

Note

- S : Student.
- T : Teacher.
- T1Aa : Teachers' initiate elicit factual question.
- T1Ab : Teachers' initiate elicit yes-no question.
- T1Ac : Teachers' initiate elicit reasoning question.
- T1Ad : Teachers' initiate elicit explanation question.
- T1Ba : Teachers' initiate elicit opining question.
- T1Bb : Teachers' initiate elicit information question.
- T1C : Teachers' initiate restating elicit.
- T2 : Teachers' initiate direct.
- T3 : Teachers' initiate nominate.
- T4 : Teachers' initiate inform.
- T5 : Teachers' initiate recapitulate.

- T6 : Teachers' initiate frame.
T8 : Teachers' initiate check.
T9a : Teachers' response encouraging.
T9b : Teachers' response negative.
T10 : Teachers' response accept.
T12 : Teachers' response clue.



TRANSCRIPTION OF TEACHER A

- 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]

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]

Extract

3

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 : Flooodd... [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 : Yeeees... [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... emoohhh...
[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 beliuung. [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 : Woooooon't. [S13a]
Student 4 : Want apa won't? [S16]
Students : Woooooon'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]
Allright. [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]

Emmhhh, 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 : Ehemmm. 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 : Eheemmm... [-]

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]
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 : Enooooughhh... [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]

Extract
2

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]

Extract
4

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]
Okay, Patricia. [T3]

Student 3 : Five. [S13a]
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]
Teacher : Oh I see. [T10]
Student 4 : Artiss 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]
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]
 Student 8 : #1 Hail. # [S13a]
 Students : #2 (inaudible) # [-]
 Teacher : Sorry? [T1C]
 Student 8 : Hail. [S13a]
 Teacher : Hail. [T10]
 Okay, right. [T9a]
 Hail. [T5]

Extract 1

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 : Yeeeessss... (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 B

- 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

Extract
5

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]

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]

Students : Returned to his country.
[S13a]

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 : Greatty? okay, this may

have five ya. [T3]
 So, one of you become... [T4]
 Student : (mumbling) [-]
 Teacher : Eem... 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 noleh
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 : Ehmm... 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 : Ehmm... 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 [S16] : What are you arguing?

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]

Extract
6

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 another, 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 Jjrik 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]

Extract
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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 coughed). [-]
 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 nnnnggg... 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 C

- 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]

Student 5 : What is number 2? [T1Aa]
 Teacher : #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]
 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, squirrell. [T10]
Next, Bella. [T3]

Student 14 : Tiger. [S13a]
Teacher : Ya? [T8]

Student 14 : Tiger. [S13a]
Teacher : Number 10, tiger. [T10]
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]

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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]

Students Buffalo, ya. [T4]
: 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]
 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]
Buffalo, ya buffalo is the symbol of... [T12]

Students : 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]
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]
When I... [T12]

Students : #1 Know # [S13a]

Teacher : #2 Know what time you're
arriving, # [T12]

Students : I'll meet. [S13a]

Teacher : I will meet you at the
station. [T10]
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]
Okay, next number 1, Lin.
[T3]

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]

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]

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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]

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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, hary... [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]

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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]
 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]
 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]

Teacher : It was an earthquake. [S13b]
 : 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]
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]

Okay. [T10]

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]

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 D

- 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]**
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]

Extract
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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]
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 menunjukan

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]

Extract
15

- 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) # [-]**

Extract
 12

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 Heee... 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 whtiteboard) [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]**

Extract
13

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]

Extract
16

- 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 happened
in the past? [T1C]

Did you know it? [T1Ab]

That happened 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 happened in the past affects you today, that's why it's called present perfect because it is related to your present life.

[T4]

What if you talk about past tense what happened in the past, stay in the past whether it is related to your present life or not you are not 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 continuous, continuous is always focuses on the process 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 process 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

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

Extract
17

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]

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]

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 pronounce) [T4]

Student 20 : Laugh. (English pronounce) [S13a]

Teacher : Ya, go on! [T2]

Student 20 : 'I'll never be that good. I had a few guitar lessons... (Indonesia pronounce) [S13b]

Teacher : Lessons (English pronounce), 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 pronounce) [S13b]

Teacher : Lessons... look at me say lessons five times "Lessons, lessons..." (English pronounce) [T5]

Student 20 : Lessons, lessons, lessons,
lessons, lessons (English
pronounce) [S13a]

Teacher : Good time lessons (English
pronounce). [T4]

Student 20 : Good time lessons, good
time lessons, good time
lessons. (English pronounce)
[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
pronounce) [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]
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]

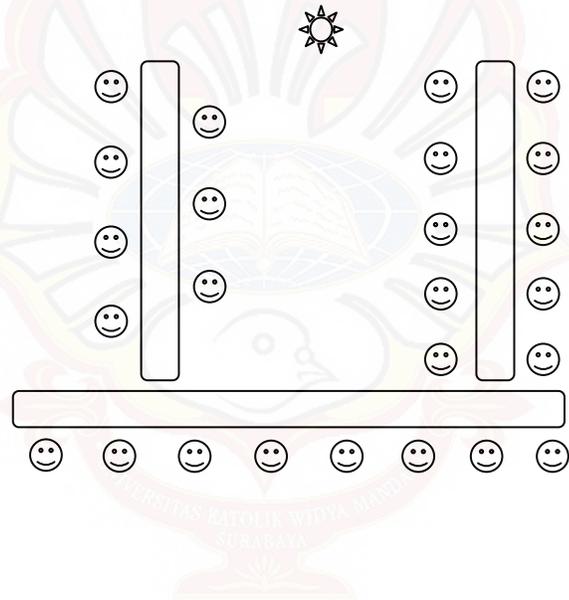
Students : Yo... yo... yo... [S13a]

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]

OBSERVATION SHEET OF TEACHER A

Class : IC A – 2nd observation
Date : December 1, 2010
Session/Time : 3 / 10.40-12.20
Lecturer : T 1
#SS : 25 students
Material : Workbook 5A and 5B
“Plans for rock festival”
Media : Power Point
Layout :



Teaching Strategies : Teacher centered.

Notes :

10.55 : Review unit 5A → the teacher asked a student to write the answer on the board.

- | | |
|----|---|
| 7. | - I will lend you my camera provided that you give it back tomorrow. |
| | - Provided that you give <u>my camera</u> back tomorrow, <u>I will lend you it.</u> |
| | It I will lend it to |

11.10 : The teacher asked the students to look at the pictures, analyze, imagine that they are in the pictures, and see the value of it. He was leading the discussion related to the pictures.

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 B

Class : IC A – 2nd observation

Date : November 29, 2010

Session/Time : 2 / 08.50-10.30

Lecturer : T 2

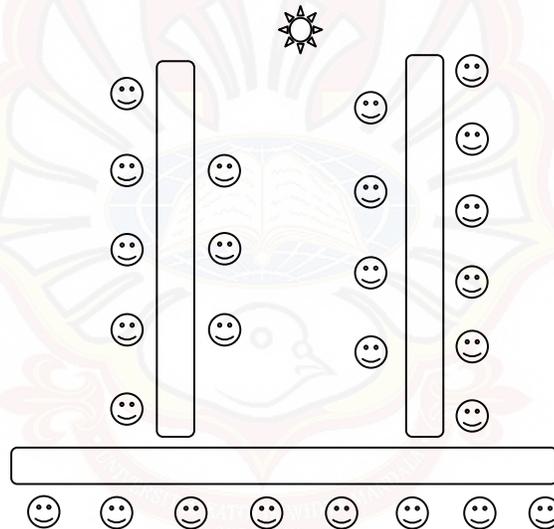
#SS : 26 students

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.

Possesive 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.

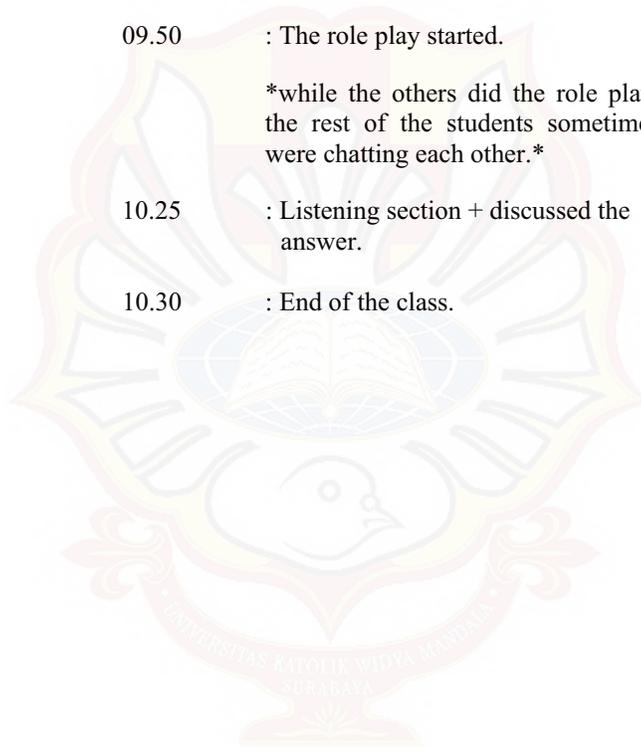
the students were very enthusiastic in doing the role play

09.50 : The role play started.

while the others did the role play, the rest of the students sometimes were chatting each other.

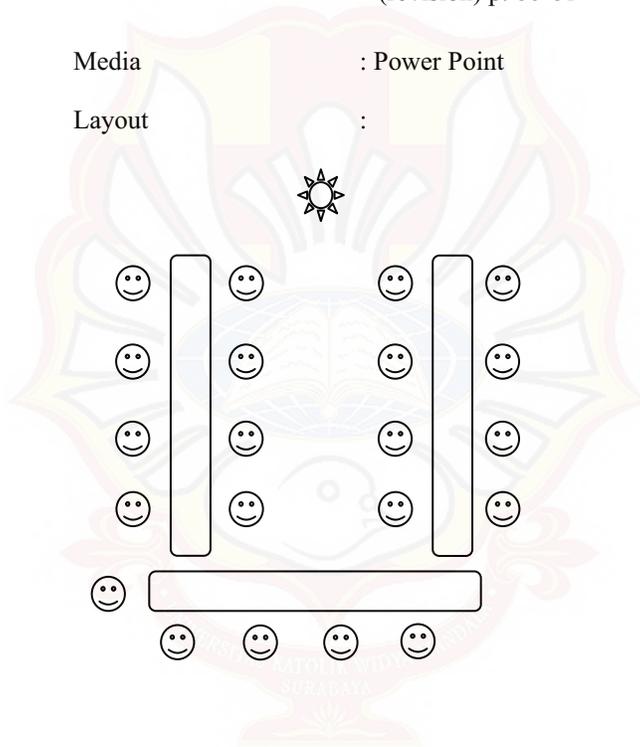
10.25 : Listening section + discussed the answer.

10.30 : End of the class.



OBSERVATION SHEET OF TEACHER C

Class : IC B – 1st 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 D

Class : IC C – 2nd observation

Date : November 29, 2010

Session/Time : 1 / 07.00-08.40

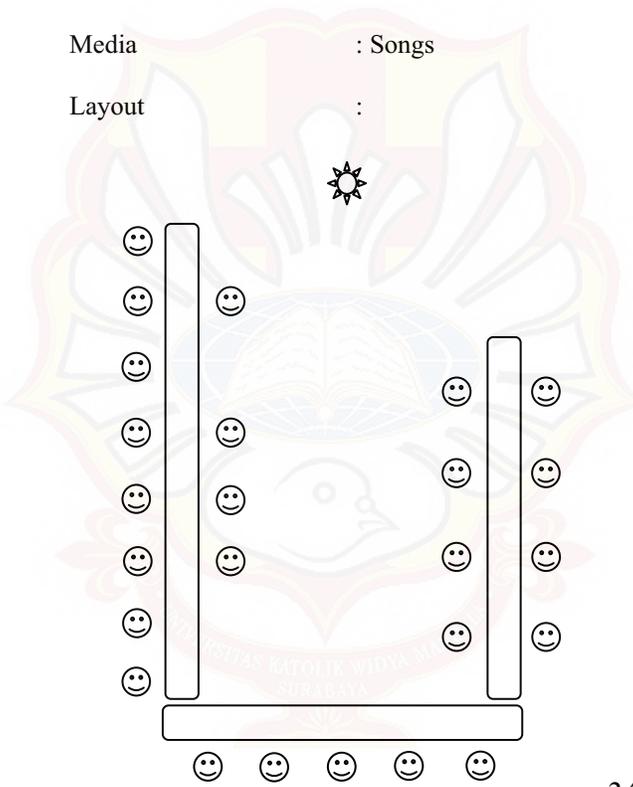
Lecturer : T 4

#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 :

Present Perfect	Present Perfect Continuous
S + Have/Has + V3	S + Have/Has + been + V ing
Ex : I’ve painted the wall.	Ex : I’ve been painting the wall.

* 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 A

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

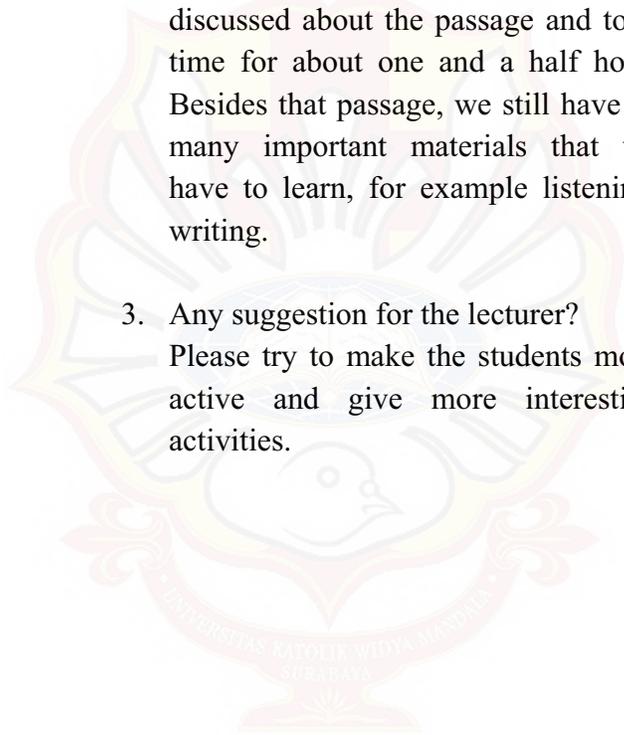
previous teacher who could bring the fun atmosphere. He was too monotonous, maybe it because he has already gotten his master degree, so his language is too difficult to understand and maybe because he is old.

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 B

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

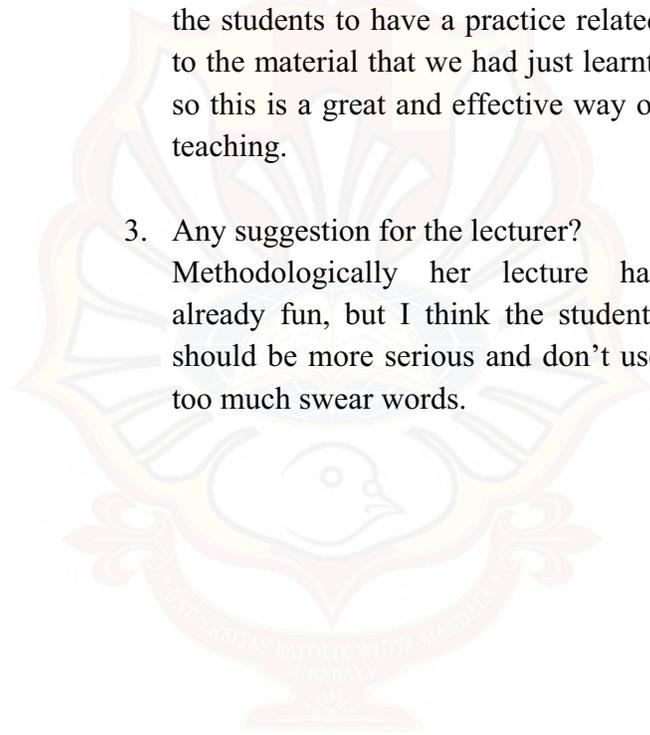
made the students creativity grows. Even sometimes they say so many swear words, but it still fun. The teacher was not wicked, too discipline, or behave like a dictator, but she could send all of the materials well.

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 C

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?

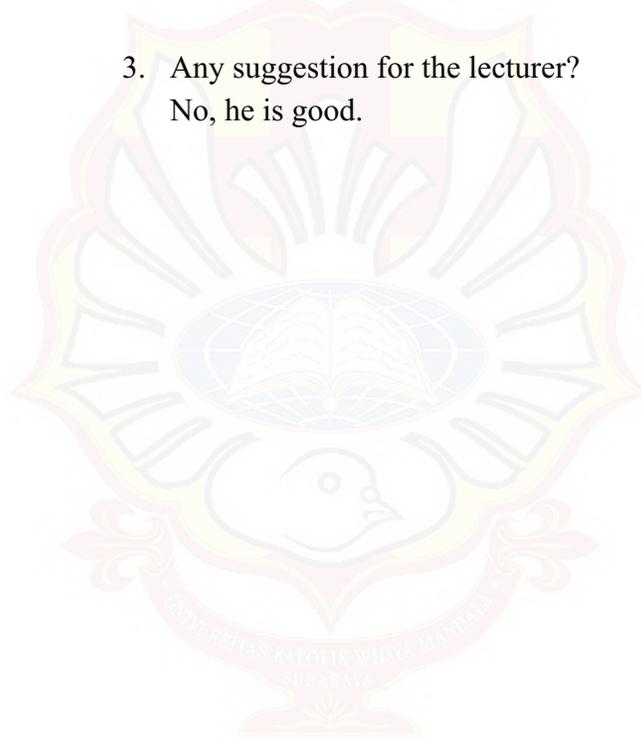
Yes, I did because it was fun, there was a lot of laughter, and he is a patient lecturer.

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 D

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.

