

APPENDIX 1

THE NARRATION TEXT

“NIGHT WATCH”

The story began on a downtown Brooklyn street corner. An elderly man had collapsed while crossing the street, and an ambulance rushed him to Kings County Hospital. There, during his few returns to consciousness, the man repeatedly called for his son. 1

From a smudged, oft-read letter, an emergency-room nurse learned that the son was a Marine stationed in North Carolina. Apparently, there were no other relatives. 2

Someone at the hospital called the Red Cross office in Brooklyn, and a request for the boy to rush to Brooklyn was relayed to the Red Cross director of the North Carolina Marine Corps camp. Because time was short-the patient was dying-the Red Cross man and an officer set out in a jeep. They located the sought-after young man wading through marshy boondocks on maneuvers. He was rushed to the airport in time to catch the one plane that might enable him to reach his dying father. 3

It was mid-evening when the young Marine walked into the entrance lobby of Kings County Hospital. A nurse took the tired, anxious serviceman to the bedside. 4

“Your son is here,” she said to the old man. She had to repeat the words several times before the patient’s eyes opened. Heavily sedated because of the pain of his heart attack, he dimly saw the young man in the Marine Corps uniform standing outside the oxygen tent. He reached out his hand. The marine wrapped his toughened fingers around the old man’s limp ones, squeezing a message of love and encouragement. The nurse brought a chair, so that the Marine could sit alongside the bed. 5

Nights are long in the hospitals, but all through the night, the young Marine sat there in the poorly lighted ward, holding the old man’s hand and offering words of hope and strength. Occasionally, the nurse suggested that the Marine move away and rest a while. He refused. 6

Whenever the nurse came into the ward, the Marine was there. His full attention was on the dying man, and he was oblivious of her and of the night noises of the hospital-the clanking of an oxygen tank, the laughter of the night- staff members exchanging greetings, the cries and moans and snores of other patients. Now and then she heard him say a few gentle words. The dying man said nothing, only held tightly to his son through most of the night. 7

Along toward dawn, the patient died. The Marine placed on the bed 8

the lifeless hand he had been holding, and went to tell the nurse. While she did what she had to do, he relaxed-for the first time since he got to the hospital.

Finally, she returned to the nurse's station, where he was waiting. She started to offer words of condolence for his loss, but the Marine interrupted her. "Who was that man?" he asked. 9

"He was your father," she answered, startled. 10

"No, he wasn't," the Marine replied. "I never saw him before in my life." 11

"Why didn't you say something when I took you to him?" the nurse asked. 12

"I knew right off there'd been a mistake, but I also knew he needed his son, and his son just wasn't here. When I realized he was too sick to tell whether or not I was his son, I figured he really needed me. So, I stay." 13

With that, the Marine turned and left the hospital. Two days later, a routine message came in from the North Carolina Marine Corps base informing the Brooklyn Red Cross that the real son was on his way to Brooklyn for his father's funeral. It turned out there had been two Marines with the same name and similar serial numbers in the camp. Someone in the personnel office had pulled out the wrong record. 14

But the wrong Marine had become the right son at the right time. And he proved, in a uniquely human way, that there are people who care what happens to their fellow human beings. 15

APPENDIX 2

THE DESCRIPTIVE TEXT

“FLOUR CHILDREN”

“Hey Mr. V., what are you doing dressed like that?” says a student 1
student as he enters the classroom at San Francisco’s Mission High School.
“I’m getting ready to deliver your baby,” replies the sex education teacher,
in surgical greens from cap to booties. “Do you have to take this so
seriously?” asks another, laughing nervously as she watches her teacher
bring out rubber gloves. “Yes, babies are serious matter,” he answers. As
the students settle into their seats, Robert Valverde, who has been teaching
sex education for four years-and “delivering babies” for three raises his
voice to convene the class.

“Welcome to the nursery,” he announces. “Please don’t breathe on 2
the babies. I just brought them from the hospital.” The students’ giggles
quickly change to moans as Valverde delivers a “baby”-a five-pound sack
of flour-to each student. “You must treat your babyas if it were real
twenty-four hours a day for the next three weeks,” he says. “It must be
brought to very class. You cannot put the baby in your locker, or your
backpack. It must be carried like a baby, lovingly, and carefully in your
arms. Students with jobs or other activities must find babysitters.” To
make sure the baby is being cared for at night and on weekends, Valverde
calls his students at random. “If the baby is lost or broken, you must call a
funeral parlor and find out what it would cost to have a funeral,” he says.
The consequence is a new, heavier baby-a ten-pound flour sack.

Valverde came up with the “flour baby” idea after hearing that 3
some sex education classes assign students take care of an egg; he
decided to try something more realistic. “A flour sack is heavier and more
cumbersome –more like a real baby,” Valverde says. To heighten the
realism, he has the students dress their five-pound sacks in babies’ clothes,
complete with diaper, blanket, and bottle.

“The primary goal is to teach responsibility,” says Valverde. “I 4
want those who can’t do it to see that they can’t, and to acknowledge that
the students who can are doing something that is very difficult and
embarrassing.” After thirty-six classes and more than a thousand students,
Valverde’s project seems to be having the effect he wants. “I look at all
the circumstantial evidence-the kids are talking to their parents in ways
they never have talked before, and for the first time in their lives, they are
forced to respond to an external environment. They have to fill out forms
every day saying where they’ll be that night and who’s taking care of the

baby. If their plans change, I make them call me and say who's with the baby. They're forced to confront people's comments about their babies.

Lupe Tiernan, vice-principal of predominantly Hispanic and Asian inner-city high school, believes Valverde's class has helped to maintain the low number of teenage pregnancies at her school. "His students learn that having a baby is a novelty that wears off very quickly, and by three weeks, they no longer want any part of it," she says. 5

At the beginning of the assignment, some students' parental instincts emerge right away. During the first week, sophomore Cylenna Terry took the rules so seriously that she was kicked out of her English class for refusing to take the baby off her lap and place it on the floor as instructed. However, the boys, learn early that they can't cope with their new role. "I just couldn't carry the baby around," says Enrique Aldae, 15. "At my age it was too embarrassing so I just threw it in my locker." He failed the class. 6

By the second week, much of the novelty has worn off, and the Students are beginning to feel that the babies are intruding on their lives. "Why does it have to be so heavy?" Cylenna Terry grumbles. "It's raining out-how am I supposed to carry this baby and open up my umbrella at the same time?" She has noticed other changes as well. "There's no way a boy is even going to look at me when I have this in my arms. No guys want to be involved with a girl who has a baby-they just stay clear." 7

Rommel Perez misses baseball practice because he can't find a babysitter. Duanne Broussard, who has helped care for his one-year-old nephew who lives in his household, learns new respect for how hard his mother and sister work at child care. "At least this baby doesn't wake me in the middle of the night," he says. Maria Salinis says, "My boyfriend was always complaining about the sack and was feeling embarrassed about having it around." I told him, "Imagine if it was a real baby. It made us ask important questions of one another that we had never before considered." 8

On the last day of the assignment, the temporary parents come to class, dragging their feet. Valverde calls the students one by one to the front of the room to turn in their babies. Most, their paper skin now fragile from wear, are returned neatly swaddled in a clean blanket. But others have ended up broken and lying in the bottom of a trash bin: a half-dozen students wound up with the-pound babies. The students' consensus is that babies have no place in their young lives. "I know that if I had a baby it would mess up my future and hold me down." "After this class, I don't want to have a baby. I couldn't handle it," says fifteen-year-old Erla Garcia. "It was only a sack of flour that didn't cry or scream, didn't need to be fed or put to sleep and I still couldn't wait to get rid of it." 9

APPENDIX 3

E NARRATIVE TEXT

[illegible]

THE RESULT OF SUMMARIES ANALYSIS BASED ON THE NARRATIVE

CLASS	NO	NAME	TITLE	CONTENT										MAIN IDEA REFERENCE	
				P1	P2	P3	P4	P5	P6	P7	P8				
D	(Reading D)		"Night watch" (Narrative)	An elderly man had collapsed	He only had a few minutes to live	The RC officer refused a request for the boy to see his dying father	The boy walked into the hospital	This boy received a message of love and encouragement	All right! Let's see the boy sit beside the old man, offered words of hope & strength	The boy's real strength was in	The old man died				
		1	Sista	V	V	V	V	V	-	V	V				
		2	P. Pevdia	V	-	V	V	V	-	-	-				
		3	Pestemala	V	-	V	V	V	-	-	-				
		4	Jeon	V	P	-	P	P	-	-	-				
		5	Pena	V	P	-	P	P	-	-	-				
		6	Imajari	V	P	-	P	P	-	-	-				
		7	Prick	V	V	V	P	P	-	-	-				
		8	Alagavand	V	V	V	V	V	-	-	-				
		9	Diana	V	V	-	P	P	-	-	-				
E	(Reading E)	10	Donatone	V	P	-	P	P	-	-	-				
		11	Selchun	V	V	-	P	P	-	-	-				
		12	Oruk	V	V	-	P	P	-	-	-				
		13	Wet	V	V	-	P	P	-	-	-				
		14	Vengina	V	V	-	P	P	-	-	-				
		15	Patola	V	V	-	V	V	-	-	-				
		16	Stran	V	V	-	-	-	-	-	-				
		17	Puari	V	-	-	-	-	-	-	-				
		18	Stilera	V	-	-	-	-	-	-	-				
		19	Mekana	V	V	-	V	V	-	-	-				
C	(Reading C)	20	Lia W.	V	V	-	P	P	-	-	-				
		21	Hengli	V	V	-	V	V	-	-	-				
		22	Devi	P	V	-	-	-	-	-	-				
		23	Surf	V	V	-	V	V	-	-	-				
		24	Earh	V	V	-	P	P	-	-	-				
		25	Polod	V	V	-	P	P	-	-	-				
		26	Lia	V	V	-	V	V	-	-	-				
		27	Hemara	V	V	-	V	V	-	-	-				
		28	Sarnach	V	-	-	-	-	-	-	-				
		29	Hurps	V	V	-	V	V	-	-	-				
F	(Reading F)	30	Naria	V	V	-	V	V	-	-	-				
		31	Parl	V	V	-	-	-	-	-	-				
		32	Akarsan	V	V	-	P	P	-	-	-				
		33	Yobara	V	V	-	-	-	-	-	-				
		34	Yobara	V	V	-	V	V	-	-	-				
		35	Yobara	V	V	-	-	-	-	-	-				
		36	Yobara	V	V	-	-	-	-	-	-				
		37	Yobara	V	V	-	-	-	-	-	-				
		38	Yobara	V	V	-	-	-	-	-	-				
		39	Yobara	V	V	-	-	-	-	-	-				

NOTES:
V: verbatim
P: paraphrase

APPENDIX 4

THE RESULT OF SUMMARIES ANALYSIS BASED ON THE DESCRIPTIVE TEXT

CLASS	NO	NAME	TITLE	CONTENT										GRAMMAR			
				MASTHEAD OF EACH PARAGRAPH										SPECIFIC DETAILS OF EXPOSITORY		ADDITIONAL COMMENTS	
				P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	
				CONCLUSION										ADDITIONAL COMMENTS		ADDITIONAL COMMENTS	
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APPENDIX 5

THE EXAMPLE OF THE STUDENT'S SUMMARY BASED ON THE NARRATIVE TEXT

Lisayani R.
1213005050 / D

Night Watch

An elderly man had collapsed while crossing the street, and he brought to the Kings Country Hospital. He kept calling his son, a marine, the only one relative he had.

Soon, after the old man had arrived to the hospital, someone there called the Red Cross office in Brooklyn, and a request for the boy to Brooklyn was relayed to the Red Cross director of the North Carolina Marine Corps camp.

It was mid-evening when the Marine came. The nurse told the dying old man several times that his son had already arrived. Before then, he opened his eyes. The son sat near his bed. Spending the night with his dying son.

Along toward dawn, the patient died. The son told the nurse that he had died. Then, the marine got relaxed. The nurse asked him condolence, but the marine interrupted her. "Who was that man?" he asked.

"He was your father!"

"No, he wasn't!"

"Why didn't you say something when I took you to him?"

"I knew right off there'd been a mistake, but I also knew that he needed his son, and his son wasn't here."

Exact when he'd finished saying so, there was a phone call informing that the real son was on his way to Brooklyn for his father's funeral. It turned out that there had been two Marines with the same name and similar serial numbers in the camp. Someone had pulled out the wrong record.

But the wrong Marine had become the right son at the right time.

APPENDIX 6

THE EXAMPLE OF THE STUDENT'S SUMMARY BASED ON THE DESCRIPTIVE TEXT

Diana A
1213005079 / D

Flour Children

A sex education teacher named Mr. Robert Valverde came up with an idea to assign his students to take care a five-pound sack of flour as a baby. The rules were the students had to treat the flour as if it were real baby for twenty-four hours a day, the baby must be brought to every class, the baby couldn't be put in the locker or backpack, it must be carried like a baby, lovingly, and carefully in the students' arm, students with jobs or other activities must find babysitters, and if the baby is lost or broken the students must call a funeral parlor and find out what it would cost to have a funeral; the consequence was a new, heavier baby-a ten-pound flour sack. Mr. Valverde's primary goal was to teach responsibility.

The assignment brought good impacts to students, the students were talking to their parents in ways they never have talked before, and for the first time in their lives, they were forced to respond to an external environment, they were also forced to confront people's comments about their babies. Lupe Tiernan, vice-principal of an inner-city high school believed that Valverde's class helped to maintain the low number of teenage pregnancies at her school.

At first the students found that taking care flour baby was a novelty, but soon they felt that the babies were intruding on their lives. A girl said that no guys attracted to a girl that already had a baby, other learned new respect for how hard his mother worked at child care. But, they all came up with a consensus that babies had no place in their young lives and they knew that having a baby would mess their future and held them down.

APPENDIX 7

THE EXAMPLE OF THE WRITER'S SUMMARY BASED ON THE NARRATIVE TEXT

In the story of "Night Watch," Roy Popkin tells about a young Marine who pretended to be an old-dying man's son in order to comfort him. The story begins with the appearance of an old man, who had a son who became a Marine. He got unconscious while crossing the street. Then, the Red Cross office sent a request for the son to see his dying father. When the Marine arrived at the hospital, he came to the old man's room to give affection and support. However, approaching dawn, the old man passed away. Seeing the nurse, the Marine confessed that actually he wasn't the old man's son. He just stayed since he felt that he was needed by the old man as his son. Two days later, the Marine Corps explained why the mistake happened. It was because there were two Marines with identical name and the same serial numbers in the camp. Above all, the Marine had become the right son at the right time.

APPENDIX 8

THE EXAMPLE OF THE WRITER'S SUMMARY BASED ON THE DESCRIPTIVE TEXT

In "Flour Children," Lexine Alpert tries to tell that by taking care of flour-sack babies, students in Mr. Valverde's sex education class learn how much hard work and commitment goes into caring a real child. As the first step of this program, the practice of helping 'babies delivery' is conducted by Mr. Valverde in the classroom. In doing this, he wears surgical greens from cap to booties. He also brings out rubber gloves to take care of the babies. Then, the students are trained to treat the babies as if they were real. In this way, he sets rules for the babies. The babies' weight must be five pounds. They should be brought to every class, cannot be put in the locker, and must be carried lovingly in the arms. The working students must find babysitters and call a funeral parlor if they are broken. The main purpose of the program, that is to teach responsibility, gradually can be achieved. It can be seen from the improvement of the way they talk to their parents, and their response to the external environment. They also fill out forms about their daily schedule and always confront people's comment about their babies. This program is believed to keep the low number of pregnancies at school. It is because babies are considered as a novelty by the students. After three weeks, they don't want them anymore. At the first week, only some students begin to behave as good parents. There is a student, who refused to put the baby on the floor, but there is also the one, who put the baby on the locker. By the second week, the babies are realized as intruders. They feel so because the babies are so heavy and it is difficult to carry it and open an umbrella at the same time. Moreover, boys will avoid a girl who has a baby. Above all, the students are affected by this program in a bad and a good way. For being unable to find a babysitter, there is a student who always misses baseball practice. There is also a student who appreciates his mother and sister better than before. Others also realize how hard to take care of a real child. Moreover, their boyfriends are actually embarrassed of taking it every where. At the end, they finally agree that they suppose not to have babies in young ages since they only will obstruct their lives plans.