

## **APPENDICES**

## The Analysis of Each Passage

**Table analysis from Passage 1**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1	What's still waiting's problem?	Knowledge	All these questions are categorized into "Knowledge" because the students can directly find the answer in the passage
2	What's Bridget's advice?	Knowledge	
3	What's curious problem?	Knowledge	
4	What's Bridget's advice?	Knowledge	

**Table analysis from Passage 2**

<b>No</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Why did Liliana call Allan Jone's teacher? e. She didn't know his name f. She was trying to show respect g. She couldn't pronounce his name h. She felt confused	Analysis	All these questions are categorized into "Analysis" because the students are asked to analyze the relationship.
2	Why did Allan Jone ask Liliana not to call him "teacher"?	Analysis	

	<p>e. He didn't really like being a teacher</p> <p>f. He wanted to be friendly</p> <p>g. In his country, only very young pupils call their teacher "teacher"</p> <p>h. He thought Lilibana was being rude.</p>		
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**Table analysis from Passage 3**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Why was the sky dark?	Analysis	This question is categorized into "Analysis" because the students are asked to interpret elements
2.	Where did the Katchina people hide the sun and the moon?	Knowledge	This type of question is categorized as "Knowledge" because the students can find the answer on the text then copy the answer.
3.	Why did the Coyote steal the sun and the moon back?	Analysis	This question is categorized into "Analysis" because the students are asked to identify

			constituent parts
4.	When did the Coyote steal the sun and the moon back?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
5.	Where did they go then?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
6.	Why did they have to open the box with their eyes closed?	Analysis	This question is categorized into” Analysis” because the students are asked to Break down the passage (material) into parts
7.	In your opinion, what was the Coyote did right?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea or ask the students to give opinion.
8.	Which story (version) do you like best? Why?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge

**Table analysis from Passage 4**

<b>No</b>	<b>Questions.</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Why was Cleopatra so famous throughout the ancient world?	Analysis	This question is categorized into” Analysis” because the students are asked to Break down the passage (material) into parts
2.	Who was Anthony?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
3.	Why did Anthony go to Egypt?	Analysis	This question is categorized into” Analysis” because the students are asked to interpret elements
4.	Why did Anthony marry Octavia?	Analysis	This question is categorized into” Analysis” because the students are asked to make qualitative
5.	How did Anthony die?	Synthesis	This question is categorized into” Analysis” because the students are asked to predict
6.	How did Cleopatra die?	Synthesis	This question is categorized into” Analysis” because the students are asked to predict
7.	Does the story have happy or sad ending?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge

			an idea or ask the students to offer opinion.
8.	Are Anthony and Cleopatra real characters?	Analysis	This question is categorized into” Analysis” because the students are asked to assessment of elements
9.	What do you call this story?	Application	This type of question is categorized as “Application” because this question requires the students to put a theory into practical effect

**Table analysis from Passage 5**

<b>No.</b>	<b>Questions.</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	What is the purpose of the writer telling this story?	Analysis	This type of questions is categorized as “Analysis” because students are asked to guess what the author believes.
2.	Does the first part of the story tell: 4) Who was involved? 5) What happened? 6) Where and when did it happen?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage

3	Read the paragraph 2 and 4 again to answer this question, did the hen face any problems to marry the hawk?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
4	How did she solve the problem?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
5	In which paragraphs can you find the hen’s solution?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
6.	Does the story end in a happy or sad ending?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea or ask the students to offer opinion.
7.	Does the story happen in past or present time?	Application	This type of question is categorized as “Application” because it is based on the students’ knowledge

8.	The words which are used to tell that the story happened in the past..... and.....	Application	This question is categorized into “Application” because the passage does not specifically state the answer. But there is a simple and justifiable inference for the students to make from their understanding of the passage.
9.	The words that are used to tell that the order of events are..., then, before.....	Application	This question is categorized into “Analysis” because the passage does not specifically state the answer. But there is a simple and justifiable inference for the students to make from their understanding of the passage.
10.	Are the verbs in the present or in the past?	Application	This question is categorized into “Application” because the students are asked to answer the questions based on their own knowledge
11.	Write several action verbs that you find in the text!	Analysis	This question is categorized into “Analysis” because the students are asked to identify the organizational structure

**Table analysis from Passage 6**

<b>No</b>	<b>Questions.</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Where did the story happen?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
2.	Who was Anne’s father?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
3.	Who was Catherine of Arragon?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
4.	What did King Henry VII want to make Anne?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
5.	Did Anne agree or not? Why or why not?	Analysis	This question is categorized into “Analysis” because the students are asked to interpret elements and the organizational of the passage.
6.	What did she demand?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
7.	How long did she have to wait before	Knowledge	This question is categorized into “Knowledge” because the

	they got married?		students can directly find the answer in the passage
8.	Was the marriage a happy one? Why?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
9.	How was the end of Anne’s life?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
10.	Did the king have a son at the end?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
11.	Who succeeded the English throne after King Henry VII?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer

**Table analysis from Passage 6**

No	Questions.	Interpretations	Analysis
1.	What did the writer write this story?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
2.	When and where did the story happen?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
3.	Give your comment about the personalities of King Henry VII and Anne Boleyn!	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea or ask the students to give opinion.
4.	Are the people in the story real characters?	Application	This question is categorized into “Application” because the students are asked to answer the questions based on the students’ interpreting the idea
5.	What do you call this story?	Analysis	This question is categorized into “Analysis” because the students are asked to answer the questions based on the organizational principles
6.	Does the story have a happy ending?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea

			or ask the students to offer opinion.
7.	Underline the action verbs in the story!	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
8.	Circle the connective words that links sentences!	Analysis	This question is categorized into “Analysis” because the students are asked to answer the questions based on the organizational principles
.9.	What genre does this text belong to?	Analysis	This question is categorized into “Analysis” because the students are asked to answer the questions based on the organizational principles

**Table analysis from Passage 7**

<b>No</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Do you also have these kinds of tales in your country?	Application	This question is categorized into “Application” because the studentas are asked to use knowledge in response to real circumstances
2.	Mention some titles of them?	Application	This question is categorized into “Application”

			because the students are asked to use knowledge in response to real circumstances
3.	What do you think of these tales? Are they logical or not? Why or why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea or ask the students to offer opinion.
4.	What is the purpose of telling these tales?	Analysis	This question is categorized into “Analysis” because the students are asked to the value after the students read a passage
5.	Can you tell me one of them from a logical side?	Synthesis	This question is categorized into “Synthesis” because the students are asked to develop plans or procedures

**Table analysis from Passage 8**

<b>No</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Where was the writer when he wrote this story?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
2.	What was his purpose in writing the story?	Analysis	This question is categorized into “Analysis” because the students are asked to find” What does the author believe”
3.	What will happen if he doesn’t write it?	Application	This question is categorized into “Application” because the studentas are asked to use knowledge in response to real circumstances
4.	What sort of man was the writer?	Application	This question is categorized into “Application” because the studentas are asked to interpret the author’s character,
5.	What made him easily get angry?	Comprehension	re-state data in one's own words
6.	What did he do to Pluto?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
7.	How did he feel when he saw the shadow of Pluto in the wall?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer

8.	Underline the words or phrases that describe the writer's fear.	Knowledge	This question is categorized into "Knowledge" because the students can directly find the answer in the passage
9.	What is the moral of the story?	Evaluation	This type of question is categorized as "Evaluation" because this question requires the students to judge an idea and giving Moral or in relation to values
10.	Do you believe this superstition? Why/ why not?	Evaluation	This type of question is categorized as "Evaluation" because this question requires the students to judge the idea or Give your opinion

**Table analysis from Passage 9**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	When and where did the story happen?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
2.	What is the purpose of the writer telling this story?	Analysis	This question is categorized into “Analysis” because the students are asked to guess What does the author believe After they read the passage.
3.	Where did the writer see the white shadow?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer

**Table analysis from Passage 10**

<b>No</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	What is the story about?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
2.	What is the purpose of the story?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts

3.	Who were Sherlock Holmes and Dr. Watson?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
4.	What case did they solve?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
5.	What did Miss Morstan receive every year on the date her father was lost?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
6.	Where did Miss Morstan and Theodore arrange to meet?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
7.	Where did Mr. Morstan get the treasure from?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
8	Why was Mr. Morstan lost?	Analysis	This question is categorized into “Analysis” because the students are asked to answer the questions based on functions of a process or concept.
9	What was captain sholto’s last will?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
10	Where was the treasure kept?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
11	Who killed captain sholto?	Knowledge	This question is categorized into “Knowledge” because

			the students can directly find the answer in the passage
12.	Did they get the treasure at the end? Why?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
13.	Do you think the story ends happily or sadly?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea or ask the students to offer opinion.
14	Do you like the story? Why / why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to judge an idea and asked the students to think critically.
15.	What do you call this kind of text?	Application	This question is categorized into “Application” because the studentas are asked to put theory into practice
16	The organization of narrative text is:....., .....and..... d. The orientations contains..... e. The complication contains..... f. The resolution contains.....	Analysis	This question is categorized into “Analysis” because the students are asked to answer the questions based on functions of a process or concept.
17	The temporal sequences used in the text are =.....	Application	This question is categorized into “Application” because the studentas are asked to put theory into practice
18	Mention the action verbs in the text =.....	Analysis	This question is categorized into “Analysis” because the students are asked to Analyze and identify constituent parts

**Table analysis from Passage 11**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Who are the main participant(s) in the story?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
2.	Are these any temporal sequences in the text? Mention them!	Analysis	This question is categorized into “Analysis” because the students are asked to Analyze and identify constituent parts
3.	Mention the action verbs in the text?	Analysis	This question is categorized into “Analysis” because the students are asked to answer the questions based on functions of a process or concept.
4.	What is the purpose of the writer telling this story?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
5.	What do you call this story?	Application	This question is categorized into “Application” because the studentas are asked to put theory into practice
6.	What tense is mostly used in the text?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict

**Table analysis from Passage 12**

No	Questions	Interpretations	Analysis
1.	In the writer's opinion what do cars in a city cause?	Analysis	This question is categorized into "Analysis" because the students are asked to Break down the passage (material) into parts
2.	What do cars emit?	Knowledge	This question is categorized into "Knowledge" because the students can directly find the answer in the passage
3.	Who mostly are the victims in car accidents?	Knowledge	This type of question is categorized as "Knowledge" because the students can find the answer on the text then copy the answer
4.	Which paragraph tells you that cars also cause noise pollution?	knowledge	This question is categorized into "Knowledge" because the students can directly find the answer in the passage
5.	What is the topic of the text?	Application	This question is categorized into "Application" because the studentas are asked to use their own knowledge or put the theory that they got then practice in this questions

**Table analysis from Passage 13**

No.	Questions	Interpretations	Analysis
1.	Why is it so important to learn English?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
2.	How did the writer elaborate his argument?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
3.	“English is world’s most important language” does this statement belong to many people’s or to one person’s idea? How do you know that?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict the answer then give opinion
4.	What is the purpose of the writer in this text?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
5.	Do you think everybody will agree with the text? Why / why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict the answer then give opinion

6	The statement essence in the beginning of the text is similar to the last statement of the text what is the purpose of repeating the statement?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
7.	What do you call this text?	Application	This question is categorized into “Application” because the studentas are asked to use their own knowledge or put the theory that they got then practice in this questions
8.	What tense is mostly used in the text?	evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict

**Table analysis from Passage 14**

No.	Questions	Interpretations	Analysis
1.	Which paragraph has more specific information?	Application	This question is categorized into “Application” because the students are asked to Select or apply knowledge, put theory into practice, use knowledge in response to real circumstances
2.	Which paragraph helps you better understand the main idea?	Application	This question is categorized into “Application” because the students are asked to Select or apply knowledge, put theory into practice.
3.	Does the 1 <sup>st</sup> sentence control the content of the whole paragraph?	Application	This question is categorized into “Application” because the students are asked to demonstrate their idea
4.	What transitional word is used to relate the previous sentence to the next sentence?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
5.	Do you agree that the 1 <sup>st</sup> sentence is the topic of the whole paragraph?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict and state with their own ideas

**Table analysis from Passage 15**

No.	Questions	Interpretations	Analysis
1.	What will happen to your heart if you are too fat?	Synthesis	This type of question is categorized as “Synthesis” because this question requires the students to design solutions
2.	Is there any effect on your blood? If you are too fat? What is it?	Application	This type of question is categorized as “Application” because this question requires the students to use knowledge in response to real circumstances
3.	The conclusion of all the facts is that extra fat can reduce your.....	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict and state with their own ideas
4.	What is the purpose of the writer in this article?	Analysis	This question is categorized into “Analysis” because the students are asked to develop plans or procedures

**Table analysis from Passage 16**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	What is V-day?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
2.	Is it part of our culture? How come the feel of V-day is everywhere?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
3.	What is the symbol of V-day?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
4.	What do people usually do on that day?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
5.	When did it become popular? Where?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
6.	For American. Is V-day a holiday?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
7	What is your pinion about V-day?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict and state with their own ideas

**Table analysis from Passage 17**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	What was the lion doing when the mouse ran up and down upon him?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
2.	What problem did the mouse have?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
3.	How did he overcome his problem?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
4.	What happened to the lion sometimes after?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
5.	How did he overcome his problem?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
6	What is the message of the story?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage;

			however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
7	Who was the author of the story?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
8	Who are the main participants of the story?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
9	What do you call a story that tells about animals which can talk like humans?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret or use or apply knowledge

**Table analysis from Passage 18**

No.	Questions	Interpretations	Analysis
1.	Does fable talk about animals or humans?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret or use or apply knowledge
2.	Who are the participants in this story?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
3.	What happened to the general’s horse one day?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
4.	How could he solve his problem?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
5.	What did he do to blacksmith’s horse	Knowledge	This type of question is categorized as “Knowledge”

	shoe?		because the students can find the answer on the text then copy the answer
6.	What did the general give to the blacksmith?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
7.	What did the blacksmith d with the general’s coin?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
8.	What is the message of the story?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
9.	What do you call a story that teaches us a moral lesson?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret or use or apply knowledge

**Table analysis from Passage 19**

No.	Items	Interpretations	Analysis
1.	The participants in the story are..... and.....	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
2.	When and where did the story happen?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
3	The orientation of the story can be found in paragraph....	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
4	The beginning of the problem is in paragraph.....	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.

5	Complete the following chart....	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
6	Can you find the writer’s evaluation of the mouse, deer, and the crocodile?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts

**Table analysis from Passage 20**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Do you find something funny from this story? What is it?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
2.	In your opinion, was Michael a clever student or not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict and give opinion
3.	Who was clever, Michael or his father?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict and

			compare
4.	Do you like this kind of this story? Why/ why not?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret or use or apply knowledge
5.	If you were the teacher, would you be mad (angry) at Michael? Why / why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to predict and state with their own ideas or assess effectiveness of whole concepts, in relation to values,

**Table analysis from Passage 21**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Who were the participants in the story?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
2.	Where do you think the story happen?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret
3.	When did the story happen?	Application	This type of question is categorized as

			“Application” because this question requires the students to Show and demonstrate the sentences that can support their answer
4.	What tense is mostly used in the story?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
5.	Which part of the story is funny?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret and discover
6.	How many events are there in the story?	Application	This type of question is categorized as “Application” because this question asked about “How many”
7.	Why do you think the story is funny?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes
8.	What is the purpose of the writer telling the story?	Analysis	This question is categorized into “Analysis” because the students are asked to guess What does the author believe

**Table analysis from Passage 22**

No.	Questions	Interpretations	Analysis
1.	Who were the participants in the story?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage
2.	Where do you think the story happen?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer
3.	When did the story happen?	Application	This type of question is categorized as “Application” because this question requires the students to Interpret
4.	What tense is mostly used in the story? Why?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
5.	Which part of the story is funny? Underline!	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer

6.	How many events are there in the story?	Application	This type of question is categorized as “Application” because this question asked about “How many”
7.	Find its text structure!	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts

**Table analysis from Passage 23**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Do you always cover your smile with your hand? Why/ why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes
2.	Do you agree with the text above? Why / why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes
3.	Which are more important; to grammatically or culturally correct? Explain?	Evaluation	This type of question is categorized as “Evaluation” because this question asking about Which is more important

**Table analysis from Passage 24**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Do you think the story is funny? Why/ why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes
2.	Which part do you like best?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer

**Table analysis from Passage 25**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Do you laugh when you read the story?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion
2.	Which part is funny for you?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer

**Table analysis from Passage 26**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Why did Jack have to leave the university?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage.
2.	What did his father try to do?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
3.	What example did the professor give to show how bad jack was?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
4.	What was his father’s excuse for him?	Knowledge	This question is categorized into “Knowledge” because the answer is stated in the passage.
5.	Do you think the story above is funny? Why/ why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion
6.	Fill in the blanks with the correct information from the text!	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts

**Table analysis from Passage 27**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Where is the most corrupt in Indonesia?	Knowledge	This question is categorized into “Knowledge” because the students can directly find the answer in the passage
2.	Jakarta is the most corrupt place in Indonesia. Des this statement belong to many people or to ones person’s idea? How do you know?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion
3.	What is the writer’s advice to overcome corruption in Indonesia?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
4.	What is the purpose of the writer in this text?	Analysis	This question is categorized into “Analysis” because the students are asked to guess What does the author believe
5.	Do you think that everybody will agree with his pinion? Why?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion
6.	What is the purpose of the last paragraph?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however

			students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
7.	What kind of genre does this text belong to?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts
8.	What tense is mostly used in the text?	Analysis	This question is categorized into “Analysis” because the students are asked to identify constituent parts

**Table analysis from Passage 28**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	Why does the writer say in cities is getting worse?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer
2.	Why is money part of the crime problem?	Application	This type of question is categorized as “Application” because this question requires the

			students to Show and demonstrate the sentences that can support their answer
3	What do young people in poor neighborhoods do to earn money?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
4	What is the relationship between drug and crime?	Analysis	This question is categorized into “Analysis” because the students are asked to Analyze the relationship between the parts
5	What do these words refers to..... e) “this “ in line 2, paragraph 1 f) “their” in line 2, paragraph 1 g) “they “in line 2, paragraph 4 h) “they” in line 2, paragraph 5	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the passage then the students try to explain or interpret meaning from a given scenario or statement
6	What is the purpose of the writer arguments Supported by evidence and examples?	Analysis	This question is categorized into “Analysis” because the students are asked to guess what does the author believe

7	How many reasons did he mention to support his arguments?	Application	This type of question is categorized as “Application” because this question asked about “How many”
8	Are the writer’s argument supported by evidence and examples?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
9	Which part of the text contains the advice of the writer to do something better?	Analysis	This question is categorized into “Analysis” because the students are asked to Break down the passage (material) into parts
10.	Is the text an analytical exposition or hortatory exposition?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion

**Table analysis from Passage 29**

<b>No.</b>	<b>Questions</b>	<b>Interpretations</b>	<b>Analysis</b>
1	What does AFI offer to viewer?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
2.	Does AFI offers its winner fast popularity? Why?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
3.	According to the writer, how can we improve the Indonesian music industry?	Synthesis	This type of question is categorized as “ Synthesis” because this question requires the students to design solutions
4.	What is the purpose of the writer writing this text?	Analysis	This question is categorized into “Analysis” because the students are asked to guess what does the author believe
5.	What do you call a text that presents an argument about someone’s opinion?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer
6.	Do you agree with the writer’s opinion? Why?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion

**Table analysis from Passage 30**

No.	Questions	Interpretations	Analysis
1.	Who wrote this letter to the editor?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
2.	Where can you find a letter like this?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer
3.	Who is the letter addressed for?	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer.
4.	What is the purpose of the writer sending this letter?	Analysis	This question is categorized into “Analysis” because the students are asked to guess what does the author believe
5.	How many reasons did she mention to support her argument?	Application	This type of question is categorized as “Application” because this question asked about “How many”

6	What do you call this text?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer
7	Which part of the text contains the advice of the writer to do something better?	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
8.	Do you agree with Massarani’s opinion that advertisement should be banned from TV programs? Why/ why not?	Evaluation	This type of question is categorized as “Evaluation” because this question requires the students to concludes and assess the students to share their opinion

**Table analysis from Passage 31**

<b>No.</b>	<b>Items</b>	<b>Interpretations</b>	<b>Analysis</b>
1.	The participants in the text.....	Knowledge	This type of question is categorized as “Knowledge” because the students can find the answer on the text then copy the answer
2.	The verbs in this text are mostly written in .....tense	Analysis	This question is categorized into “Analysis” because the students are asked to interpret elements, organizational principles, structure,
3.	The connective words to show a relationship of an argument in one paragraph to that in another paragraph are.....	Comprehension	This question is categorized into “Comprehension” because the answered is stated in the passage; however students can not copy directly from the passage. They should be able to understand the sentences and answer it with their own words.
4.	Underline the subjective opinion in the text!	Analysis	This question is categorized into “Analysis” because the students are asked to interpret elements, organizational principles, structure,

5.	Circle the thinking verbs used in the text!	Analysis	This question is categorized into “Analysis” because the students are asked to interpret elements, organizational principles, structure,
6.	Modalities used in the text are.....	Analysis	This question is categorized into “Analysis” because the students are asked to interpret elements, organizational principles, structure,
7.	What do you call this text?	Application	This type of question is categorized as “Application” because this question requires the students to Show and demonstrate the sentences that can support their answer

# 31 PASSAGES

Passage 1



# Ask BRIDGET

Australia's most revealing psychic  
answers your questions.

I am 21 and fairly happy, but I haven't had a serious relationship. I had one relationship, but I'm pretty sure I was just being used. Do you see a man coming into my life? I know they say good things come to those who wait — so it should be pretty good, shouldn't it?

*Still waiting, Tas.*

Well, let's look on the bright side. You have learned an important lesson about what you want in a relationship, and that doesn't include feeling used. But part of life's lessons is to experience a broken heart now and again. You will find a nice man. I feel you could meet someone from the mainland, so save for a holiday and head to Queensland.

I have split up with my boyfriend and this has left me feeling lonely and confused, as I thought we were right for each other. I would feel better knowing what's in store.

*Curious, NZ.*

First of all, you have to replace the emotional loss with something else, such as a part-time study course or joining a social club. I feel you will travel to Australia on holiday and be so smitten with the place that you will decide to come back permanently. You will meet a fellow Kiwi in Australia and live happily ever after.

### Find out:

1. What's *still waiting's* problem?
2. What's Bridget's advice?
3. What's <sup>India's</sup> *curious's* problem?
4. What's Bridget's advice?

Passage 2

**CLASSROOM BEHAVIOR**

**R**ead the situation below and choose the best answer for the questions.  
Sometimes, more than one answer is possible.

It was the first day of the English class and the teacher was introducing himself. He wrote his full name, Allan Jones, on the board and said, "My name is Alan Jones. If you like, you can use 'Mr.' with my name. Now I'd like you to tell me your names. Let's start with you," he said, indicating a young girl in the front row.

"My name is Liliana Castro, but you can call me Lily, Teacher."

Then the teacher said, "OK. I'll call you Lily, but please don't call me 'Teacher'. Please call me Alan or Mr. Jones."

Lily looked confused, but the teacher ignored her and continued to ask the students to introduce themselves.

1. Why did Liliana call Alan Jones "Teacher"?
  - a. She didn't know his name.
  - b. She was trying to show respect.
  - c. She couldn't pronounce his name.
  - d. She felt confused.
  
2. Why did Alan Jones ask Liliana not to call him "Teacher"?
  - a. He didn't really like being a teacher.
  - b. He wanted to be friendly.
  - c. In his country, only very young pupils call their teacher "Teacher".
  - d. He thought Liliana was being rude.

### Passage 3

**G** ENJOY THIS • Listen to Belle telling another version of 'Why do the Sun and the Moon live in the sky?' (New Mexico version). Complete the text and answer the questions.

#### Why do the Sun and the Moon Live in the Sky? (New Mexico Version)

Long time ago, there was no a . It was always dark and always b . This was because the Kachina, a very c people had d the Sun and the Moon and locked them away in a box. In the e , Coyote and Eagle, two friends e the desert.

Coyote and Eagle had always f together, but Coyote could not hunt anymore because he could not see at night. Coyote suggested that they go to g the Sun and the Moon and make them light up the world. Eagle was worried. He h Coyote that the Sun and the Moon were very strong and it was i to try to trick them.

In the end, Eagle agreed to help Coyote. While the Kachina were sleeping, Coyote and Eagle j into their village, stole the Sun and the Moon, and headed into the hills.

Coyote told Eagle that he wanted to open the box containing the Sun and the Moon. Eagle said "No." They must wait until their travels and open it with their eyes closed. Coyote k . He couldn't wait to see what was in the box.

Finally, he grew so curious that he threw it open. The light of the Sun was so bright that it l Coyote's eyes. The Sun and the Moon m and n far away, up into the sky where they are today.

(Adapted from: [www.storytell.com](http://www.storytell.com))

#### Find out:

1. Why was the sky dark?
2. Where did the Kachina people hide the Sun and the Moon?
3. Why did the Coyote steal the Sun and the Moon back?
4. When did the Coyote steal the Sun and the Moon back?
5. Where did they go then?
6. Why did they have to open the box with their eyes closed?
7. In your opinion, was what the Coyote did right?
8. Which story (version) do you like best? Why?

## Passage 4

 **SECOND CHALLENGE** • Listen to the story of Antony and Cleopatra. Then, rearrange these sentences according to their sequence in the story and answer the questions.

- In Egypt, Antony spent lazy days with Cleopatra. <sup>a</sup>
- Rome's army was so powerful that Antony and Cleopatra lost their armies in the battle of Actium. <sup>b</sup>
- Antony went back to Egypt and joined Cleopatra's army <sup>c</sup> to fight against Rome.
- Octavia and Antony got married. <sup>d</sup>
- Cleopatra, Queen of Egypt, was beautiful, intelligent, <sup>e</sup> and fascinating.
- Being ashamed of the lost, Antony took his own life <sup>f</sup> with his sword and Cleopatra killed herself with two <sup>g</sup> poisonous snakes.
- Antony went to Egypt to check if Cleopatra had <sup>h</sup> uncovered a plot against Rome.
- Octavius got angry and arranged a political marriage <sup>i</sup> between Octavia, his sister and Antony.
- Antony could not forget Cleopatra and went back to <sup>j</sup> Egypt.

### Find out:

1. Why was Cleopatra so famous throughout the ancient world?
2. Who was Antony?
3. Why did Antony go to Egypt?
4. Why did Antony marry Octavia?
5. How did Antony die?
6. How did Cleopatra die?
7. Does the story have a happy or sad ending?
8. Are Antony and Cleopatra real characters?
9. What do you call this story?

### Did You Know

The story of Antony and Cleopatra is called a historical story.

## Passage 5

**FOURTH CHALLENGE** • Study the following text. Then, answer the questions.

### Why Do Hawks Hunt Chicks?

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry him. But she said, "I can't fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show you how I have promised to marry me," said the hawk.

It happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll never be scratching the earth, and I'll always be flying above to catch your children," said the hawk.

*(Adapted from: www.storytotell.com)*

Orientation

Complication

Resolution

Complication

Resolution

**Think and Write**

- What is the purpose of the writer telling this story?
- Does the first part of the story tell:
  - who was involved?
  - what happened?
  - where and when did it happen?
- Read paragraphs 2 and 4 again to answer this question. Did the hen face any problems to marry the hawk?
- How did she solve the problem?
- In which paragraphs can you find the hen's solution?
- Does the story end in a happy or sad ending?
- Does the story happen in past or present time?
- The words which are used to tell that the story happened in the past: \_\_\_\_\_ and \_\_\_\_\_.
- The words that are used to tell the order of events are: \_\_\_\_\_, \_\_\_\_\_, *then, before*, \_\_\_\_\_, \_\_\_\_\_.
- Are the verbs in the present or in the past?
- Write several action verbs that you find in the text.

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## Passage 6

**G** **SIXTH CHALLENGE** • Listen to the story of Anne Boleyn. While listening, fill in the blanks with the words you hear. Then, do the following task.

### Anne Boleyn



During the reign of King Henry VIII of England in 1522, Anne Boleyn, the a) \_\_\_\_\_ of Sir Thomas Boleyn and a b) \_\_\_\_\_ of the Duke of Norfolk, c) \_\_\_\_\_ to England from France where she d) \_\_\_\_\_ her childhood. She became the Lady-in waiting into the service of Catherine of Aragon, King Henry VIII's first wife.

She soon caught the eyes of the King. The King tried to make Anne his mistress but Anne e) \_\_\_\_\_ it. Her sister, Mary Boleyn had been the king's mistress and f) \_\_\_\_\_ little from it but a scandal. She demanded that the King marry her. She waited g) \_\_\_\_\_ seven years for Henry to obtain an annulment of his marriage with Catherine of Aragon. In 1532 Henry VIII and Catherine h) \_\_\_\_\_.

It finally took an unavoidable breaking with the Pope in Rome before they wed in the mid of September in 1533. A year later Anne was i) \_\_\_\_\_, but she was unable to give the King the son he desperately needed for an heir. The King was so j) \_\_\_\_\_. Their k) \_\_\_\_\_ ended tragically for Anne. She was l) \_\_\_\_\_ of witchcraft, incest, and adultery. On May 19<sup>th</sup>, 1536 she was beheaded at the Tower of London. Ten days after her death, King Henry m) \_\_\_\_\_ to Lady Jane Seymour who was able to give the king a son, Prince Edward. But this didn't last long. The young n) \_\_\_\_\_ died young. Elisabeth, the daughter of Anne and Henry VIII became England's greatest o) \_\_\_\_\_.

(Adapted from: [www.storytotell.com](http://www.storytotell.com))



#### Find out:

1. Where did the story happen?
2. Who was Anne's father?
3. Who was Catherine of Arragon?
4. What did King Henry VIII want to make Anne?
5. Did Anne agree or not? Why/why not?
6. What did she demand?

next ▶

7. How long did she have to wait before they got married?
8. Was the marriage a happy one? Why?
9. How was the end of Anne's life?
10. Did the King have a son at the end?
11. Who succeeded the English throne after King Henry VIII?

**H** Read the story again carefully to find out its text structure. Then, answer the questions.

<b>1</b> Orientation	_____
	_____
<b>2</b> Complication	_____
	_____
<b>3</b> Resolution	_____
	_____
<b>4</b> Complication	_____
	_____
<b>5</b> Resolution	_____
	_____

**Find out:**

1. What did the writer write this story for?
2. When and where did the story happen?
3. Give your comments about the personalities of King Henry VIII and Anne Boleyn.
4. Are the people in the story real characters?
5. What do you call this story?
6. Does the story have a happy ending?
7. Underline the action verbs in the story.
8. Circle the connective words that link sentences.
9. What genre does this text belong to?

## Passage 7

### Cultural Awareness

Read the following text. Then, answer the questions.

#### POURQUOI TALES

*“Why does the Sun go on shining?”*

*“Why do the eyes of mine cry?”*

*“Why do the birds keep on singing?”*

*“Why does the sea rush to shore?”*

*“Why do chameleons change color?”*

*“Why is the ocean blue?”*

People (especially children) are naturally anxious about the wonders of nature. To feed this interest in the natural world – you can explain it with *pourquoi tales!* *Pourquoi* [por-kwa] means “Why” in French. *Pourquoi* tales are old legends told to explain why certain events happened.

These tales often start in the past, e.g.: *A long, long time ago ...* and end when the explanation is complete. *Pourquoi* tales are most often concerned with animals and the natural world.

*Pourquoi* tales come in different versions in nations and countries.

#### Find out:

1. Do you also have these kinds of tales in your country?
2. Mention some titles of them.
3. What do you think of these tales? Are they logical or not? Why/why not?
4. What is the purpose of telling these tales?
5. Can you tell one of them from a logical side?

Passage 8

**C** ACTIVE READING • Read the following text. The superstition tells that a cat has nine lives. A cat can turn into a witch and a witch can turn into a cat. Are those true? Read this story to find your answers. Then, answer the following questions.

## The Black Cat

I don't expect you to believe the story I am about to tell you. But in order to die peacefully, I must tell my story.

My wife and I loved pets. One of my wife's favorite pets was Pluto, a cat. Pluto was a very clever black cat.

One day I came home very drunk. I was in a very bad temper. For some reasons, Pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out! Then I hung the poor creature until it was dead.

The next morning, I woke up and remembered what I had done and I felt very sorry. I buried my memory in a drink.

One night my house was burning. There was suddenly nothing left, but a strange thing happened. I found in my bedroom wall the shape of a huge cat with one eye and a rope around its neck. I was terrified and could not forget such a horrible sight.

I regretted and felt sorry for Pluto so I bought another cat to take Pluto's place. This cat had a white patch on its chest.

I soon began to dislike the cat because it often stared at me with a strange and hatred look. It terrified me very much.



One day my wife and I went to the cellar. I was getting drunk at that time. The cat followed us. It got between my feet and nearly made me trip down the stairs. I was carrying an axe in my hand. I was so angry that I raised my axe wanting to kill the poor animal when my wife prevented me from doing so. My rage soon directed the axe at her. She fell dead at my feet.

Then I dug a grave to hide her body inside the cellar wall. I looked for the cat because I decided to kill it too, but I couldn't find it anywhere.

The fourth day after the death of my wife, the police came to my house because of my neighbors' suspicion. The police searched the house and found nothing. I was so glad that I said, "Gentlemen, this is a well-built house. Look at this wall." I lifted a stick and beat the wall in which I had buried my wife.

As soon as I had done that, a voice cried out from behind that wall. The sound was like a crying child but was not human.

The police were suspicious and they tore the wall down. The body of my wife was visible and sitting in front of her dead body was Pluto, the cat that had caused me to be hanged for murdering my wife!

(Adapted from: [www.narative.com](http://www.narative.com))

**Find out:**

1. Where was the writer when he wrote this story?
2. What was his purpose in writing the story?
3. What will happen if he doesn't write it?
4. What sort of man was the writer?
5. What made him easily get angry?
6. What did he do to Pluto?
7. How did he feel when he saw the shadow of Pluto in the wall?
8. Underline the words or phrases that describe the writer's fear.
9. What is the moral of the story?
10. Do you believe in this superstition? Why/why not?

**Passage 9**

**D** Read this text and answer the questions.

**An Unforgettable Night**

One night in early fall of 1980, I was driving home alone in my 1978 Fort Pinto. Something told me that I shouldn't have passed the highway. But John, my best friend said that this was the fastest way to get to my house.

A few minutes ago it started raining hard, and now the shower was coming down. The highway was so dark that I could barely see my way. All of sudden there was a white shadow. It appeared so suddenly that I could not stop my car and I hit the shadow.

**Find out:**

1. When and where did the story happen?
2. What is the purpose of the writer telling the story?
3. Where did the writer see the white shadow?

## Passage 10

**B** FIRST CHALLENGE • Read the following detective story. Pay attention to its structure. Then, answer the questions.

### The Sign of Four

Orientation

**S**herlock Holmes was a famous private detective who lived in London with his best friend, Dr. Watson, a retired British army doctor. Together they helped each other to solve mysterious cases. Both lived at 221 Baker Street in London.

Complication

One day, a beautiful lady named Miss Morstan came to the house for some help. Dr. Watson fell in love for the very first time with her. Miss Morstan told Holmes, "My father, Captain Morstan has been lost since returning to England from India in 1878. From then on, I always receive a beautiful pearl every year on the date my father lost."

Resolution

"This morning," she continued, "I got a letter asking me to come to Lyceum Theater at 7 p.m. tonight. So, please, accompany me to go there."

Complication

At Lyceum Theater, a man named Theodore Sholto greeted the three of them. "Miss Morstan, my name is Theodore Sholto. Nice to see you," he said. "Do you want to know about your father's death? Let me tell you. My father and yours were friend during their service in India."

Resolution

"One day, they found the treasure of Agra and they promised to share it when they returned to England. But your father broke the promise and they had a severe quarrel and your father got a heart attack and soon died."

Complication

"A few years later my father was seriously ill and he told my brother and me the truth and asked us to divide the treasure fairly. He told us to send you a pearl each year."

"Before he could tell the place of the treasure, an ugly face appeared in the window and killed my father then the murderer ran into the dark of the night."

"Finally we found father's treasure was kept in Pondicherry Lodge, an old house of my father and now we would like to divide the treasure." Theodore ended the story.

Resolution

Holmes, Dr. Watson, Miss Morstan, and Theodore went to Pondicherry Lodge. When they arrived there they found that Theodore's brother had died. He was killed by a poisoned thorn and the treasure was gone.

Complication

Holmes and Dr. Watson investigated the case. They found that there were two murderers in this case. One was one-legged man and the other one was a Pigmy man.

Resolution

As soon as they found out about the murder, the police chased these men on the river. The Pigmy man was shot dead and the one-legged man was caught. Unfortunately, the treasure was thrown into the river.

Complication

"The treasure belonged to us the Sign of Four: me, the Pigmy man, and my two Indian friends. Your fathers had stolen it from us in India," said the one-legged man.

Miss Morstan could not become a rich lady but this was a good thing for Dr. Watson because he was able to marry Miss Morstan.

Resolution

### Find out:

1. What is the story about?
2. What is the purpose of the story?
3. Who was Sherlock Holmes and Dr. Watson?
4. What case did they solve?
5. What did Miss Morstan receive every year on the date her father was lost?
6. Where did Miss Morstan and Theodore arrange to meet?
7. Where did Mr. Morstan get the treasure from?
8. Why was Mr. Morstan lost?
9. What was Captain Sholto's last will?
10. Where was the treasure kept?
11. Who killed Captain Sholto?
12. Did they get the treasure at the end? Why?
13. Do you think the story ends happily or sadly?
14. Do you like the story? Why/why not?
15. What do you call this kind of text?
16. The organisation of narrative text is: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  - a. The Orientation contains \_\_\_\_\_.
  - b. The Complication contains \_\_\_\_\_.
  - c. The Resolution contains \_\_\_\_\_.
17. The temporal sequences used in the text are: *One day*, \_\_\_\_\_, *finally*, \_\_\_\_\_.
18. Mention the action verbs in the text.

## Passage 11

**C** SECOND CHALLENGE • Read this story carefully and label the parts of its structure in the spaces provided. Then, answer the questions.

### A Lane Going up The Hill

..... → It was a heavy rainstorm in Kampung Sepang. Jabri and Halil had just finished their dinner together at Jabri's house. They were sitting in the living room for coffee and conversation, hoping the rain would stop soon.

..... → It was half past eleven at night and the downpour was showing no signs of stopping.

..... → "Looks like you'll have to spend the night here, Halil." said Jabri. "No way," Halil said, "I've to be at work early tomorrow morning."

..... → A few moment later Halil got into the car, started the engine, and said good night to Jabri.

..... → Something told him that he shouldn't have turned off the lane going up the hill, but it was the shortest way home. He knew that lane. It ran across from an old Chinese cemetery. There were no lights, no cars, no people, just Halil and his old car.

..... → All of sudden a white shape appeared in the middle of the lane. Halil shone his beam of light in that direction. The white shape turned to Halil. He saw a pair of crimson eyes staring at him. It was a long-haired woman in a long white dress. She grinned at Halil. At once, Halil felt his blood freeze. His heartbeat stopped. His mouth opened but he was speechless. His eyes opened wide in terror.

..... → Suddenly, consciousness came into his mind. He quickly reversed his car and sped away just in time.

..... → "I think I'll take up your offer to spend the night here after all," Halil told Jabri as his legs trembled.

*(Adapted from: www.storytotell.com)*

#### Find out:

1. Who are the main participant(s) in the story?
2. Are there any temporal sequences in the text? Mention them.
3. Mention the action verbs in the text.
4. What is the purpose of the writer telling this story?
5. What do you call this story?
6. What tense is mostly used in the text?

## Passage 12

**B**  **ACTIVE LISTENING** • Listen to the following text. Fill in the blank spaces with the words you hear. Then, answer the questions.

### Cars Should be Banned in Cities

Cars should be banned in a city. As we all a \_\_\_\_\_, cars b \_\_\_\_\_ pollution, and c \_\_\_\_\_ a lot of road d \_\_\_\_\_ and other accidents.

Firstly, cars, as we all know, e \_\_\_\_\_ to most of the pollution in the world. Cars f \_\_\_\_\_ a deadly gas that causes illness such as g \_\_\_\_\_, lung cancers, and 'triggers' h \_\_\_\_\_. Some of these illnesses are so bad that people can i \_\_\_\_\_ from them.

j \_\_\_\_\_, a city is very busy. k \_\_\_\_\_ wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars, today, are the l \_\_\_\_\_ killers m \_\_\_\_\_.

In n \_\_\_\_\_ cars should be banned from a city for the reasons listed o \_\_\_\_\_.

 **Say it right**

asthma

/ˈæsmə/

bronchitis

/brɒŋˈkaɪtɪs/

concentrate

/ˈkɒnsntreɪt/

contribute

/kənˈtrɪbjʊ:t/

create

/kriːˈeɪt/

death

/deθ/

pedestrian

/pɪˈdestriən/

#### Find out:

1. In the writer's opinion what do cars in a city cause?
2. What do cars emit?
3. Who mostly are the victims in car accidents?
4. Which paragraph tells you that cars also cause noise pollution?
5. What is the topic of the text?

## Passage 13

**B** ACTIVE READING • Read the following text. Then, answer the questions.

Title →

Thesis →

Arguments →

Reiteration →

### The Importance of English Language

I personally think that English is the world's most important language. Why do I say that?

Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who don't.

From the facts above, it is obvious that everybody needs to learn English to greet the global era.

*(Adapted from: Student Book For SMA, Balai Pustaka)*

**Find out:**

1. Why is it so important to learn English?
2. How did the writer elaborate his argument?
3. 'English is the world's most important language.' Does this statement belong to many people's or to one person's idea? How do you know that?
4. What is the purpose of the writer in this text?
5. Do you think everybody will agree with the text? Why/why not?
6. The statement essence in the beginning of the text is similar to the last statement of the text. What is the purpose of repeating the statement?
7. What do you call this text?
8. What tense is mostly used in the text?

## Passage 14

**C** YOUR TURN • Compare these paragraphs. Then, answer the questions.

1

In my opinion, elementary – school teachers work hard. They are not only dedicated to their profession but also care about all their students. They remember the students' name one by one. Furthermore, they understand that their students are individuals and have different ways of learning.

2

In my opinion, elementary – school teachers work hard. This morning, Mr. Rodriguez of Prince Elementary School arrived in his classroom at 7:30, an hour before his students. He set up a science display, wrote the day's work on the blackboard, and prepared a special assignment for Chris Lee who needed some help with his multiplication tables.

3

Many fast-food chains are believed to make their profits from adding a special ingredient called 'forget sauce' to their foods. Made largely from edible oil products, this condiment is never listed on the menu. In addition, this well-kept industry secret is the reason why ingredients are never listed on the packaging of victuals sold by these restaurants. 'Forget sauce' has a chemical property which causes temporary amnesia in consumers.

next ►

### Find out:

1. Which paragraph has more specific information?
2. Which paragraph helps you better understand the main idea?
3. Does the first sentence control the content of the whole paragraph?
4. What transitional word is used to relate the previous sentence to the next sentence?
5. Do you agree that the first sentence is the topic of the whole paragraph?

## Passage 15

**B** FIRST CHALLENGE • Read the following text. Pay attention to its structure. Then, answer the questions.

### Being Fat Matters

**Thesis** → Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat.

**Arguments** → **One important** effect is on the heart. If you are fat, your heart has to work harder. This may lead to a heart attack; or it may lead to other heart problem.

**Reiteration** → **In addition**, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes.

**Furthermore** high blood pressure is another possible result of being fat.

More studies are needed about all these problems. But **one thing is clear**, extra fat may make your life shorter.

*(Adapted from: Let's Write English)*

**Find out:**

1. What will happen to your heart if you are too fat?
2. Is there any effect on your blood if you are too fat? What is it?
3. The conclusion of all the facts is that extra fat can reduce your ....
4. What is the purpose of the writer in this article?

## Passage 16

Read the story below. Then, answer the questions.

### Valentine's Day is not Part of Our Culture

**A** Valentine's Day which falls on February 14 is no longer only celebrated in Western countries. The commercialization of this special day has spread all over the world. The day is also being exploited by radio and television stations, shopping malls, cafes, and many others to get more profits.

**Yolanda, 27**, is a public relations officer in a private company in South Jakarta. She lives with her parents in Bekasi, West Java.

"Since I graduated from senior high school, I have never celebrated Valentine's Day. I used to have dinner with my schoolmates but that was more because we wanted to get together for dinner. I think Valentine's Day is not part of Indonesian culture. It may be a special day for foreigners but I will be staying home because I will have to work on the following day."

**Ahmad Pauji, 25**, works in a company on Jalan Rasuna Said, Central Jakarta. He lives in Cileduk, Tangerang.

"Valentine's is a good moment for a trader to gain more profits. It is a chance for them to promote their products. My girlfriend sells women's attire in Bandung and gives a 20 percent discount on all pink items. The target is teenage girls. Many restaurants also do their best to lure more people for dinner. I never celebrate it as special day. I never say "Happy Valentine's" to my girlfriend even though she often gives me special gifts. Last year, for example, she sent me a photo album and romantic poems but I only said thanks in return."

*(Simplified from: The Jakarta Post, Vol. 23, February 13, 2006)*

#### Find out:

1. What is V-day?
2. Is it part of our culture? How come the feel of Valentine's Day is everywhere?
3. What is the symbol of Valentine's Day?
4. What do people usually do on that day?
5. When did it become popular? Where?
6. For Americans, is V-day a holiday?
7. What is your opinion about V-day?

Unit 4:

## Passage 17

**B** ACTIVE READING • Read the following fable. Then, answer the questions.

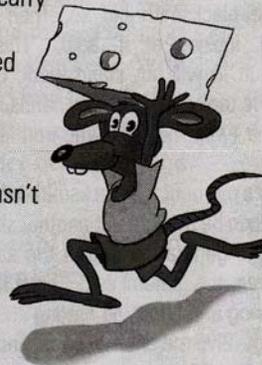
### The Lion and the Mouse

Once, when a lion was asleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help him, that he lifted up his paw and let him go.

Some time after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. "Wasn't I right?", said the little mouse.



*Moral: Little friends may prove great friends.*  
(AESOP)

#### Find out:

1. What was the lion doing when the mouse ran up and down upon him?
2. What problem did the mouse have?
3. How did he overcome his problem?
4. What happened to the lion some time after?
5. How did he overcome his problem?
6. What is the message of the story?
7. Who was the author of the story?
8. Who are the main participants of the story?
9. What do you call a story that tells about animals which can talk like humans?

## Passage 18

**G** ENJOY THIS • Read the following text. Then, answer the questions.

### The Stronger Man

There was once a very famous general. He was a very strong fine tall man. He was fond of saying that he would give all the money in his purse to any man who was stronger than himself.

One day, when the general was out riding with some friends, his horse stumbled and cast a shoe. There was a village just ahead, and the horse was led up to the door of a blacksmith.

The blacksmith was also a fine tall man, with broad shoulders and strong arms. The general asked him to bring out one of his best horse-shoes.

The blacksmith did so. Then the general, looking at it, said, "This is poor stuff. It will not stand work. Look here!" He took it in his strong hands, and with one twist, he broke the iron like a biscuit.

For a moment the blacksmith looked at him then he brought out another shoe, which the general treated in the same way. Then, the general said, "I see it no use picking and choosing among such a trashy lot. Give me another shoe, and let me go away."

The blacksmith brought another shoe and fitted it on the horse. Then

the general tossed him a gold coin. The blacksmith held it up to the light and said, "This coin of yours is poor stuff, my lord. Look here!"

He took the coin between his finger and thumb, and with one pinch, he cracked it in two like a wafer.

It was now the general's turn to stare. He gave the man a second coin, and it was broken in the same way.

Then the blacksmith said, "I see it is no use picking and choosing such a trashy lot; give me another coin and we will say good bye."

The general looked at him, then burst into a laugh, "Fairly caught!". He then said, "My man, I promised all the money in my purse to anyone I met stronger than myself. Here it is; it is yours. Now come along with me and serve as smith in my army. You shall not repent having met me."

And the general was as good as his word.

#### Find out:

1. Does this fable talk about animals or humans?
2. Who are the participants in this story?
3. What happened to the general's horse one day?
4. How could he solve his problem?
5. What did he do to the blacksmith's horse shoe?
6. What did the general give to the blacksmith?
7. What did the blacksmith do with the general's coin?
8. What is the message of the story?
9. What do you call a story that teaches us a moral lesson?

Passage 19

**D** THIRD CHALLENGE • Read the following fable. Then, answer the questions.

### The Mouse Deer and the Crocodile

**T**he mouse deer was a very tricky animal but he had many enemies. One of his enemies was a crocodile. The crocodile lived in a river near a forest.

One day, the mouse deer went to the river. It was a very hot day, and he was very thirsty and dirty. He wanted something to drink from the river and then he bathed and splashed about in the water.

Suddenly the crocodile saw the mouse deer. "Hmm.... a nice meal," he thought. Then, he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer's legs.

The mouse deer was startled and terrified as well. Then, he had an idea. He saw a twig floating near him. He picked it up and said, "You stupid fool!

So you think you've got me. You're biting a twig-not my leg, you, stupid crocodile! Here's my leg."

And with that, he showed the crocodile the twig. The crocodile could not see very well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer's leg and snapped upon the twig. The mouse deer ran out of the water immediately.

"Ha...ha....ha...", he laughed. "I tricked you!"

**Find out:**

1. The participants in the story are \_\_\_\_\_ and \_\_\_\_\_.
2. When and where did the story happen?
3. The orientation of the story can be found in paragraph \_\_\_\_\_.
4. The beginning of the problem is in paragraph \_\_\_\_\_.
5. Complete the following chart.

Complication	Resolution
<i>It was a hot day, the mouse deer felt thirsty and dirty.</i>	_____
_____	_____
_____	<i>He picked up a stick and showed the stick to the crocodile and said that it was his leg.</i>

6. Can you find the writer's evaluation of the mouse deer and the crocodile?

## Passage 20

**B**  **ACTIVE LISTENING** • Listen to a story about a schoolboy, named Michael. Complete the missing words. Then, answer the questions.

Okay, students. Listen to me. I have a good story. The story is about a boy a \_\_\_\_\_ Michael. He was ten years old. He was not a very good b \_\_\_\_\_. Why? Because he didn't like \_\_\_\_\_ . What did he like A \_\_\_\_\_ ? Oh, he liked playing in his c \_\_\_\_\_ time. He liked football very much. Do you know why he didn't like doing his f \_\_\_\_\_ ? Because he always made a lot of g \_\_\_\_\_ when he did it.

Well, one day, his h \_\_\_\_\_ teacher looked at Michael's homework and i \_\_\_\_\_ that all his homework was correct. Wow, that's a j \_\_\_\_\_ ! Of course students, the teacher was very k \_\_\_\_\_ and l \_\_\_\_\_. So, he called Michael to his office and said to him, "Michael, m \_\_\_\_\_ all your homework right this time. You're doing great. Well done, Michael. Did your father help you?"

"No, sir." Michael said, "Usually my father did it for me. But last night he was very busy. He had a n \_\_\_\_\_. So, he couldn't do my homework. Then, I had to do it p \_\_\_\_\_."

*(Adapted from: Intermediate Reading Comprehension, L. G. Alexander)*

 **Say it right**

chemistry  
/ˈkɛmɪstri/  
biology  
/baɪˈɒlədʒi/  
physics  
/ˈfɪzɪks/  
mathematics  
/ˌmæθəˈmætiks/  
geography  
/dʒɪˈɒɡrəfi/  
history  
/ˈhɪstri/  
homework  
/ˈhəʊm wɜ:k/

**Find out:**

1. Do you find something funny from the story? What is it?
2. In your opinion, was Michael a clever student or not?
3. Who was cleverer, Michael or his father?
4. Do you like this kind of story? Why/why not?
5. If you were the teacher, would you be mad (angry) at Michael? Why/why not?

## Passage 21

**B**  **FIRST CHALLENGE** • Listen to the following monolog. While listening, complete the text. Then, answer the questions.

### Green, Pink, and Yellow

Can you name the colors in English? Yes, you're right. Blue, red, yellow, and so on. By the way, I have a funny story about the colors. Do you want to hear it? Okay, listen to me carefully.

One day, an English teacher <sup>a)</sup> \_\_\_\_\_ about colors to his students.

After he had <sup>b)</sup> \_\_\_\_\_ explaining, he asked his students. "Who can make a sentence using the words <sup>c)</sup> \_\_\_\_\_, <sup>d)</sup> \_\_\_\_\_, and <sup>e)</sup> \_\_\_\_\_?"

James the <sup>g)</sup> \_\_\_\_\_ student in the class, quickly <sup>h)</sup> \_\_\_\_\_ his hand and answered, "When the yellow morning Sun comes, I see a beautiful, girl wearing a pink <sup>i)</sup> \_\_\_\_\_ walking through the green grass".

"<sup>j)</sup> \_\_\_\_\_! James, you are a very good student." <sup>k)</sup> \_\_\_\_\_ the teacher.

"Me, me, Sir" Johny, the <sup>l)</sup> \_\_\_\_\_ student in the class said while raising his hand. And then he said, "I heard the telephone <sup>m)</sup> \_\_\_\_\_ green .... green, then I pink up the receiver and I said, "Yellow, who's speaking there?"

*(Taken from: C'nS magazine 2003)*

Orientation

Event 1

Event 2

Event 3

Twist  
(Humor that makes the story funny)

#### Find out:

1. Who were the participants in the story?
2. Where do you think the story happened?
3. When did the story happen?
4. What tense is mostly used in the story?
5. Which part of the story is funny?
6. How many events are there in the story?
7. Why do you think the story is funny?
8. What is the purpose of the writer telling this story?

## Hand in Hand

**A** FIRST PROJECT • Work in groups. Read the text to find the answers of the following questions.

I am a disc jockey, and one night when I was at the controls, a record began to skip. Before I could react, the needle scraped across the entire song leaving me with 'dead-air' silence, a DJ's worst enemy. I grabbed the mike and shouted over the air: "All right, which one of you listeners at home just bumped your radio and made my record skip?" After my little face-saving joke, I played another song.

A few minutes later the switch-board operator came in to say that three people had called to apologize.

*(Taken from: Reader's Digest)*

### Find out:

1. Who were the participants in the story?
2. Where do you think the story happened?
3. When did the story happen?
4. What tense is mostly used in the story? Why?
5. Which part of the story is funny? Underline that part!
6. How many events are there in the story?
7. Find its text structure!

## Cultural Awareness

Read the following text. Then, answer the questions.

### BODY LANGUAGE

Body language is an important part of every language. This body language, however, is interpreted differently from culture to culture.

#### Laughing

An American-style smile, for example, is big and friendly. Americans are never afraid of showing their teeth. They don't cover their smile with their hands because they think that such a gesture is a silly thing to do. In fact, putting the hand in front of the mouth when laughing is considered impolite. It means that you are making fun of the other person.

#### Eye contact

When speaking, Americans do not close their eyes. This eye contact is very important in the U.S. They believe that 'honest people look at you directly, dishonest people look to the side, and embarrassed people look down.' If you close your eyes while talking with them, they will think you either bored or asleep.

#### Find out:

1. Do you always cover your smile with your hand? Why/why not?
2. Do you agree with the text above? Why/why not?
3. Which one is more important: to be grammatically or culturally correct? Explain.

**B** ACTIVE READING • Read the story. Then, answer the questions.

www.thespoof.com

### New Baby

A woman is sitting at home entertaining her parents who have come around to congratulate her on the birth of their first grandchild.

“So, when can we see the baby?”, asks the grandmother.

“In a little while”, replies the mother.

Some time passes. The grandparents are looking quite anxious at this point.

“So, when can we see the baby?”, asks the grandfather.

“When the baby starts crying.”, replies the mother.

The grandparents turn to look at each other, a little perplexed and ask, “Why do we have to wait until she starts crying?!”

The mother snaps back, “Because I put her down somewhere this morning and I can’t remember where she is!”

Find out:

1. Do you think the story is funny? Why/why not?
2. Which part do you like best?

**C** TRY THIS • Read the story. Then, answer the questions.

www.thespoof.com

### Magic Mirror

So there are three girls: an ugly redhead, a fat brunette, and a dumb blonde.

The three girls are at a historical inn. They stop to take a tour. The innkeeper showed them a mirror. He said that if you tell a lie in front of it, you disappear.

The ugly redhead goes up to the mirror and says “I think I’m pretty” and POOF! She disappears.

Then the fat brunette goes up to the mirror and says “I think I’m slim” and POOF! She was gone too.

Then the dumb blonde goes up to the mirror and says “I think” and POOF! She was gone.

Find out:

1. Did you laugh when you read the story?
2. Which part is funny for you?

Passage 26

**B** YOUR CHALLENGE • Read the following story. Pay attention to the structure and language features. Then, answer the questions.

**We Don't Subscribe to Any Newspapers**

Jack was a university student. He studied history.

At the end of the year, his history professor failed him in his examinations and he was told to leave the university.

The next day, Jack's father went to see the professor. He urged the professor to let Jack continue his studies the following year. "He's a good boy," said Jack's father, "and if you give him a chance this time, I'm sure he will improve a lot next year."

"No, no! That's quite impossible!" replied the professor, "Do you know, last month I asked him when Napoleon died, and he could not answer it."

"Please, sir, give him another chance," said Jack's father, "you see, we don't subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill."

*(Taken from: Intermediate Reading Comprehension, L. A. Hill)*

Orientation (Who, when, where) → the participant

Events → adverb of time

→ adverb of place

→ action verb

Twist (the funny part) → saying verb

**Find out:**

1. Why did Jack have to leave the university?
2. What did his father try to do?
3. What example did the professor give to show how bad Jack was?
4. What was his father's excuse for him?
5. Do you think the story above is funny? Why/why not?
6. Fill in the blanks with the correct information from the text.
  - a. Individual participants: \_\_\_\_\_.
  - b. Five examples of action verbs: \_\_\_\_\_.
  - c. Adverb of time and place: \_\_\_\_\_.
  - d. Tenses used in the text: \_\_\_\_\_.

## Passage 27

**B** FIRST CHALLENGE • Read the following text. Pay attention to the purpose of each paragraph. Then, answer the questions.

**D**o you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of the intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

*(Adapted from: The Jakarta Post, February, 2005)*

**Thesis**  
(Announcement of issue concern)

**Argument 1**

**Argument 2**

**Recommendation**  
(Statement of what should or should not happen)

### Find out:

1. Where is the most corrupt place in Indonesia?
2. 'Jakarta is the most corrupt place in Indonesia.' Does this statement belong to many people's or to one person's idea? How do you know that?
3. What is the writer's advice to overcome corruption in Indonesia?
4. What is the purpose of the writer in this text?
5. Do you think that everybody will agree with his opinion? Why?
6. What is the purpose of the last paragraph?
7. What kind of genre does this text belong to?
8. What tense is mostly used in the text?

Passage 28

**G** **SECOND CHALLENGE** • Listen to the cassette. Fill in the blanks. Then, answer the questions.

### Crime in Cities

Thesis

Crime is a serious problem in big cities and it is getting <sup>a</sup> \_\_\_\_\_ every year. This is what police departments around the country said in their reports last week. The subways and streets are more <sup>b</sup> \_\_\_\_\_. You may not even be <sup>c</sup> \_\_\_\_\_ in your own houses.

Arguments

Why is the problem so serious now? This is not an easy question to answer. There may not be a <sup>d</sup> \_\_\_\_\_ answer. Many problems seem to make cities <sup>e</sup> \_\_\_\_\_ from time to time.

One more of the problems is <sup>f</sup> \_\_\_\_\_. To fight crime a city needs police officers, cars, and guns. These cost a lot of money. But right now cities do not have much extra money. So, there are not enough police officers, cars, and guns for the cities.

Another problem is drugs. Crime studies have shown that many <sup>g</sup> \_\_\_\_\_ use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very <sup>h</sup> \_\_\_\_\_. So, these people have to sell drugs to other people to make money or they may steal money to get more drugs.

Recommendation

There is an even more important cause of crime. Cities have rich and poor <sup>i</sup> \_\_\_\_\_. In the poor neighborhoods, jobs are hard to find. Many <sup>j</sup> \_\_\_\_\_ people don't have much hope for a better life. They only know one way to make a better living for themselves, that way is to sell drugs or <sup>k</sup> \_\_\_\_\_. So, some of these young people have become criminals.

It is not going to be easy to change these crime problems. We must first change many of laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and we will live our lives <sup>l</sup> \_\_\_\_\_.

*(Adapted from: Reading Power, Beatrice S. M. Addison-Wesley Publishing)*

**Find out:**

1. Why does the writer say that crime in cities is getting worse?
2. Why is money part of the crime problem?
3. What do young people in poor neighborhoods do to earn money?
4. What is the relationship between drug and crime?
5. What do these words refer to:
  - a. 'This' in line 2, paragraph 1
  - b. 'Their' in line 2, paragraph 1
  - c. 'They' in line 2, paragraph 4
  - d. 'They' in line 3, paragraph 5
6. What is the purpose of the writer writing this text?
7. How many reasons did he mention to support his arguments?
8. Are the writer's arguments supported by evidence and examples?
9. Which part of the text contains the advice of the writer to do something better?
10. Is the text an analytical exposition or hortatory exposition?

**B** ACTIVE READING • Read the following opinion. Then, answer the questions.

*Can 'AFI' Guarantee One to be a Talented Singer?*

### Can 'AFI' Guarantee One to be a Talented Singer?

No one can deny that AFI (*Akademi Fantasi Indosiar*) has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other reality show such as 'Indonesian Idol', 'Katakan Cinta', 'Playboy Kabel Bersaudara', and so on.

AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public's awareness of the difficulties in reaching the top in the entertainment business.

But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, you'll see that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer.

Thus, if we want to improve the Indonesian music industry, we should really think about the singer's and the musician's talents and train them appropriately, so that they can be a professional singer or musician in the future.

*(Adapted from: C'nS Magazine, 2004)*

**Find out:**

1. What does AFI offer to TV viewers?
2. Does AFI offer its winner fast popularity? Why?
3. According to the writer, how can we improve the Indonesian music industry?
4. What is the purpose of the writer writing this text?
5. What do you call a text that presents an argument about someone's opinion?
6. Do you agree with the writer's opinion? Why/why not?

Passage 30

**B** FIRST CHALLENGE • Read the following text. Then, answer the questions.

**Should Ads be Banned from TV Programs?**

Dear Editor,

I am writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes duration for ads is even longer than the program itself.

Second, ads give a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I am sick of ads and now I mostly watch movie in cinema.

Sincerely yours,

Masarani S.W.

*(Taken from: Steps to Write)*

Unit 6: It Should Be Like This

**Find out:**

1. Who wrote this letter to the editor?
2. Where can you find a letter like this?
3. Who is the letter addressed to?
4. What is the purpose of the writer sending this letter?
5. How many reasons did she mention to support her argument?
6. What do you call this text?
7. Which part of the text contains the advice of the writer to do something better?
8. Do you agree with Masarani's opinion that advertisement should be banned from TV programs? Why/why not?

## Passage 31

**G** SECOND CHALLENGE • Work in pairs. Pay attention to the structure of the text below. Then, answer the questions.

**Title** → **Should Ads be Banned from TV programs?**

**Thesis** → **I** am writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

**Arguments** → First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.  
Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.  
Finally, ads play role in what programs people watch. That is because there are lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

**Recommendation** → For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I am sick of ads and now I mostly watch movie in cinema.

*(Taken from: Steps to Write)*

### Find out:

1. The participants in the text: ....
2. The verbs in this text are mostly written in ... tense.
3. The connective words to show a relationship of an argument in one paragraph to that in another paragraph are ....
4. Underline the subjective opinions in the text.
5. Circle the thinking verbs used in the text.
6. Modalities used in the text are: ...
8. What do you call this text?



