood. [S13a]  
 Teacher : Flood. [T5]  
 Student 20 : Ooo, flood. [S13a]  
 Teacher : Banter, banter salah yo (laugh). [T4]  
           Flood. [T5]  
           Okay, now please count your correct numbers ya. [T2]  
           Who has all correct? [T1Aa]
- Students : Yes! [S13a]  
 Teacher : Okay, good! [S9a]  
           Okay, now go on to part 9. [T2]  
           Match the phrases 1 to 8 to the camping equipment a to i in the  
           box. [T2]
- Students : (doing the exercise) [-]  
 Teacher : Ya number a until number I are the names of the equipment and  
           number 1 to number, what's that, number 1 to number 8 ya are the  
           purpose, the use of the equipment. [T4]
- Students : (doing the exercise) [-]  
 Teacher : Ayo kerjain dulu. apa? [T1Aa]  
 Student 26 : Ini lho. [S13a]  
 Teacher : Lho ini sudah, wong ngerjakan yang ini kok, yang ini sudah.  
           (laugh). [T4]  
           Ayo, finish? (ask to the other student) [T8]
- Students : (doing the exercise) (discussing the exercise) [-]  
 Teacher : Number 1, Vianey. [T3]  
 Student 8 : Cook something, a camping stove. [S13b]  
 Teacher : Hah? [T1Aa]  
 Student 8 : Cook something, a camping stove. [S13b]  
 Teacher : Okay. [T10]  
           **Number 2. [T2]**
- Student 2 : There are mosquitoes! [S13b]**  
**Some insect repellent. [S13b]**
- Teacher : Some insect... [T12]**
- Student 2 : Repellent. [S13a]**
- Teacher : Repellent. [T10]**
- Would you mind repeat once again? [T1Aa]  
           Repellent. [T5]
- Student 2 : Repellent. [S13a]  
 Teacher : Some insect repellent. [T5]

Extract 26
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- Student 2 : Some insect repellent. [S13b]  
 Teacher : Okay, good! [T10]  
 3. [T2]
- Student 5 : Time for bed, a sleeping bag. [S13b]  
 Teacher : Okay. [T10]  
 4. [T2]
- Student 7 : Don't get lost, a compass. [S13b]  
 Teacher : A compass, good! [T10]  
 5. [T2]
- Student 10 : See in the dark, a torch. [S13b]  
 Teacher : Okay. [T10]
- Student 12 : Cut your finger, (c) some plasters. [S13b]  
 Teacher : Okay. [T10]  
 7. [T2]
- Student 5 : Things to carry, (d) rucksack. [S13b]  
 Teacher : Okay. [T10]  
 8. [T2]
- student 11 : Make a fire, some matches. [S13b]  
 Teacher : Mathces. [T10]  
 Apa itu match? [T1Aa]
- Students : Korek api. [S13a]  
 Teacher : Korek api, ya. [T10]  
 Good! [T9a]  
 Betul semua ya? [T1Ab]
- Students : Iya! [S13a]  
 Teacher : Number 10, match the words in the box to the sentences. [T2]  
 Then complete with a noun form ya. [T2]  
 So you change it into noun form. [T2]
- Students : (doing the exercise) Entertainment? [S16]  
 Teacher : Next, would you please come forward? [T1Ab]
- Student 20 : Have you made a... [S13b]  
 Students : #1 Come forward # [S17]  
 Students : #2 Come forward please # [S13a]  
 Teacher : Go on, 2, 3, 4, 5 make it quick. [T2]  
 Students : (writing the answers on the white board) [-]  
 Teacher : Come on come on, hurry up. [T2]  
 Irine. [T3]  
 Okay, good. [T9a]  
**Any mistake? [T1Aa]**
- Students : No! [S13a]**  
**Teacher : Are you sure? [T1Ab]**  
**Students : #1 number 4. # [S13a]**  
**Students : #2 number 1. # [S13a]**  
**Teacher : Singular or plural number 2? [T1Aa]**  
**Students : Plural. [S13a]**  
**Teacher : Why? [T1Ac]**  
**Students : A lot of. [S13a]**  
**Teacher : A lot of. [T10]**

Extract 27
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- Okay. [T10]** } Extract 27  
 And then? [T1Aa]  
 Is that all? [T1Ab]
- Students : (discussing about the mistakes) [-]  
 Teacher : Is that all? [T1C]  
 Students : Number 3? [S16]  
 Teacher : Number 3? [T10]  
 What, what do you think? [T1Ba]
- Students : Imagination. [S13a]  
 Teacher : Imagination. [T10]  
 Number 4 correct? [T1Ab]
- Students : Correct! [S13a]  
 Teacher : Number 5? [T1Ab]  
 Students : Correct! [S13a]  
 Teacher : Putri? [T3]  
 Ya, good! [T10]  
 What do you think, Rin? [T3]
- Student 16 : Accuracy. [S13a]  
 Teacher : Good. [T10]  
 Nggak ada accuration itu ya. [T4]  
 Nggak ada. di fisika kan ada ya akurasi ya. [T4]
- Students : Iya. [S13a]  
 Teacher : Ya, accuracy ya. [T10]  
 Okay number 11, match each sentence to the correct responses.  
 [T2]
- Students : (doing the exercise) (discussing the exercise) [-]  
**Teacher : Number 1, what do you think I should do? [T1Ba]**  
**Students : If I were you, I'd apologize to her. [S13b]**  
**Teacher : If I were you, I would apologize to her. [T10]**  
**Number 2, can I see what's insight the packet? [T4]** } Extract 28  
**Students : Sure, I'll open it up for you. [S13b]**
- Teacher : Can I see... eh... I wonder where jack is. [T4]  
 Students : Knowing him, I'd say he's got lost. [S13b]  
 Teacher : Okay, oh look! someone's left their ice cream. [T4]  
 Students : Hands off! That's mine! [S13b]  
 Teacher : Hands off! [T10]  
 What's that mean? [T1Aa]
- Students : Lepaskan. [S13a]  
 Teacher : Iya, jangan pegang ya, lepaskan ya. [T10]  
 I think we should forget about the cinema and go for a pizza. [T4]
- Students : That's all very well, but I've bought the tickets. [S13b]  
 Teacher : Okay, that's all very well, but I've bought the tickets. [T10]  
 Would you mind closing the window? [T1Aa]
- Students : Of course not, no problem. [S13b]  
 Teacher : Oh dear, I only got three correct answers. [T4]  
 Students : Don't worry, it's better than nothing! [S13b]  
 Teacher : Ya, betul 3 dari 100 itu, dont worry ya (laugh) betulnya cuma 3 dari 100 kan? (laugh) it's better than nothing ya. [T4]

- Nemen nek itu ya. [T4]  
 Ya, the last part. [T4]  
 Complete with the phrases from the box. [T2]  
**Could you lend me your, what's that, Kanye West CD? Sure... [T12]**
- Students** : #1 Here you are # [S13a]  
**Teacher** : #2 Here you are # [T4]  
**Thanks, that's brilliant. [T4]**
- Students** : #1 I'll give it back # [S13a]  
**Teacher** : #2 I'll give it back on Monday. # [T4]  
 No problem and... [T12]
- Students : Would you mind. [S13a]  
 Teacher : Would you mind lending me a fiver to buy a magazine? [T10]  
 Students : I'd rather not. [S13a]  
 Teacher : I'd... [T12]  
 Students : Rather not. [S13a]  
 Teacher : Ya... I'd rather not if you don't mind. [T10]  
 Students : On me. [S13a]  
 Teacher : I've got... I've only got a fiver... [T12]  
 Students : #1 On me # [S13a]  
 Teacher : #2 On me. [T10]  
 OK. # [T10]
- Students : Don't worry. [S13a]  
 Teacher : Don't worry. [T10]  
 Okay, betul semua kalo ini ya? [T1Ab]
- Students : Ya! [S13a]  
 Teacher : Okay, silahkan dijumlah untuk yang vocabulary and use your English ya. [T2]  
 Who gets 100 all correct? [T1Aa]
- Students : Hah?? [S16]  
 Teacher : Who gets 100 all correct? [T1C]  
 Students : (counting their score) [-]  
 Teacher : Above 95, 95 and above? [T1Aa]  
 Okay. [T10]
- Student : 12. [S13a]  
 Teacher : 90 until 94? [T1Aa]  
 85 to 90 okay 80 to 85? [T1Aa]  
 Ga ada, ya? [T1Ab]  
 Okay, good! [T9a]  
 Okay, that's all for the first session ya. [T4]  
 I'll see you on the second so you've got only 10 minutes break ya. [T4]

### TRANSCRIPTION OF TEACHER IV

- Teacher : Okay, Selvin would you please lead the prayer. [T3]  
 Student 7 : Let's pray to adore God and to devote ourselves to him asking him for his grace. [S13b]  
 Amen. [S13a]  
 Teacher : #1 Amen # [T4]  
 Students : #2 Amen # [S13a]  
 Teacher : Ya okay, so good morning! [T4]  
 Students : Good morning! [S13a]  
 Teacher : Not everyone is here yet and you're back Erlin? [T3]  
 Student 2 : Ya. [S13a]  
 Teacher : Ya, okay you come back earlier than you said. [T4]  
 It is sound told me you will be absent until Tuesday but now you are already here. [T4]  
 Student 2 : He eh. [S13a]  
 Teacher : Okay, are you okay? [T1Ab]  
 Student 2 : Ya. [S13a]  
 Teacher : Ya, okay. [T10]  
 I saw you number twelve and some of you were not present yet. [T4]  
 Especially, the highlighted name did. [T4]  
 Teacher : Alan isn't here. [T4]  
 Student 2 : Yes, good morning. [S13a]  
 How are you? [S13b]  
 Student 3 : Alan is here. [S13a]  
 Teacher : Alan here? [T1Ab]  
 Students : Not yet. [S13a]  
 Student 3 : There he come. [S13a]  
 Student 1 : Laa telat... [S13a]  
 Teacher : Owaa, he act so naturally. [T4]  
 You may sit up. [T2]  
 Student 1 : Geseran. [S13a]  
 Teacher : Seven ten already class. [T4]  
 Margaret is here you are lucky. [T3]  
 Devina here yes, Christine finally Asti yes, Pipit Putri here, Dian Kumala is here, and then Jangger Cokro... Endina? [T3]  
 Student 4 : Yes. [S13a]  
 Student 5 : Itu gambar layangan. [S13a]  
 Layangan iku opo bahasa Inggris e? [S16]  
 Student 6 : KI-TE. [S13a]  
 Teacher : Iga? [T3]

- Student 4 : Not yet. [S13a]  
Teacher : Yoana, Isti. [T3]  
Student 1 : Yea. [S13a]  
Teacher : Li Mei, were you absent last Friday? [T3]  
Student 2 : Ya. [S13a]  
Teacher : Ingrid. [T3]  
Student 3 : Here. [S13a]  
Teacher : Okay, so how far when you with pak Budiono? [T1Aa]  
Three D done? [T1Ab]  
Three D done? [T1C]  
Students : Yea. [S13a]  
Four A... [S13a]  
Teacher : Already in four A okay. [T10]  
Three D done? [T1C]  
Students : Ya. [S13a]  
Student 5 : Four A is done. [S13a]  
Teacher : Four A is done too. [T10]  
#1 And then? # [T1Aa]  
Students : #2 Four B # [S13a]  
Teacher : #1 Four B # [T10]  
Students : #2 Four B # [S13a]  
Teacher : Joe, read the title aloud! [T3]  
Student 5 : The title? [S16]  
"He's been playing for ten years." [S13b]  
Teacher : What kind of tenses is it? [T1Aa]  
Joe... [T3]  
Student 5 : Eee... present perfect. [S13a]  
Teacher : Yaa? [T1C]  
Student 5 : Present perfect. [S13a]  
Students : Continuous. [S13a]  
Teacher : Present perfect? [T1Aa]  
#1 Continuous? # [T1Aa]  
Students : #2 Continuous. # [S13a]  
Teacher : Continuous? [T1Ab]  
Student 5 : Yea. [S13a]  
Teacher : How do you know is it continuous, Joe? [T3]  
Student 5 : #1 Eeee... ya continuous mam. # [S13a]  
Students : #2 (Laughter) # [-]  
Teacher : Ya, how do you know that it is present continuous one? [T1C]  
Student 5 : Ya. [S13a]  
Students : Ya (laughter). [S13a]  
Teacher : Ya? [T1C]

- Student 5 : I can not explain. [S14]  
 Students : #1 (laughter). # [-]  
 Teacher : **#2 Ow, try to explain. # [T2]**  
           **There is something explain about them. [T4]**
- Student 5 : **Ya. [S13a]**  
 Teacher : **He em? [T1C]**  
 Student 5 : **Verb eh... no no no... I can not explain mam. [S14]**  
 Teacher : **It's okay try your best. [T9a]**  
           **Ya, we have been waiting your explain. [T4]**
- Student 5 : **Subject verb -ing eh... no no no. [S13b]**  
 Teacher : **Subject... [T12]**  
 Student 5 : **Subject and then ... [S13a]**  
 Student 2 : **Have or has (whispering). [S13a]**  
 Student 6 : **Have or has (whispering). [S13a]**  
 Student 5 : **Has or have... [S13a]**  
 Student 2 : **#1 Been. # [S13a]**  
 Student 6 : **#2 Been. # [S13a]**  
 Student 5 : **Been verb one, verb two. [S13a]**  
 Teacher : **Ya. [T10]**  
 Student 5 : Ya. [S13a]  
 Teacher : Because you refer to the pattern. [T4]  
 Student 5 : Ya. [S13a]  
 Teacher : Yaa... how could you ee... when will you use the present perfect continuous? [T1Aa]  
           When will you use present perfect continuous? [T1C]  
           What's the difference function of present perfect continuous with present perfect simple? [T1Aa]
- Student 5 : If present perfect simple ee... ehm... ehm... heh... I can not explain. [S14]  
 Teacher : Can not explain? [T1Ab]  
 Student 5 : Iya. [S13a]  
 Teacher : Why can't you? [T1Aa]  
           Why can't you? [T1C]
- Student 5 : Don't know. [S14]  
 Teacher : Okay, discuss it with your table group and you will be chosen to explain again because we love you, okay. [T2]
- Students : (laughter). [-]  
 Teacher : So, which people table do you belong then Joe, Angelina, Stephen, and Irene you belong to Joe, table one, table two, table three, how many? [T3]  
           One, two, three, four, five? [T1Aa]  
 Student 4 : Five ae mam. [S13a]

Extract 30

- Teacher : And then table four, five, two, three, four, six, and then table five and then table six, okay. [T4]  
 Discuss in your table group, okay discuss in your table group how is present perfect continuous different from present perfect simple. [T4]  
 Then, you already have the patterns and you already have the time signals for "for and since." [T4]  
 How will you use them in your real life? [T1Ac]  
 And we are going to have Joe as the first assistant of today to share in front. [T3]  
 How many minutes? [T1Aa]  
 How long do you need to prepare it? [T1Aa]  
 Ten minutes? [T1Ab]  
 Yaa okay, up to seven twenty five here ya, seven twenty five. [T4]
- Students : (inaudible) (discussing). [-]
- Teacher : (play a music in the computer). [-]
- Student 5 : Can you explain about present... [S13a]
- Students : Inaudible (discussing). [-]
- Student 5 : Krunguku sisir. [S13a]
- Students : (discussing). [-]
- Student 1 : Ini cerita e pake present perfect sek ini menunjukkan bahwa ini past tense kayak "aku sudah mencuci mobil ini" jadi sekarang itu kayak apa ya... jadi kayak nunjukno hasil dari tindakan kita, kita mari ngapain, kita nulis ternyata sekarang apa nama e. [S13b]  
 Nek present perfect continuous itu apa de'e kegiatan e itu nyambung e pada sekarang. [S13b]
- Student 5 : Leh! yo opo se di delok le. [S13a]
- Student 1 : Sek sek sek... [S13a]
- Student 5 : Lho tell me lo... explain me... explain to me. [S13a]
- Students : Inaudible (discussing). [-]
- Teacher : Any problems? [T1Ab]
- Student 5 : Yea. [S13a]
- Teacher : Ready? [T8]
- Student 5 : Not yet. [S13a]
- Teacher : So what is... what is the idea of all this? [T1Aa]
- Student 5 : Apa? [S16]
- Teacher : What is the idea of your group? [T1Aa]  
 Eee... about present perfect simple... [T12]
- Student 1 : Eee... ee... present perfect simple is used to explain some... [S13b]
- Teacher : Some... [T12]
- Student 1 : But the present perfect continuous is... present perfect continuous is... isn't... so it's like eee yaah... [S13b]

- Teacher : Okay, discuss it eee... with your table group, okay? [T1Ab]
- Students : (inaudible) (discussing). [-]
- Student 5 : Ya opo iki rek... lek misale sing iki, opo... if we want to say how much ato how many iku atek sing present perfect. [S13b]  
Sedangkan nek present perfect continuous iki how long. [S13b]
- Student 1 : Nngg? So... so... so... [S13a]
- Student 5 : Berarti sing ini present continuous itu belum tau kita ini sampe kapan gitu ta? [S16]**
- Student 1 : Iyo jek lanjot. [S13a]**
- Student 5 : Terus result e dari resultnya dari sini? [S16]**
- Student 1 : He eh. [S3a]**
- Students : (inaudible) (discussing). [-]  
Oooo... [S13a]
- Student 1 : Nek present perfect itu sing... [S13a]**  
**Kayak misale, nek ndek sini kan kita ada... kayak ndek sini kan kita ada... tapi nek continuous ini de'e kerja tapi ga tau mari ato ndak e... during mari nggak ... jadi kayak de'e dalam proses... jadi ini we mari ri, ini mboh mari mboh gak... tapi de'e wes ngecek. [S13b]**
- Student 5 : Tapi ini how to say. [S13a]**  
Aduuh, bingung njelasno e cak... [S14]
- Student 7 : Nah, ya tooohh... [S13a]  
Joe, ayo... [S13a]
- Students : (inaudible) (discussing). [-]
- Student 7 : Kene discuss ae... ya toh! [S13a]  
Sebagian discuss. [S13a]
- Students : (silent) (discussing). [-]
- Student 1 : Ok class now we will discuss about the differents of present perfect and present perfect continuous. [S13b]  
First, let we see the pattern of the present perfect in the present perfect use S (subject)+ has or have + Verb 3. But in the pres... present perfect continuous we use Subject + has or have + been verb 3 or be + verb -ing and ... [S13b]
- Student 5 : And we use present perfect continuous if we doing now and we don't know until when they doing the action...the action... [S13b]
- Students : (laughter) [-]
- Student 5 : And for the present perfect is the results of present perfect continuous so is it's been... [S13b]
- Student 1 : #1 Done. # [S13a]
- Student 5 : #2 Done. # [S13a]

- Student 1 : Okay, so whats the different is we use present perfect if we doing something and the... the... our job is finish right for example I... have... (the student writing on the whiteboard). [S13b]  
 Something like this, in this sentence I've, it means that I've painted the wall and the wall is finished plain... painted but if we use the present continuous I have been painting the wall and the sentence is like I interested to paint the wall but it's not finished yet so... so... ya... [S13b]  
 In Indonesia? [S13a]
- Teacher : He eh. [T10]
- Student 1 : Jadi kayak kita itu lagi... [S13a]
- Students : #1 (laughter). # [-]
- Teacher : #2 No no English. # [T9b]
- Student 1 : So like we doing something but we in the middle of doing that. [S13b]**  
**#1 In process ya. # [S13a]**
- Student 5 : #2 Still in process. # [S13a]**
- Student 1 : So let's see your book on page thirty seven eee... [S13a]**  
**Grammar: I haven't had any lesson for years now. [S13b]**  
**So, see in this sentence the subject I haven't had any lesson and haven't any lesson for years and I... I... [S13b]**
- Student 5 : Haven't had any lesson. [S13a]**
- Student 1 : Yaa... so... [S13a]**  
**So, it means now I really really haven't had any lesson and I will not continue it. [S13b]**
- Student 5 : #1 Yaa. # [S13a]**
- Student 1 : #2 Yaa. # [S13a]
- In the present perfect continuous "He's been playing the guitar for ten years. [S13b]  
 "It's mean the subject is he has been playing the guitar for ten years and he maybe continue it into the eleven years, twelve years, and... and next and in the next years. [S13b]  
 So any questions? [S16]
- Teacher : Any questions? [T1Ab]
- Student 7 : May I ask a question? [S15]
- Teacher : Sure. [T10]
- So while we waiting for Selvin to finish the drawing any questions? [T1Ab]
- Students : Drawing... [S13a]  
 Drawing? [S16]
- Teacher : Yoana, yaa... [T3]
- Student 3 : Actually, is not really a question. [S13a]

- Teacher : Is not really a question? [T1Ab]  
No problem... [T9a]
- Student 3 : About present perfect you said that it is something that is done?  
[S13b]
- Student 5 : #1 Ya. # [S13a]
- Student 1 : #2 Ya, completed. # [S13a]
- Student 3 : Has been finished. [S13a]
- Student 1 : Ya. [S13a]
- Student 3 : What about this I have typed twelve pages? [S16]  
I just still have... like, you have to type a hundred pages and then I  
have type twelve pages because I think present perfect ee... apa  
ya... when... this one, when we want to say how much or how  
many things you done use present perfect that's what I think... so...  
[S13b]
- Student 1 : #1 (discussing) # [-]
- Student 5 : #2 (discussing) # [-]
- Student 3 : For present perfect continuous I think I have been typing for how  
long? [S16]
- Student 1 : Since this one... [S13a]  
Since... [S13a]  
Silence (The student writing on the whiteboard) [-]  
I've typed. [S13a]  
Okay, this is the question from Yoana. [S13b]  
It is about different of "I have typed twelve pages" ... (the student  
is writing on the whiteboard). [S13b]
- Students : #1 Silence (discussing). # [-]
- Teacher : #2 No, type of conditional it is still present perfect. [T9b]  
Ee... Joe, explain about the different focus present perfect and  
present perfect continuous they have different focuses right?  
[T1Ab]  
Present perfect focuses on certain area, present perfect continuous  
focuses on another area, you know it? [T1Ab]  
Joe? # [T3]
- Student 5 : I can not explain. [S14]
- Students : #1 (silent) (discussing). # [-]
- Teacher : #2 Hee... final days only a week ahead bring your speaking free.  
# [T4]
- Students : (discussing) [-]
- Student 4 : Mam, mam may I try to help him? [S15]
- Teacher : Sure of course, you belong to the same group. [T4]
- Students : (discussing) [-]

- Teacher : By the way ee... have you started writing your written report for your Project? [T1Ab]  
That will be on this Wednesday the last time. [T4]  
Unfortunately, unfortunately we still have classes next week six Monday and eight Wednesday yeah seven is a holiday, seven is a holiday. [T4]  
Six Monday before the holiday you still have classes, eight you also still have classes. [T4]  
Check the inside because it is scheduled. [T2]
- Students : Holiday... holiday... kita libur terus ya. [S13b]
- Teacher : So to those who want to go out hometown please decide only one of those two days to be absent, the others please come here because we probably have quick review on the previous material. [T4]  
Yes please, Lina. [T3]
- Student 1 : Okay Yoana, your question why we... why it's using present perfect? [S16]  
Because eee... aaa... present perfect is huge when we opo... [S13b]
- Students : (laughter) [-]
- Student 1 : What has completed now so, in this sentence I have typed twelve pages means you have finished type the twelve pages but its now and its completed but in this condition I must typed twelve pages it will happen later after this. (the student pointing the words on the whiteboard) [S13b]
- Students : Oooo... [S13a]
- Student 1 : It's... so... so, its not completed yet and it will happen later so it do not, do not really, so not really important to write this and why we said this is a present perfect because it shows how many and how much the pages that you have been typed. [S13b]
- Teacher : Still confused? [T1Ab]
- Student 3 : Still disagree. [S13a]
- Teacher : Do you disagree or agree? [T1Aa]
- Student 3 : Still disagree. [S13a]
- Teacher : Still disagree? [T1Ab]  
Ow, what's the problem then.? [T1Aa]
- Student 3 : No, I've got the wrong idea. [S14]  
So you mean present perfect shows result? [S16]
- Student 1 : Ya, present perfect shows a result. [S13b]  
Eee... in the present perfect continuous it shows some activity but the result is whether finish or not. [S13b]
- Student 3 : So, what about this "I...?" [S16]
- Teacher : Ya, before I recap this final discussion let's see Selvi's question first. [T4]

- Students : Selvi's question... (laughter) selfish question. [S13a]
- Student 7 : First, they said the present perfect is something happened in the past and... and it... noo... they said that present perfect happen in the past and now its finish. [S13b]  
But someone said to me, had said to me that present perfect happened in the past and still continue until now and will be finish soon which one is true both of them or its. [S13b]
- Student 5 : #1 (inaudible) (discussing). # [-]
- Student 1 : #2 (inaudible) (discussing). # [-]
- Student 6 : #1 (inaudible) (discussing). # [-]
- Student 4 : #2 (inaudible) (discussing). # [-]  
I think for present perfect we... we got the result for the... but the past simple... past simple is does not done any acitivity. [S13b]
- Students : (laughter) [-]  
Sorry. [S14]  
And present perfect, eee... something that happened in the past that we... we can... we can get the result. [S13b]
- Student 7 : So it has finish or still happen but will be finish soon? [S16]
- Students : (discussing) [-]
- Student 6 : Present perfect, it is related with the past tense if you eee... have done something and its... it seems like I have graduated from senior high school then you still eee... you are finish your studied in High School. [S13b]  
Have you seen the effect? [S16]  
You are a graduate, eee... a graduate student. [S13b]
- Student 7 : So, my... my notes is wrong? [S16]
- Student 6 : Not wrong but... [S13a]
- Student 7 : Happened until now and it's will be finished soon is it wrong? [S16]
- Student 6 : Ya, some many types of present perfect. [S13b]
- Student 7 : Oww, so...there is also the function of the present perfect. [S13b]
- Students : No... no... [S13a]  
(inaudible) (discussing). [-]  
(silent) (discussing). [-]  
(laughter). [-]  
#1 Silence (discussing). # [-]
- Teacher : #2 Ee... Irene for the continuous you focus on... focus on the Problem. [T3]  
And present perfect you focus on the result, result, result. [T4]  
How many have you done? [T1Aa]  
How many correct? [T1Aa]

- Talk about the focus in here, how long you take the winter and for the past perfect the action only talk about when the action is done in the past, if you focus on the relation with your present life now. [T4]
- Got the idea? # [T1Ab]
- Student 1 : He eh. [S13a]
- Teacher : Okay, you got three minutes more. [T4]
- Students : (discussing) [-]
- Student 4 : Okay, in that sentence we use present perfect "I've lost my key it means I... I... I... I haven't get... I haven't got the key yet and I lost my key its mean that now I... I find the... the key. [S13b]
- Students : Inaudible (discussing). [-]
- Student 1 : Okay, stop it stop it. [S13a]  
I will check it out. [S13a]
- Teacher : Okay. [-]
- Student 1 : So, I get some advices from mam Ice. [S13b]
- Teacher : Miss... (laughter). [T4]
- Student 1 : MIss Ice ya... it's about the focus so, present perfect is the focus on the results of things present perfect continuous on the process and past perfect is use for some related actions question in the past. [S13b]
- Teacher : What I write is past tense the last one. [T4]  
Ya can not use past participle. [T4]  
Yes, the marker please! [T2]
- Student 1 : So, it base on focus so, the question is why...? [S16]
- Student 7 : When is this... apa ya... when is this... aku ngomong apa waktu itu? [S16]
- Students : (laughter) [-]
- Teacher : Yes? [T1Ad]
- Student 7 : When the moment is finish? [S16]  
In the past or it happen but it will be finished? [S16]  
Yes, finish in the past or it will be finish soon. [S13b]
- Teacher : So, you are asking when the action finish? [T1Ab]  
Whether it finish in the past or still continue and going to finish in the future? [T1Ab]
- Student 7 : Eee... still continue and will be finished soon. [S13b]
- Teacher : Anyone want to help them too? [T1Ab]  
When you are making present perfect sentences if you can get the idea about the time when your action finishes. [S13b]  
When you know whether the action finishes in the past? [T1Aa]  
When you know it finishes later? [T1Aa]

- When you know for the sentence like for example I have sentence "I have typed twelve pages." [T4]  
 Do you know when you finish those typing? [T1Ab]  
 Actually, the idea when you finish those typing? [T1C]
- Students : No. [S13a]  
 Teacher : Ya, do you know whether it will finish later? [T1Ab]  
 Students : No. [S13a]  
 Teacher : No? Maybe yes? Maybe no? [T1C]  
 Students : No. [S13a]  
 Teacher : Okay... you are still to say something? [T1Ab]  
           Because our time is over. [T4]  
           Do you want to say something Ethan? [T3]
- Student 6 : No. [S13a]  
 Teacher : No. [T10]  
 Iya, thank you for table two you did great work. [T9a]  
 You have pract very well. [T9a]  
 Ya, okay... don't worry you will get another chance to be a real teacher when you were in seventh semester during you have your PPL Teaching Practice. [T4]  
 Okay, what about the question from Yoana? [T3]  
 Yoana's question was asking about the difference between... ya... [T4]  
 Okay let's go back to Selvi's question first. [T4]  
 In Selvin's question then I went also try to explain about the differences of these three ya, good example for "I lost my key" and "I've lost my key." This is past tense and this is... [T12]
- Student 6 : #1 Present perfect. # [S13a]  
 Students : #2 Present perfect. # [S13a]  
 Teacher : Let's we compare these two if you say past tense "I lost my key" so what is your focus actually? [T1Aa]  
           Saying in the sentence. [T2]
- Students : The fact in the past. [S13a]  
 Teacher : Ya that's part, the accident of you or losing the key happened in the past whether you found the key right now? [T1Ab]  
           Do you know? [T1Ab]
- Students : No. [S13a]  
 Teacher : Do you know? [T1C]  
           Do you know whether you have the key or not? [T1C]
- Students : No, no, eh... yes... yes. [S13a]  
 Teacher : Yes perhaps, now you have your key or perhaps you still don't have the key but you just said "I lost my key" that's all. [T4]

- But, if you said "I have lost my key", is the key missing now? [T1Ab]
- Students : Yes. [S13a]
- Teacher : Ya, is the accident of your losing your the key happended in the past? [T1C]  
Did you know it? [T1Ab]  
That happended in the past? [T1Ab]
- Students : Ya. [S13a]
- Teacher : Ya, that's happening in the past? [T1C]
- Students : Ya. [S13a]
- Teacher : Okay, how is it related to your present life now? [T1Ac]  
How is it related to your present life now? [T1Ac]  
And you still don't have the key now. [T4]  
So, if you use present perfect what happened in the past affects you today. [T4]  
Okay, for present perfect what happended in the past affects you today, that's why its called present perfect because it is related to your present life. [T4]**
- What if you talk about past tense what happended in the past, stay in the past whether it is related to your present life or not you are no so sure about it. [T4]
- Ya, okay... those two... what about this one present perfect continuous "I have been painting the wall" if you have your grammar in use you actually have rich examples about present perfect tense and present perfect continuous examples of "painting the wall". [T4]
- Examples of "Going under the rain" this one ya... actually, a rich explanation what's the focus. [T4]
- First, if you say continous, continous is always focuses on the proccess that you been painting the wall probably for two hours maybe and so on. [T4]
- Emh... did you know whether the wall has been totally painted or not? [T1Ab]
- Students : No. [S13a]
- Teacher : Do you know? [T1Ab]
- Students : No. [S13a]
- Teacher : Are you still in the proccess of painting? [T1Ab]
- Students : Yes. [S13a]
- Teacher : Have you finished the painting? [T1Ab]
- Students : No, not yet. [S13a]
- Teacher : Have you finished the painting? [T1C]]
- Students : Nooo. [S13a]

- Teacher : No, not yet. [T10]  
So, is the wall already painted totally? [T1C]
- Students : No. [S13a]
- Teacher : No, but if you say "I've painted the wall" is the wall already totally painted? [T1Ab]  
#1 Yes. # [T4]
- Students : #2 Yes. # [S13a]
- Teacher : Did you focus on the result or in the process? [T1Aa]
- Students : Result. [S13a]
- Teacher : Result... [T10]  
You didn't eee... you didn't focus on how long you been painting the wall a day, two days, but you focus on the result I painted the wall whether you want to express it into few a week to finish the wall you didn't want to say this idea. [T4]  
Okay, what about for and since are for and since applicable in both two tenses? [T1Ab]  
Or maybe for and since only belong here but do not belong there? [T1Ab]
- Students : No. [S13a]
- Teacher : No, they belong to... [T12]
- Students : Both of them. [S13a]
- Teacher : Okay, so like the example "Saya lulus dari SMA" is it I graduated from high school or I've graduated from high school? [T1Aa]
- Students : I've graduated from high school. [S13b]
- Teacher : I have, you want to say I have graduated from high school. [T10]
- Students : Ya. [S13a]
- Teacher : So, you will have to you want to emphasize certain focus because I've graduated from high school I know something about the basic tenses and so on and so on and so on. [T4]  
That's what you actually want to say because I've graduated from senior high school I know something I know a little about English I know a little about this I know a little about that. [T4]  
But, when you said I graduated from senior high school full stop. [T4]  
So you mention that you already passed your senior high school time whether it has effects on your present life it is not mention in the sentence. [T4]  
Okay, still any confusing about present perfect continuous, simple? [T1Ab]  
Past tense perhaps? [T1Ab]

- You will be on your final test so make sure that you already, you really understand about these areas. [T4]  
 Still confusion? [T1Ab]  
 Okay, let's go on with the next activities still in grammar we only spend ten minutes for that and after that we move to the listening and please take a look on exercise five and six and then please jump to page one one nine jump to page one one nine lesson four B. [T6]  
 Did you get it lesson four B? [T1Ab]  
 One one nine there will be six numbers for one one nine and eee... fourteen numbers on page thirty seven and we'll have the next teacher of your season today so table two you will point your other friends to lead the discussion later. [T4]  
 Next, will be others yes, mention the name! [T2]
- Student 6 : Kezia mam. [S13a]  
 Teacher : Kezia's table, you are honor to be choosen as usual Kezia five, six, and one one nine, this one probably is not Kezia's time but I expect to be Franco.. ya... will five minutes will be enough for you? [T1Ab]
- Students : No. [S13a]  
 Teacher : Okay, then six minutes. (laughter) [T4]  
**Students** : **(inaudible) (discussing).** [-]  
                   **How long?** [S16]  
                   **Sek sek sek...** [S13a]  
                   **Nomer tiga, nomer enam.** [S13a]  
**Teacher** : **(the teacher plays the music from the computer).** [-]
- Student 6** : **Bri, tiga empat tiga empat iki ta?** [S16]  
**Student 5** : **Seng endi?** [S16]  
**Student 6** : **Seng di bahas sek bukan e iki?** [S16]  
**Students** : **(silent) (discussing).** [-]  
**Student 5** : **Seng ke tiga drink, drunk, drunken.** [S13a]  
**Student 1** : **Drink, drank, drunk.** [S13a]  
 Student 6 : Drink, drank, drunk. [S13a]  
                   Drunken master ta? [S16]
- Students : (inaudible) (discussing). [-]  
 Teacher : Have you finish? [T8]  
                   No? [T1Ab]
- Students : Ini have kok has? [S16]  
                   Have ini ga isa dianu. [S13a]  
                   Ini has have ato has it have? [S16]  
                   Ooo, iyo yo. [S13a]

- Student 8** : Okay class let me discuss eee... exercise five and exercise six. [S13b]  
(the student writing on the whiteboard)
- Student 9** : Okay, before we giving our lesson, I want upon you and if you can help me about this. [S13b]  
Maybe the first Yohanes' table, number two, practice five. [S13b]
- Student 3** : How long he has been playing the guitar? [S16]  
He's he been playing it for ten years, he has been playing it since 1998. [S13b]
- Student 9** : #1 Louder please. # [S13a]
- Student 8** : #2 Louder please. # [S13a]
- Student 3** : How long has he been playing the guitar? [S16]  
He has been playing it for ten years, he's been playing it for two years, he's been playing it since 1998. [S13b]
- Student 8** : Okay, that's right. [S13a]
- Student 5** : Gak twelve years? Gak twelve years? Gak twelve years? [S16]
- Students** : (inaudible) (discussing). [-]
- Student 5** : Yoana! Opone seng 2008? [S16]
- Student 3** : Acuanne itu 2008 ojek dari 2010 ngitung e. [S13b]
- Teacher** : Franco are you already leading the discussion? [T1Ab]  
Number two, hei come on! [T2]  
Franco you don't have to wait for Kezia keep on going. [T3]
- Student 9** : Number three... Devina, can you help me? [S16]
- Student 10** : Number three... how long has... how long has... has he... how long has he... had his driving licence? [S16]  
He has been had his driving licence... has been had his driving license... he had... [S13b]
- Teacher** : Is it true? [T1Ab]
- Student 9** : Louder Devi. [S13a]
- Student 10** : How long has been had his driving licence? [S16]  
Has been had. [S13a]
- Students** : (silent) (discussing). [-]
- Student 9** : And the answer? [S16]
- Student 10** : Hah?? [S16]
- Student 9** : And the answer? [S16]
- Student 10** : Nngg... he has his driving licence... he has his driving licence since two thousand and... for six years since two thousand and two and... eh... for six years. [S13b]
- Students** : (silent) (discussing). [-]
- Student 9** : Number four Amel. [S13a]
- Student 11** : How long has he been driving in Formula One racing? [S16]

- How long has he been driving in Formula One races? [S16]
- Student 9 : And the answer? [S16]
- Student 11 : He has been driving in Formula One races for a year. [S13b]  
He has been driving in Formula One races since two thousand and Ten. [S13b]
- Students : (silent) (discussing). [-]
- Student 9 : Number five Steve. [S13a]
- Student 12 : How long has he been part of McLaren's team? [S16]  
He has been part of McLaren's team since nineteen ninety eight. [S13b]  
He has been part of McLaren's team for ten years. [S13b]
- Student 9 : Can you repeat... can you repeat the answer? [S16]
- Student 12 : He has been part of McLaren's team since nineteen ninety eight. [S13b]  
He has been part of McLaren's team for ten years. [S13b]
- Students : (silent) (discussing). [-]  
He has been part... [S13a]
- Student 5 : Yoana. [S13a]
- Student 3 : Hah?? [S16]
- Student 5 : Seng nomor tujuh itu cara ngitung e koyok opo, ngitung e? [S16]
- Student 9 : Number six Silvana. [S13a]
- Student 13 : How long has he won race? [S16]  
He has won races... how long has he won races? [S16]  
He has won races since two thousand and ten. [S13b]
- Student 8 : How long has he won the races? [S16]  
And the answer? [S16]
- Student 13 : He has won races since two thousand and ten. [S13b]
- Students : (silent) (discussing). [-]  
He has... he has... [S13a]
- Student 9 : Number seven. [S13a]
- Student 6 : How long he has been living in Switzerland? [S16]  
How long he has been living in Switzerland? [S16]  
He has been living in Switzerland for one year since twen... two thousand and seven. [S13b]
- Student 8 : And the answer? [S16]
- Student 6 : He has been living in Switzerland for one year since two thousand and seven. [S13b]
- Student 8 : Okay now, let's discuss part six. [S13b]  
Complete with the correct form of the verb and for or since where necessary. [S13b]  
For the... for the example of number one "We have been living in the center of town since the end of last year." [S13b]

- Number two eee... [S13a]  
 "How many cup of coffee has she drunk?" [S16]
- Student 6 : Drink, drank, drunk. [S13a]  
 Teacher : Drink, drank, drunk. [S13a]  
 Drunk he drunk. [S13a]
- Student 6 : Drunk... pake a ya. [S13a]  
 Student 8 : How many cups of coffee has she drunk? [S16]  
 Number three "She has been glasses since she was ten years old."  
 [S13b]
- Students : Hah??? [S16]  
 She has had... she has had... [S13a]
- Student 8 : Ow, she has had glasses since she was ten years old. [S13b]  
 Number four "My mother has been looking for her keys for over an  
 hour." [S13b]  
 Number five. [S13a]  
 "How many hours has she sitting at that computer?" [S16]
- Students : He he... [S13a]  
 Student 8 : Ooo, iya he. [S13a]  
 How many hours has he sitting at that computer? [S16]
- Student 6 : He been sitting, he been sitting. [S13a]  
 Student 2 : Has been sitting. [S13a]  
 Students : He has been sitting. [S13a]  
 Student 8 : Ow, has he been sitting... has he been sitting at that computer and  
 number six "Where's Jason? I haven't seen him for weeks." [S13b]  
 Number... number seven "I have been playing tennis three times  
 this week." [S13b]
- Students : Nggak, I have played? [S16]  
 I've played. [S13a]
- Student 8 : I have played tennis three times this week. [S13b]  
 Okay, now let's discuss on one one nine page one one nine. [S13b]  
 Lesson four B, read the situations and write two sentences one with  
 the present perfect simple and one with the present perfect  
 continuous. [S13b]  
 Use for and since where necessary. [S13a]  
 Okay, number one "Ben is writing a novel. He started three days  
 ago and he is now on page two" maybe Alan can you help me?  
 [S16]  
 The answer of number one. [S13a]
- Student 14 : What pages? [S16]  
 He has been writing for three days. [S13b]
- Student 8 : He has been writing for three days and next? [S16]  
 Student 14 : He has... [-]

- Student 8 : He has written. [S17]
- Student 14 : He has written two pages so far. [S13b]
- Student 8 : Okay, number one he has been writing for three days. [S13b]  
He has written... he has written two pages so far. [S13b]
- Students : Written (correct the pronunciation). [S13a]
- Student 8 : Written two pages so far. [S13a]  
Number two "Gemma travelling round Australia. She began her trip two months ago." [S13b]  
Wita can you help me? [S16]
- Student 15 : She has been traveling around Australia since two months ago... for two months and she has visited four different cities so far. [S13b]
- Student 8 : #1 Okay, the answer she has been travelling around Australia for two months and she has visited four different cities so far. [S13b]  
Number three "Gareth Owen is a footballer. He began playing when he was nine years old. He has just won footballer of the year for the third time." [S13b]  
Dian can you help me for number three? # [S16]
- Student 6 : #2 Hei, Kezia Kezia... cateten... hah?? # [S13a]
- Student 16 : He has been playing football since the age of nine. [S13b]  
He has won the footballer of the year for two times. [S13b]
- Student 8 : Of the year... [-]
- Student 16 : Eh, three times. [S13a]
- Student 8 : He has been playing football sains... eee... since the age of nine and he has won the footballer of the year three times. [S13b]
- Teacher : Okay, that's right great work, thank you. [T9a]  
Any questions? [T1Ab]
- Student 6 : No. [S13a]
- Teacher : Okay, if you refer again on page one one nine you see that eee... [T4]  
"Ben has been writing for three days", is he still writing right now? [T1Ab]  
Is he still writing? [T1C]
- Students : #1 Yes. # [S13a]
- Teacher : #2 Yes. # [T4]  
Number two "Gemma she has been travelling round Australia for two months." [T4]  
Is she still in Australia? [T1Ab]
- Students : Yes. [S13a]
- Teacher : Yes. [T10]  
And then for the two B you are focusing on the amount of countries or cities that she has visited so far. [T4]

- Yak... it is for that. [T4]  
 Three, Owen... how old is Derek Owen anybody knows? [T1Ab]
- Students : No. [S13a]
- Teacher : Anybody knows Derek Owen? [T1Ab]
- Students : No. [S13a]
- Teacher : Who is like football? [T1Aa]  
 Please anyone! [T2]
- Students : No. [S13a]
- Teacher : Okay, he has been playing since he is nine. [T4]  
 So, if three A you say that he has been playing football since the age of nine. [T4]  
 So how many years has Owen been playing football? [T1Aa]
- Students : For thirty years. [S13a]
- Teacher : For... thirty years it means thirty nine. [T4]  
 It is thirty nine so, Gareth Owen has been playing football for... [T12]  
 #1 Twenty years. # [T4]
- Students : #2 Twenty years. # [S13a]
- Teacher : Eee... pay attention here of the order of the words how long has or have? [T1Aa]  
 It depends on your subject if you has a he than you input the auxiliary of has if you have a they here... [T4]  
 #1 They sorry, so you don't put how long has they... # [T4]
- Students : #2 Have. # [S17]
- Teacher : #1 But how long have they. # [T4]
- Students : #2 Have they. # [S13a]
- Teacher : Okay, review again your English grammar use individually at home and then try to also get some interactive online focus from google perhaps grammar phrases will help you a lot. [T2]  
 Try to get... ee... try to get a very clear understanding between three tenses present perfect, present perfect continuous, and simple past because in you final test all included ya okay. [T2]  
 Close your yellow book! [T2]  
 Just close of all and starts your listening. [T6]
- Students : Don't touch it. [S13a]
- Teacher : (the teacher is preparing for listening section from the computer, but she plays the wrong data that is a song from Bon Jovi)  
 Oh, Bon Jovi. [T4]  
 Wait, wait....where should I play it media player or winamp? [T1Aa]
- Students : Winamp. [S13a]
- Teacher : Maybe this one. [T4]

- AV : "Two, My Barbara is won a million lottery wow that's fantastic". [-]
- Teacher : Ahh... this is listening two eee... intermediate twelve maybe... how should I usually input it? [T1Ac]  
CD's two right? [T1Ab]  
Intermediate... I think intermediate yes... intermediate and CD's two and track four, correct? [T1Ab]
- Student 6 : Don't know mam... [S14]  
Maka e gak onok koq. [S13a]
- AV : "Two, My Barbara is won a million lottery". [-]
- Student 5 : Not mam. [S13a]
- Teacher : So, everybody please help me to check it eee... this is Lewis Hamilton possibly track four and its intermediate... [T4]  
I want you to check the whiteboard or it is in the desktop. [T2]  
No intermediate right? [T1Ab]
- Students : Ya. [S13a]
- Teacher : CD's two correct? [T1Ab]  
#1 Ya. # [T4]
- Students : #2 Ya. # [S13a]
- Teacher : CD's two and look at the... and then it's suppose to fact word, correct? [T1Ab]
- Students : Ya. [S13a]
- AV : "My Barbara is won a million lottery". [-]
- Teacher : Okay, we just read it! [T2]
- Student 6 : Yo marine iki to. [S13a]
- Student 5 : CD two. [S13a]
- Teacher : Ya okay, forget about it maybe its practically slip. [T4]  
Lewis Hamilton free time formula, Alan could you please maybe a first half of the paragraph yaa you can talk about it Lewis Hamilton. [T3]
- Student 14 : Lewis Hamilton free time formula. [S13b]  
Lewis Hamilton has been a professional racing driver since the Formula One team McLaren signed him to their Youth Programme. [S13b]  
He has won on average four Formula One races each season and has travelled the world. [S13b]
- Teacher : Thank you. [T9a]  
Next, Christine okay. [T3]
- Student 17 : When he is in a hotel or on the move, his favourite way to pass the time is to pick up his electric guitar and play his favourite songs. [S13b]
- Teacher : Yes thanks. [T9a]

- Next! [T2]
- Student 18** : **The British driver has been playing the guitar for ten years. [S13b]**  
**'You have a lot of time to kill when you're travelling,' Lewis said. [S13b]**  
**'Like everyone else, I watch DVDs, read books and surf the net but I soon get bored with all that so I always take my guitar with me. [S13b]**  
**It's the only way I can really relax.' [S13b]**
- Teacher** : **Okay next. [T2]**
- Student 18 : Dita. [S13a]
- Teacher : Dita. [T3]
- He practises tunes... [T12]
- Student 19 : He practises tunes by Tracy Chapman, Oasis, Bob Dylan, Lenny Kravitz and Jimi Hendrix, but his favourite is Bob Marley's No Woman No Cry. [S13b]
- I like rock, funk, hip-hop, R & B, soul and jazz but I was basically brought up on reggae. [S13b]
- I've been listening to Bob Marley ever since I was a child.' [S13b]
- Teacher : Next. [T2]
- Student 20 : So does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. [S13b]
- I'll never be that good. I had a few guitar lessons when I started but I haven't had any lessons for years now. [S13b]
- Anyway, if I had the choice, I'd be a rapper not a rock star'. [S13b]
- Teacher : Okay repeat please because the first sentence is a question. [T2]
- So, does he have the ambition, does he have ambitions to be a rock star? [T1Ab]
- Student 20 : Does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. [S13b]
- I'll never be that good. I had a few guitar lesson when I started but I haven't had any lessons (Indonesia pronounce) for years now... [S13b]
- Teacher : Lessons. (English pronounce) [T4]
- Student 20 : Lessons. (English pronounce) [S13a]
- Teacher : Rappers. (English pronounce) [T4]
- Student 20 : Rappers. (English pronounce) [S13a]
- Teacher : Okay could you repeat again the last paragraph? [T1Ab]
- Repeat please! [T2]
- Student 20 : So does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. (Indonesia pronounce) [S13b]

- Teacher : Laugh. (English pronunciation) [T4]  
 Student 20 : Laugh. (English pronunciation) [S13a]  
 Teacher : Ya, go on! [T2]  
 Student 20 : 'I'll never be that good. I had a few guitar lessons... (Indonesia pronunciation) [S13b]  
 Teacher : Lessons (English pronunciation), okay, tell lessons. [T5]  
           From the beginning "I'll never be that good." [T4]  
 Student 20 : 'I'll never be that good. I had a few guitar lessons... (Indonesia pronunciation) [S13b]  
 Teacher : Lessons... look at me say lessons five times "Lessons, lessons..." (English pronunciation) [T5]  
 Student 20 : Lessons, lessons, lessons, lessons, lessons (English pronunciation) [S13a]  
 Teacher : Good time lessons (English pronunciation). [T4]  
 Student 20 : Good time lessons, good time lessons, good time lessons. (English pronunciation) [S13a]  
 Teacher : Okay, repeat "I'll never be that good." [T5]  
 Student 20 : 'I'll never be that good. I had a few guitar lessons... (English pronunciation) [S13b]  
 Teacher : Ya. [T9a]  
           Continue, go on! [T2]  
 Student 20 : I'll never be that good. I had a few guitar lessons. [S13b]  
 Teacher : Lessons... lessons. [T5]  
           Okay start from the beginning. [T5]  
 Student 20 : I'll never be that good. I had a few guitar lessons when... I started but I haven't had any lessons for years now. [S13b]  
 Teacher : Okay, good. [T9a]  
           Joe number two eh number one was Lewis Hamilton is a famous car driver or guitarist? [T1Aa]  
 Student 6 : Guitarist. [S13a]  
 Student 5 : Lewis Hamilton is a famous racing car driver. [S13b]  
 Teacher : Racing car driver. [T10]  
           Are you sure? [T1Ab]  
 Student 5 : Ya. [S13a]  
 Teacher : Because he said he was take his guitar whenever he goes. [T4]  
 Student 5 : Just for free time. [S13a]  
 Teacher : Just for killing the... killing the... [T12]  
 Student 6 : Time, time. [S13a]  
 Teacher : Killing what? [T1C]  
 Students : The time. [S13a]  
 Teacher : Killing the... [T12]  
 Student 5 : Bored. [S13a]

- Teacher : Killing the... [T12]  
Mengisi waktu luang. [T4]  
What do you say? [T1Aa]
- Student 6 : Sparing time, sparing time. [S13a]
- Teacher : Killing the... [T12]  
Killing the... [T12]  
Killing the time... ya you have the phrases there. [T4]  
Ya next perhaps Angel please now quiet. [T3]  
Two... [T2]
- Student 21 : His favourite way of relaxing is to play the guitar. [S13b]
- Teacher : Ya, thank you. [T9a]  
Putri please... [T3]
- Student 22 : He likes only singers from the sixties and seventies. [S13b]
- Teacher : Are you sure? [T1Ab]
- Students : No. [S13a]
- Teacher : Did you get it the information about three A? [T1Ab]  
Is it mention here that Hamilton likes old eee... singers from the sixties and seventies? [T1Ab]
- Students : No. [S13a]
- Teacher : Which one only reggae or all sorts of music? [T1Aa]**
- Students : All sorts of music. [S13a]**
- Teacher : How can you know that? [T1Ac]**
- Students : #1 Rock, funk, hip hop, R & B. # [S13a]**
- Students : #2 Rock, funk, hip hop, R & B. # [S13a]**
- Teacher : And then what is the most favourite music? [T1Aa]**  
**#1 Reggae. # [T4]**
- Students : #2 Reggae. # [S13a]**
- Teacher : Just for three goes to A or B or C? [T1Aa]  
#1 C. # [T4]
- Students : #2 C. # [S13a]
- Teacher : Four please Zaskia. [T3]
- Student 23 : He has had a small number... oh, C. [S13b]
- Teacher : Okay, what about four? [T1Aa]  
It's a bit tricky. [T4]  
He's had a lots number a guitar lessons, a small number of guitar lessons or an average number of guitar lessons. [T4]
- Students : I have a few. [S13a]
- Teacher : How do you know that? [T1Ac]
- Students : I have a few guitar lessons. [S13b]
- Teacher : I have a few... [T10]  
What does a few means? [T1Aa]  
Okay, just silent it! [T2]

Extract 37

- What does a few means? [T1C]
- Students : Sedikit. [S13a]
- Teacher : Yaaa, okay. [T10]
- Why don't you use a little guitar lessons? [T1Aa]
- A little is for... [T12]
- Students : Uncountable. [S13a]
- Teacher : So do you say have a little money or a few money? [T1Aa]
- Students : #1 A few money. # [S13a]
- Teacher : #2 A few money. # [T4]
- Does Angel now has a few rice boxes or a little rice boxes? [T1Aa]
- Students : A few. [S13a]
- Teacher : What about, does Angel have a few eh, sorry a little rice or a few rice? [T1Aa]
- Students : A little rice. [S13a]
- Teacher : A little. [T10]
- So when I talk about the boxes, I use... [T12]
- Students : A few. [S13a]
- Teacher : Because I focus on the... [T12]
- Students : Boxes. [S13a]
- Teacher : Boxes something countable, but when I say rice, rice something uncountable so you don't use a few with uncountable. [T4]
- The last for Christ. [T3]
- Are you sick? [T1Ab]
- Student 24 : He would like to be a rapper. [S13b]
- Teacher : He would like to be a rapper not a rock star? [T1Ab]
- Students : No. [S13a]
- Teacher : What is a rapper? [T1Aa]
- A rapper is like singing. [T4]
- Students : Yo... yo... yo... [S13a]
- Teacher : Okay then, I think is the end of four B and you will go with pak Davy four C. [T4]
- Please pay attention, next Monday and next Wednesday part of wall will be clean because the room will be use for other tests, best for you if you keep your precious photos with you. [T4]
- You guys sticks the photo with the our pictures, isn't that? [T1Ab]
- Ya, and then for the drama I can not confirm yet whether we are going to meet in the auditorium or in 403 just get you inform with miss Ing Ing later, okay? [T1Ab]
- Ya, okay that's all for today enjoy your free time okay then see you. [T4]
- Students : See you. [S13a]



11.21 : Exercise.

11.23 : Reading the passage.

11.27 : Reading the passage (2nd round).

11.32 : Grammar Focus.

12.00 : Listening Section.

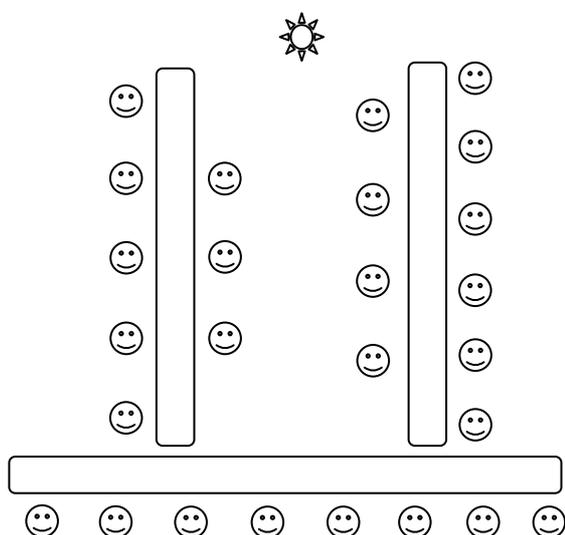
12.12 : The end of listening section → discuss the answer.

\*one of the students was sleeping\*

12.20 : Gave announcement and end the lesson.

**OBSERVATION SHEET OF TEACHER II**

Class : IC A – 2<sup>nd</sup> observation  
 Date : November 29, 2010  
 Session/Time : 2 / 08.50-10.30  
 Lecturer : T 2  
 #SS : 26 students  
 Material : Workbook 3C and 3D p. 32-33  
 Media : -  
 Layout :



Teaching Strategies : Teacher centered.

Notes :

09.04 : The class was started late.

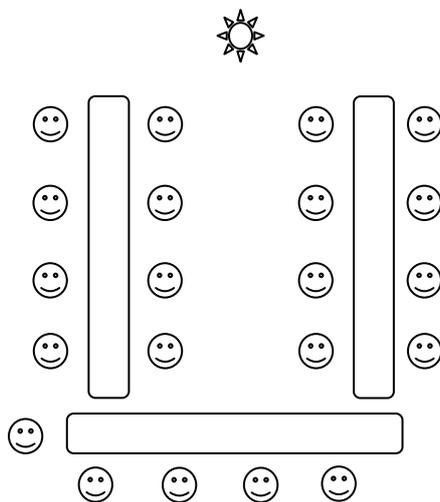
The observer also came late because she and her partners were still in a discussion with her lecturer.

Possessive Pronoun	
My (N)	Mine
Her (N)	Hers
His (N)	His
Your (N)	Yours
Their (N)	Theirs
Our (N)	Ours
Its (N)	Its

- 09.00 : The students were asked to read the questions first.
- 09.05 : Review (make, let, allowed to).  
Discussed the next material (teacher read the exercise and students answered it)
- 09.15 : Listening section (a story entitled 'Koor Dang') + discussed the answers.
- 09.32 : Role Play.  
Teacher asked students to discuss which one is best for the Koor Dang based on the students' mind.  
Groups consist of 4 and they were given 15' to discuss.  
\*while the students were making dialogue in their groups, Ms. Trianawati circled the classroom.\*  
\*the students were very enthusiastic in doing the role play\*
- 09.50 : The role play started.  
\*while the others did the role play, the rest of the students sometimes were chatting each other.\*
- 10.25 : Listening section + discussed the answer.
- 10.30 : End of the class.

**OBSERVATION SHEET OF TEACHER III**

Class : IC B – 1<sup>st</sup> observation  
 Date : November 30, 2010  
 Session/Time : 1 / 07.00-08.40  
 Lecturer : T 3  
 #SS : 21 students  
 Material : Animal Kingdom Puzzle (Game), workbook (revision)  
 p. 60-61  
 Media : Power Point  
 Layout :



Teaching Strategies : Pair work.

Shoulder partner → Individual work → Discussion →  
 Smiling partner

Notes :

07.15 : The class was started a bit late because many students were coming late.

07.17 : Game → to increase the students' vocabulary in terms of animal.

07.27 : Discussed the answer.

07.35 : Drilled the vocab.

07.37 : Workbook (individual).

07.40 : Discussed the exercise together.

07.42 : Did the exercise (w/ smiling partner)

07.50 : Discussed the work.

07.53 : Some students came in front and wrote on the board.

\*while some students came in front, the teacher helped a student who had difficulties\*

1. If you didn't have a TV, would you miss it?
2. If he lied to me, I might not trust him again.
3. If I won the prize, I could treat you all to a prize.
4. Would you scream if you saw a spider in your room?

08.03 :

1. I wish I liked parties.
2. If only my ears didn't stick out.
3. If only I could dance.
4. I wish I didn't hate red hair.  
*liked my red hair.*
5. If only I was very confident.
6. I wish I knew how to talk to girls.

\**Italic* = the teacher's handwriting.

08.10 : The end of the grammar section.

08.15 : Exercise.

08.30 : The teacher asked the students to add up the correct numbers.

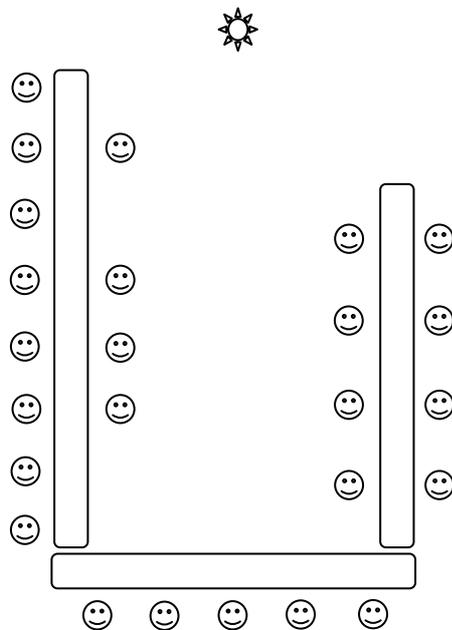
08.31 : Discussed another discussion further.

1. Decision.
2. Difficulties.
3. Imagination.
4. Entertainment.
5. Accuracy.

09.45 : The end of the 1st session.

**OBSERVATION SHEET OF TEACHER IV**

Class : IC C – 2<sup>nd</sup> observation  
 Date : November 29, 2010  
 Session/Time : 1 / 07.00-08.40  
 Lecturer : T 4  
 #SS : 25 students  
 Material : Workbook 4B p. 36-37 and p. 119  
 Media : Songs  
 Layout :



Teaching Strategies : Group work.

Notes :

07.15 : Discussed present continuous and present perfect simple.

Students were asked to discuss about the difference between present perfect and perfect continuous for about 10 minutes.

07.20 : Music played (entitled 'If we hold on together')

\*the teacher circulated, asked whether the students had questions or not.\*

07.29 :

<p>Present Perfect</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p>S + Have/Has + V3</p> </div> <p>Ex : I've painted the wall.</p>	<p>Present Perfect Continuous</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p>S + Have/Has + been + V ing</p> </div> <p>Ex : I've been painting the wall.</p>
--	---

\* when “the teachers” explained the material, their friends tend to ignore and underestimate them. Only some students listen to “the teachers”\*

07.34 : A student asked a question to “the teachers”:

- I've typed twelve pages. (PP)
- I've been typing for four hours. (PPC)

07.45 : “The teachers” were busy discussing to answer another student's question (about the difference between past and perfect perfect)

07.46 : T 4 helped “the teachers” in answering the questions.

07.55 : Did the exercise 5 and 6 → page 119 4B

Another “teachers” were pointed to teach.

08.11 : “the teachers” led the discussion (exercise 5 and 6 on p. 37 and lesson 4B on p. 119)

08.15 : T 4 left the classroom.

08.20 : T 4 back to the classroom.

08.22 : The students corrected “the teachers” mistakes.

08.23 : Another “teacher” led the discussion.

08.25 : T 4 reviewed p.119

08.30 : Listening section.

Got stuck with the listening, the teacher (T 4) decided to ask a student to read it by turns.

When a student could not pronounce a sentence well, the teacher drilled her and asked her to repeat five times.

08.41 : End of the class.

## INTERVIEW SHEET OF TEACHER I

### Teacher

1. What technique did you use in your lecture just now?  
First I used triggering question to bring them into the material, then showing the picture and asked to give comments.
2. Why did you use that technique?  
I used it to make them involve in the topic and it would be easier to take them into the main topic.
3. When did you use this technique (in certain skill/material) ?  
-

### Students

1. Did you enjoy T 1 class just now? Why?  
No, we didn't. His way of teaching was very boring and not same as the previous teacher who could bring the fun atmosphere. He was too monotonous, maybe it because he has already gotten his master degree, so his language is too difficult to understand and maybe because he is old.
2. Was his/her way effective in teaching? Why?  
No, it wasn't. In one topic, he just discussed about the passage and took time for about one and a half hour. Besides that passage, we still have so many important materials that we have to learn, for example listening, writing.
3. Any suggestion for the lecturer?  
Please try to make the students more active and give more interesting activities.

## INTERVIEW SHEET OF TEACHER II

### Teacher

1. What technique did you use in your lecture just now?  
I used teacher centered and sometimes combined it with student centered.
2. Why did you use that technique?  
Because I wanted to make the students really understand with the material and wanted them to directly apply the lesson that they had just learnt.
3. When did you use this technique (in certain skill/material) ?  
-

### Students

1. Did you enjoy T 1 class just now? Why?  
Yes, I did. The class was very interesting with fun activities and it made the students creativity grows. Even sometimes they say so many swear words, but it still fun. The teacher was not wicked, too discipline, or behave like a dictator, but she could send all of the materials well.
2. Was his/her way effective in teaching? Why?  
Yes, it was because she directly asked the students to have a practice related to the material that we had just learnt, so this is a great and effective way of teaching.
3. Any suggestion for the lecturer?  
Methodologically her lecture has already fun, but I think the students should be more serious and don't use too much swear words.

**INTERVIEW SHEET OF TEACHER III**Teacher

1. What technique did you use in your lecture just now?  
I used pair work and classroom discussion.
2. Why did you use that technique?  
Because the material was about the review, so we need to sharpen and recall their previous memory about those materials by sharing and discussing with their friends.
3. When did you use this technique (in certain skill/material) ?  
-

Students

1. Did you enjoy T 1 class just now? Why?  
Yes, I did because it was fun, there was a lot of laughter, and he is a patient lecturer.
2. Was his/her way effective in teaching? Why?  
Yes, it was. It was a fun way of teaching so that we could take all the materials easily. Sometimes he gives us feed back after doing work, then show us a movie at the end.
3. Any suggestion for the lecturer?  
No, he is good.

## **INTERVIEW SHEET OF TEACHER IV**

### Teacher

1. What technique did you use in your lecture just now?  
In the grammar section, I used collaborating and sometimes I change it into competition.
2. Why did you use that technique?  
I used it because it could make the students active and really involve in that materials.
3. When did you use this technique (in certain skill/material) ?  
-

### Students

1. Did you enjoy T 1 class just now? Why?  
Yes, we did because she gave us a chance to be a “teacher” for our friends and it made us become very active and really involve in that lesson. We also could understand the material well.
2. Was his/her way effective in teaching? Why?  
Yes, it was. She brought so much fun in this class. Sometimes she makes a serious atmosphere, sometimes a fun one. We quite enjoy the class.
3. Any suggestion for the lecturer?  
She is good, we think.

## CALCULATION OF THE FINDINGS

### Teacher I Forms of Classroom Interaction

**Total number of teacher student talk:**

**Total number of teacher talk + Total number of student talk**

$$832 + 367 = 1199$$

**Percentage of teacher talk:**

$$\frac{\text{Total number of teacher talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{832}{1199} \times 100\% = 69\%$$

**Percentage of student talk:**

$$\frac{\text{Total number of student talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{367}{1199} \times 100\% = 31\%$$

**Ratio between teacher and student talk:**

$$69\% : 31\%$$

Teacher II Forms of Classroom Interaction

**Total number of teacher student talk:**

**Total number of teacher talk + Total number of student talk**

$$231 + 408 = \mathbf{639}$$

**Percentage of teacher talk:**

$$\frac{\text{Total number of teacher talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{231}{639} \times 100\% = \mathbf{36\%}$$

**Percentage of student talk:**

$$\frac{\text{Total number of student talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{408}{639} \times 100\% = \mathbf{64\%}$$

**Ratio between teacher and student talk:**

$$36\% : 64\%$$

Teacher III Forms of Classroom Interaction

**Total number of teacher student talk:**

**Total number of teacher talk + Total number of student talk**

$$645 + 362 = \mathbf{1007}$$

**Percentage of teacher talk:**

$$\frac{\text{Total number of teacher talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{645}{1007} \times 100\% = \mathbf{64\%}$$

**Percentage of student talk:**

$$\frac{\text{Total number of student talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{362}{1007} \times 100\% = \mathbf{36\%}$$

**Ratio between teacher and student talk:**

$$64\% : 36\%$$

Teacher IV Forms of Classroom Interaction

**Total number of teacher student talk:**

**Total number of teacher talk + Total number of student talk**

$$315 + 392 = 707$$

**Percentage of teacher talk:**

$$\frac{\text{Total number of teacher talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{315}{707} \times 100\% = 45\%$$

**Percentage of student talk:**

$$\frac{\text{Total number of student talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{392}{707} \times 100\% = 55\%$$

**Ratio between teacher and student talk:**

$$45\% : 55\%$$

Commonly Used Form of Classroom Interaction

**Total number of teacher student talk:**

**Total number of teacher talk + Total number of student talk**

$$2023 + 1629 = 3652$$

**Percentage of teacher talk:**

$$\frac{\text{Total number of teacher talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{2023}{3652} \times 100\% = 55\%$$

**Percentage of student talk:**

$$\frac{\text{Total number of student talk}}{\text{Total number of teacher student talk}} \times 100\%$$

$$\frac{1629}{3652} \times 100\% = 45\%$$

**Ratio between teacher and student talk:**

$$55\% : 45\%$$