



Kementerian Pendidikan dan Kebudayaan
REPUBLIK INDONESIA



MILIK NEGARA
TIDAK DIPERDAGANGKAN

SERI BAHAN AJAR BAHASA ASING UNTUK MISI PERDAMAIAN:

BAHASA INGGRIS

M A D Y A

(I N T E R M E D I A T E)



Badan Pengembangan dan Pembinaan Bahasa

2017



Kementerian Pendidikan dan Kebudayaan
REPUBLIK INDONESIA



MILIK NEGARA
TIDAK DIPERDAGANGKAN

SERI BAHAN AJAR BAHASA ASING UNTUK MISI PERDAMAIAN:

BAHASA INGGRIS

M A D Y A

(I N T E R M E D I A T E)



Badan Pengembangan dan Pembinaan Bahasa

2017

TIM PENYUSUN

Seri Bahan Ajar Bahasa Asing untuk Misi Perdamaian: Bahasa Inggris Madya

Pengarah

Dadang Sunendar

Penanggung Jawab

Emi Emilia

Penyelia

Dony Setiawan

Penyusun Naskah

Eri Kurniawan

Verifikator

Helena Agustin

Editor

Teja Komara

Daud Yusuf

Ilustrator dan Penata Letak

Evelyn Ghozalli dkk

Katalog Dalam Terbitan

PB 420.8 KUR b	Kurniawan, Eri Seri Bahan Ajar Bahasa Asing untuk Misi Perdamaian: Bahasa Inggris Madya / Eri Kurniawan; Teja Komara dan Daud Yusuf (Ed.) Jakarta: Badan Pengembangan dan Pembinaan Bahasa, 2017. iii, 80 hlm.; 24 cm. ISBN 1. BAHASA INGGRIS-PELAJARAN 2. BAHASA INGGRIS-PEMAKAIAN
-------------------------	---

Hak Cipta © 2018

Badan Pengembangan dan Pembinaan Bahasa
Kementerian Pendidikan dan Kebudayaan
Republik Indonesia

KATA PENGANTAR

Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan melalui Pusat Pengembangan Strategi dan Diplomasi Kebahasaan (PPSDK) yang berlokasi di kawasan *Indonesia Peace and Security Centre* (IPSC) memegang peranan penting dalam peningkatan fungsi bahasa Indonesia agar menjadi bahasa internasional. Peran penting tersebut diwujudkan, antara lain dengan memperluas akses diplomasi kebahasaan dan meningkatkan peran Indonesia dalam pemeliharaan perdamaian dunia melalui peningkatan kompetensi berbahasa asing untuk misi perdamaian. Untuk mendukung perluasan akses dan peningkatan peran itu, dilaksanakan kegiatan penyusunan bahan ajar yang terdiri atas bahan ajar bahasa Inggris Pemula, bahasa Inggris Madya, bahasa Arab Sudan, bahasa Arab Lebanon dan bahasa Perancis untuk misi pemeliharaan perdamaian.

Materi dan tugas belajar dikembangkan agar pemelajar dapat mengembangkan kompetensi berbahasanya dalam keempat keterampilan: menyimak, berbicara, membaca, dan menulis dalam berbagai jenis teks secara terpadu. Selain itu, materi dan tugas belajar secara terpadu dirancang untuk mengembangkan pemahaman terhadap cara pandang masyarakat penutur bahasa Inggris. Untuk keperluan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa latihan-latihan.

Penerbitan buku bahasa Inggris Madya untuk misi perdamaian ini tidak terlepas dari bantuan berbagai pihak, terutama penyusun naskah, yaitu Ahmad Bukhori Muslim, Ph.D. dan narasumber penelaah, yaitu Dra. Helena I.R. Agustin, M.A., Ph.D., Ucapan terima kasih juga kami sampaikan kepada tim ilustrator dan penata letak serta pimpinan dan staf PPSDK yang telah mengelola penyusunan dan penerbitan buku ini.

Besar harapan kami buku ini dapat berguna, tidak hanya sebagai acuan bagi para pengajar untuk menciptakan kondisi pembelajaran yang kondusif, tetapi juga sebagai panduan bagi pemelajar yang ingin menguasai bahasa Inggris untuk berkomunikasi dan bekerja sama dengan warga masyarakat penutur jatinya. Jalinan komunikasi dan kerja sama itulah yang diharapkan dapat memberikan umpan balik bagi masyarakat internasional untuk belajar berbahasa Indonesia.

Buku ajar Seri Bahan Ajar Bahasa Asing untuk Misi Perdamaian: Bahasa Inggris Madya ini masih memerlukan penyempurnaan lebih lanjut agar benar-benar sesuai dengan kebutuhan pengajar dan pemelajar. Untuk itu, kami sangat berterima kasih apabila pembaca dapat memberikan masukan perbaikan.

Jakarta, Desember 2017
Kepala Badan Pengembangan dan
Pembinaan Bahasa,

Prof.Dr.Dadang Sunendar, M.Hum.

DAFTAR ISI

TIM PENYUSUN.....	I
KATA PENGANTAR.....	II
DAFTAR ISI.....	III
CHAPTER 1. WOMEN IN UN PEACEKEEPING FORCE.....	1
CHAPTER 2. FAMOUS FOLKLORES FROM INDONESIA.....	16
CHAPTER 3. INTERNATIONAL MILITARY COOPERATION.....	33
CHAPTER 4. DEFENSE INDUSTRY.....	48
CHAPTER 5. HUMAN RIGHTS PROTECTION.....	65
CHAPTER 6. REVIEWING MILITARY-BASED MOVIES.....	80

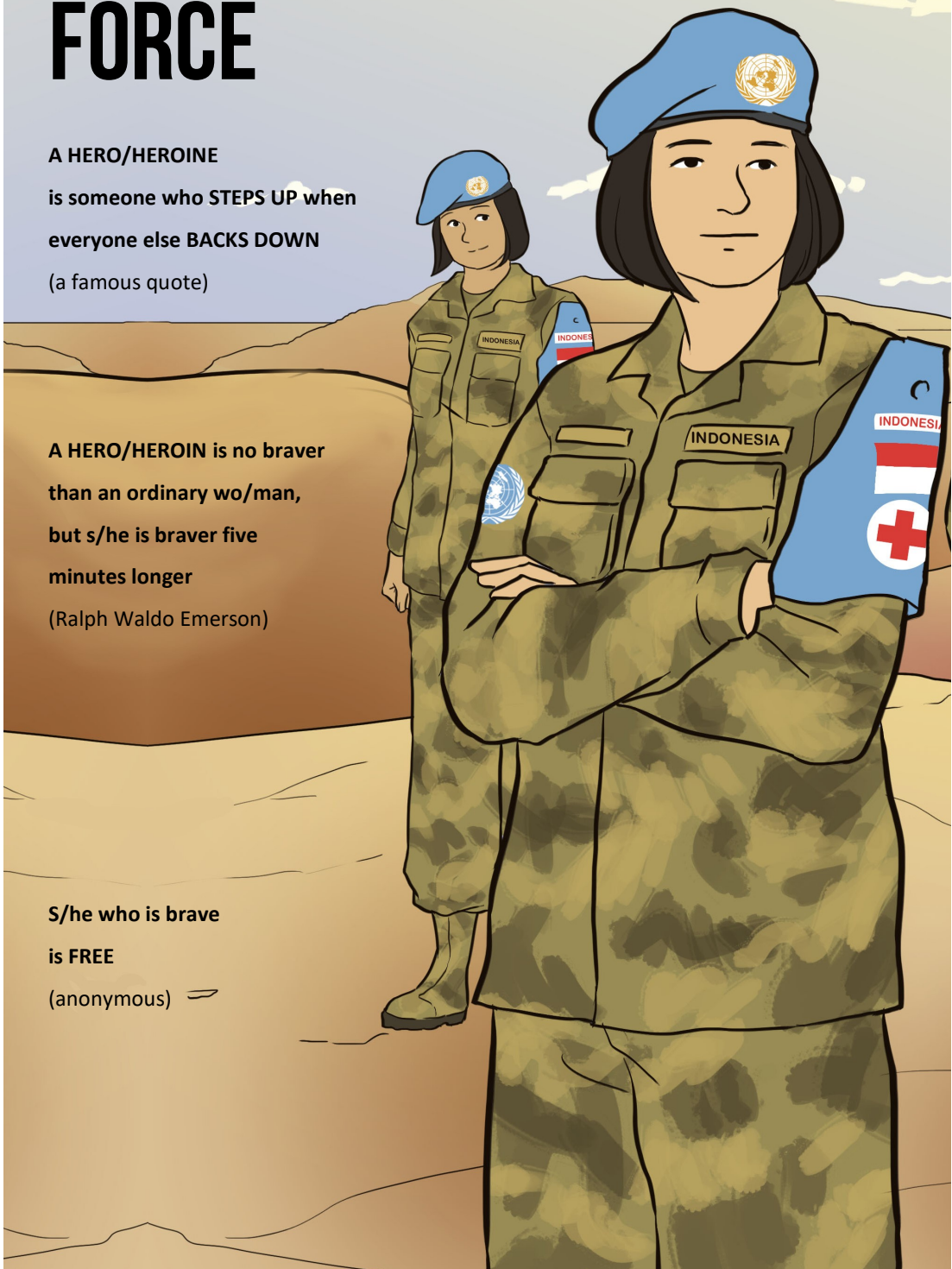
WOMEN IN UN PEACEKEEPING FORCE

A HERO/HEROINE

is someone who **STEPS UP** when
everyone else **BACKS DOWN**
(a famous quote)

A HERO/HEROIN is no braver
than an ordinary wo/man,
but s/he is braver five
minutes longer
(Ralph Waldo Emerson)

S/he who is brave
is **FREE**
(anonymous) —



COMMUNICATIVE PURPOSE	Describing someone
TOPIC	Indonesian women in the UN peacekeeping force
ORACY Skills	Listening and speaking about Indonesian women in the UN peacekeeping force
LITERACY Skills	Reading and writing about Indonesian women in the UN peacekeeping force

Oral Cycle



LISTENING OBJECTIVES

Having completed this section, learners are expected to be able to:

- summarize main ideas and details about a descriptive text;
- identify the communicative purpose of the speech;
- evaluate words or expressions commonly used in a descriptive text;

BUILD YOUR KNOWLEDGE

- Look at the photo below, have you heard about women in the UN peacekeeping force?
- Are they usually from military (army, navy, and air force) or police department?
- In your opinion, how large is the number of women in the UN peacekeeping force?
- Is it necessary to recruit women in this area? Why or why not?
- Compared to men, what are some possible benefits of recruiting women in the UN peacekeeping force?

WORD POWER

The following words or phrases are found in the audio about 'an Indonesian policewoman in Darfur, Sudan.' Before listening, draw lines to match the words or expressions with their relevant meanings in Bahasa Indonesia. Do this with your friends. See the example given.

Words or expressions	Meanings
Police Superintendent	Polisi wanita Indonesia
Indonesian Police Woman	Polisi wanita internasional
Arabic Language	Ditugaskan sebagai polisi wanita PBB
Assigned as a UN Policewoman	Bahasa Arab
At the moment	Nilai budaya
Cultural values	Pada saat ini
International security	Tidak terlalu aman
International police woman	Keamanan internasional
Not really safe	Ajun Komisaris Besar Polisi (AKBP)

EXERCISE 1

Listen to a speech about an Indonesian policewoman deployed to Darfur, Sudan. Write down some key words or phrases that you hear. And then, in small groups, figure out the meanings of the key words or phrases with your partners.

Indonesian police woman

EXERCISE 2

Now, still with your partner, read and understand the following information. Then, listen again to the speech and complete the form below.



1. Name : _____
2. Police rank : _____
3. Place of deployment : _____
4. Year of deployment : _____
5. Prior position in the
Indonesian police : _____
6. Foreign languages
spoken : _____
7. Reasons for joining
the UN peacekeeping : _____
8. Current residence : _____

EXERCISE 3

On your own, listen again to the speech, and complete the following passages based on what you have heard. Your answer should not exceed THREE WORDS.

AN INDONESIAN WOMAN PEACEKEEPER

I am the chief of (1) I am standing here to introduce you to an Indonesian policewoman who used to serve as a (2) in Darfur, Sudan. Police Superintendent Yuli Cahyanti was deployed to Darfur, Sudan in (3) She served as a (4) ... in the International Police Officer in Darfur for (5) Prior to her deployment as a UN policewoman, she served in the division of (6) ... at the Indonesian police. This position enables her to have good (7) This English skill is necessary for her (8) However, because she was deployed to Sudan, she also has to learn (9) ... Arabic language. Prior to her deployment, Yuli took a short course in Arabic at Cipinang Police School of Languages, Jakarta. And then, she also had to take several tests such as English, (10), and shooting before her deployment.

Cahyanti's interests in the UN mission started when she visited (11) ... several years ago, representing the Indonesian police in a conference on International Police Women. During this visit, she was accompanied by a (12) Because of this, she intended to contribute to (13) This experience triggered her to apply for the UN policewomen. Police Superintendent Yuli Cahyanti had to (14) ... with other participants to get a position in the UN police force. She believes that UN policewomen are more welcome by local people in Darfur. Policewomen can provide more security for (15)



SPEAKING OBJECTIVES

Having completed this section, learners are expected to be able to:

- describe some woman figures in peacekeeping activities;
- describe some objects used in the UN peacekeeping locations;
- demonstrate accuracy and fluency in conversations and monologues;
- use acceptable pronunciation when describing woman figure in peacekeeping.

DESCRIBING SOMEONE OR SOMETHING

Dialog A (Describing someone)

During lunch time, two Indonesian military officers are involved in a casual conversation on woman personnel in the UN peacekeeping corp.



Officer 1 : Hi mate, nice lunch, isn't it?

Officer 2 : Sure. **Very delicious.**

Officer 1 : By the way, have you heard about Major Ratih Pusparini?

Officer 2 : I know her. **She is a really bright soldier,** isn't she?

Officer 1 : Absolutely, **her English proficiency is also excellent.** That's why, in 2012 she was deployed to Lebanon, under UNIFIL.

- Officer 2 : No wonder, I guess. Besides, during her military career, **she has completed many education and training, both domestic and overseas.**
- Officer 1 : Fantastic. I wish I could be like her. By the way, I have got to go now. See you.
- Officer 2 : Bye for now. Thanks.

Dialog A (Describing something)

After lunch time, two UN female soldiers are talking about a lost helmet.

- Officer 1 : Hello Ranee, what are you doing?
- Officer 2 : Hi Joana, I am looking for my combat helmet. I left it here during our lunch break but, you know, it's now gone.
- Officer 1 : You are not supposed to take it off anytime, I guess. Someone um... may have worn it because **our helmets are all green.**
- Officer 2 : You are right, but I put um... **a small red sign on the chinstraps.**
- Officer 1 : Really?
- Officer 2 : Sure. I also put **a piece of fabric on its sweatband.**
- Officer 1 : That will help your search then. Let's go and ask other friends.
- Officer 2 : Thanks for your kind help, Joana.
- Officer 1 : My pleasure, Ranee.

EXERCISE 4

With your partner, practice the two conversations above. Pay your attention to the bold/underlined phrases or expressions.

EXERCISE 5

THIS TIME, with a different partner, practice describing people or objects below.

USEFUL EXPRESSIONS FOR DESCRIPTION

Describing people	Describing objects
<u>Appearance</u> - Captain Mary is 175 centimeters tall. <u>Personality</u> - Monica Sundari is a smiling colonel. - Major Karno is hardworking and always helpful. <u>Achievement</u> - Captain Asep has been deployed to a humanitarian aid program in Darfur, Sudan. - Colonel Jakaria has served in the military for 10 years. - Sabina has been promoted as Captain. - Captain Yusuf has joined a pre-departure training for three months. - Major Desi has joined English course and land navigation.	<u>Color and shape</u> - The truck is grey and black. - This green M4 Carbine is new. - The bullet is rather cylindrical. - That huge aircraft is for the UN mission. <u>Time and condition</u> - This riffle is newly purchased. - The patrol usually takes for one hour. - The weapon station should be tightly guarded. - This Isherman tank needs refueling. - That Nimrod ATGM is old enough but still in good condition.

NOW, on you own, pronounce the following words correctly. You may ask your friend to check your pronunciation.

PRONUNCIATION /prənʌn.si'eɪ.jən/: **Say it correctly!**

Words/expressions	Pronunciation
- discussion (noun) - proficiency (noun) - bullet (noun) - peacekeeper (noun) - carbine (noun)	/dɪ'skʌʃ.ən/ /prə'fɪjənsi/ /'bʊl.ɪt/ /'piːs,ki-pər/

• humanitarian (noun)	/ˈkɑːr.biːn/
• riffle (verb)	/hjuːˌmæn.ɪˈter.i.ən/
• navigation (noun)	/ˈnɪf.əl/
• cylindrical (adjective)	/ˌnæv.əˈdʒeɪ.jən/
• weapon (noun)	/sɪˈlɪn.dri.kəl/
• patrol (noun)	/ˈweɪ.pəl/
• platoon (noun)	/pəˈtroʊl/
	/pləˈtuːn/

Adapted from <http://dictionary.cambridge.org/dictionary/english/>

EXERCISE 6

On your own, describe the following people or objects. See the example. Then, share your answers with your partner ORALLY.

Someone/something	Descriptions
1. Colonel Julia (born 1980, Bandung)	• <i>Colonel Julia was born in 1980 in Bandung.</i>
2. Backpack (dark green, waterproof, not too heavy)	• <i>The backpack is green, waterproof and not too heavy.</i>
3. Lieutenant Mary (good English, deployed to Lebanon under UNIFIL in 2005).	• ...
	• ...
	• ...
4. Captain Georgina (light and heavy arms)	• ...
	• ...
5. Major Saliha (smiling and friendly)	• ...
6. Desert Eagle pistol (light and practical)	• ...

GRAMMAR CORNER (Simple Present Tense)

When we describe someone or something, we use **simple present tense**. (subject+ do/does + S + verb) and (S + verb present). The sentence has different patterns for declarative, negative and interrogative.

Declarative:

Colonel Joko is the commander of ..., Major John thinks that ...

Negative:

Lieutenant Syamila does not like ..., Major Collin has not been deployed to ...

Interrogative:

What training **have you completed?**, Which platoon **are you based in?**

Who **is the commander** of this unit?

Literacy Cycle



READING OBJECTIVES

Having read the passage, learners are expected to be able to:

- summarize main ideas, specific details, references and vocabularies about a description;
- identify the generic structures of a descriptive text;
- identify the linguistic features of a descriptive text;
- evaluate the communicative purpose of the text;

BUILD YOUR KNOWLEDGE

- Have you heard about women in peacekeeping force?
- What do you know about it?
- Do you know any UN woman peacekeepers from Indonesia? Who?
- How are woman peacekeepers different from those of man? Why?



Source: Indonesian Ministry of Foreign Affairs

THE FIRST FEMALE INDONESIAN PEACEKEEPER

Major Ratih Pusparini is the first female Indonesian soldier to serve in the UN peacekeeping mission in the Republic Democratic of Congo under MONUC and in Syria under UNSMIS in 2008-2009. Within this period, Major Purparini was one of seven female peacekeepers in the United Nations coming from various countries. Of the seven, she was the only female peacekeeper deployed to high risk conflict areas with her other male counterparts. In March 2012, she was also deployed to Lebanon under UNIFIL.

Major Ratih Pusparini, usually called Ratih, was born in Bali on September 29, 1969. She is the third of six children to her Balinese parent, I Nyoman Sebeng and Wikayanti. Prior to her UN assignment, she graduated from English Department, Airlangga University in 1994 and completed her Indonesian air force in 1995. During her military career, she has completed many education and training. Major Pusparini has joined RAAF School of Management in Australia, Free Fall, AKTA-V, Helly Raid (Repelling and Fastrope), Emergency Management Seminar (ESM), Combined Defence Intelligence Research and Analysis Course (CDIRAC) II, United Nations Staff Officer Course, United Nations Civil Military Coordination on Humanitarian Assistance & Disaster Relief Course, and US Army Civil Affairs Course. She also completed her Master Degree from Monash University Australia in 2002.

Among other peacekeeping members, she was well known for her bravery and courageousness that she was often assigned as operation leader. During the mission, she served exceptionally that she was awarded three United Nations Medals (MONUC, UNSMIS, and UNIFIL). In addition to her successful international mission, she also has great domestic career in the Indonesian military.

Adapted from <https://tni-au.mil.id>

EXERCISE 7

In small groups, read the passage above and match the following words from the text with their correct synonyms/meanings.

Words in contexts	Synonyms/meanings
1. ... , Major Purparini was one of seven female peacekeepers in the United Nations coming from <u>various</u> countries.	A. special assignment
2. Of the seven, she was the only female peacekeeper deployed to high risk conflict areas with her other male <u>counterparts</u> .	B. before
3. In March 2012, she was also <u>deployed</u> to Lebanon under UNIFIL.	C. peers
4. <u>Prior to</u> her UN assignment, she graduated from English Department, ...	D. sent
5. Prior to her UN <u>assignment</u> , she graduated from English Department, ...	E. duty
6. Civil Military Coordination on Humanitarian Assistance & <u>Disaster</u> Relief Course, ...	F. great loss and misfortune
7. ..., she was well known for her bravery and <u>courageousness</u> that she was often	G. fearlessness
8. In addition to her successful international <u>mission</u> , ...	H. many

EXERCISE 8

Based on the passage above, match the following STATEMENTS with their appropriate ENDINGS. Complete this exercise WITH YOUR PARTNER.

STATEMENTS	ENDINGS
1. Major Ratih Pusparini is the first woman soldier from Indonesia	A. Major Puspitarini serves in the air force.
2. Three countries of Major Pusparini's deployment include	B. Congo, Syria and Lebanon.
3. Her last UN peacekeeping deployment	C. she finished her graduate education at Monash University Australia in 2002.
4. Major Pusparini was born	D. in 1960s to a Balinese parent.
	E. started in 1990s.
	F. who served as a UN peacekeeper.

-
- | | |
|---|--|
| 5. She has excellent command of English because | G. she is awarded three UN medals. |
| 6. In the Indonesian army, | H. is under UNIFIL to Lebanon. |
| 7. Her military career in the Indonesian military | I. she graduated from an English department. |
| 8. During her military career, she has joined several trainings such as | J. RAAF School of Management in Australia, Free Fall, and Helly Raid (Repelling and Fastrope). |
| 9. During her busy career, | |
| 10. Being courageous and brave, ... | |
-

EXERCISE 9

This time, on your own, read the passage again. Then, answer the following questions based on the passage above.

1. What is the purpose of the passage above?
2. Who is the text about?
3. When you read the title, can you predict the content of the text?
4. Why was she deployed for the UN peacekeeping force?
5. Based on the description above, how did she achieve during her UN mission?
6. How is the performance of women in peacekeeping operation compared with their male counterparts?
7. Can you describe her schooling experience?
8. Does Indonesia need to deploy more women as the UN peacekeeping force? Why or why not?
9. What kind of skills do you think she has?
10. In one or two words, can you describe what kind of woman she is?



WRITING OBJECTIVES

Having completed this writing section, learners are expected to be able to:

- write a descriptive text about women in peacekeeping operation;
- use the generic structure of descriptive text;
- use the linguistic features of descriptive text;

GENRE FOCUS

A DESCRIPTIVE TEXT has two important generic structures: IDENTIFICATION and DESCRIPTION.

Identification:

- Major Shikha Mehrotra is an outstanding figure in the UN peacekeeping force.

Some descriptions:

- She is a in the Democratic Republic of the Congo.
- Major Mehrotra is one of women in the 5,000-strong Indian brigade.
- Her job includes planning humanitarian projects the soldiers will implement ...

Linguistic features:

- A descriptive text usually uses **simple present tense**: S + be + noun/adjective/ adverb or S + finite verb + adverb.
- Example:
 1. I am an Indonesian soldier
 2. She has been serving in the military for five years.

EXERCISE 10

In your small group, complete the following description about a woman in the UN peacekeeping force with the words in the box. CONSULT your teacher if you need help.

AN INDIAN WOMAN IN THE UN PEACEKEEPING FORCE

Major Shikha Mehrotra is an outstanding figure in the UN peacekeeping force. She is a (1) in the Democratic Republic of the Congo. She is a female (2) in the UN's peacekeeping force. Major Mehrotra belongs to the Indian (3), Her female colleagues form only 2% of the world's largest peacekeeping mission. This reflects how little has changed since (4), when the UN security council passed a resolution that stressed the important role women can play in (5) and conflict resolution.

Major Mehrotra is one of (6) women in the 5,000-strong Indian brigade. She describes (7) as a pioneer but for all her talk about the important role female peacekeepers can play interacting with civilians, she works almost (8) at the base. She is a civil-military (9) officer. Her job includes planning humanitarian projects the soldiers will implement, such as building water treatment plants and (10) women producing handicrafts.

supporting	exclusively	peacekeeping	rarity	four
2000	coordination	brigade	herself	officer

Adapted from <https://www.theguardian.com/global-development/2015/jan/22/female-united-nations-peacekeepers-congo-drc>

EXERCISE 11

Below is information about a military officer. See the example given as AN IDENTIFICATION. These phrases (1-8) are THE DESCRIPTION of this IDENTIFICATION. With your friend, develop these phrases into a meaningful PERSONAL DESCRIPTION. REMEMBER: Use simple present tense.

Sergeant One Atim Khorita – outstanding military career

My name is Seargeant One Atim Khorita and I have an outstanding career in the Indonesian army.

1. More than 5-year service.
2. Personal hobby of swimming and mount climbing
3. A pre-deployment course for three months
4. Excellent computer skill
5. Good team work skill
6. Good competency of English and Arabic languages
7. Good knowledge of African and Arab culture
8. Cross-cultural understanding and physical fitness
9. Joining a short course on management in Australia.
10. Winning an honor medal from the Indonesian president

EXERCISE 12

Now, **ON YOUR OWN**, write a descriptive text based on the following curriculum vitae. Your text should have **IDENTIFICATION** and some **DESCRIPTIONS**. See the example given!

AN EXCEPTIONAL MILITARY OFFICER

NAME	Chayra Endlessa
SEX	Female
PLACE AND DATE OF BIRTH	Bandung, 23 January 1984
CURRENT RANK	Captain
MAIN SKILLS	English, Computer, and communication skills
TRAINING JOINED	Pre-deployment, mission-specific induction, career development and corporate, light and medium weapons
ADDITIONAL LICENSURES	Basic first aids, Driving license of 4x4 vehicle, Proficient in land navigation and use of GPS

ORIENTATION

Captain Chayra Endlessa, an outstanding Indonesian military officer.

DESCRIPTION

Captain Chayra Endlessa is She was born in She has good skills of During her career, Captain Endlessa has joined In addition, she also has some licensures in

FAMOUS FOLKLORES FROM INDONESIA

Being a soldier is more than just **COURAGE**

It's sacrificing yourself for something greater than **YOURSELF**

(Anonymous)

The worst part about being strong

is that on one every asks if you are OK

(Anonymous)

To my loved ones, I am going for you

To my brothers and sisters, I am going with you

To my enemies, I am coming for you

(Anonymous)



COMMUNICATIVE PURPOSE	Entertaining people
TOPIC	Some Indonesian folktales
ORACY Skills	Listening to and retelling the folktale of Sangkuriang
LITERACY Skills	Reading and writing about the folktales of Malin Kundang and Bawang Putih

Oral Cycle



LISTENING OBJECTIVES

Having completed this section, learners are expected to be able to:

- identify characters and specific information in narrative text;
- summarize the orientation, complication, and resolution of the text;
- evaluate the communicative purpose of the text;

BUILD YOUR KNOWLEDGE

- Look at the picture below, have you heard about the folklore of Sangkuriang?
- Where is the folklore from? What is Sangkuriang about?
- Do you like the story or not? Why?
- Is it real or just a legend? Why?
- Have you been to mount Tangkuban Parahu? Mount Burangrang? Bukit Unggul?
Where are they?
- Do you have folklores from your own home town? What are they?

WORD POWER

The following words or phrases are found in a conversation about 'Sangkuriang.'
Before listening, in small groups, draw lines to match the words or expressions with their relevant meanings in Bahasa Indonesia. See the example given.



Words or expressions	Meanings
honest (adjective)	tunggul pohon
wrath (noun)	bendungan
stump (noun)	berkokok
dam (noun)	jujur
horizon (noun)	beruang
dawn (noun)	gubuk
knowledge (noun)	kemarahan
scar (noun)	terbalik
height (noun)	ufuk
hut (noun)	berkelana
bear (noun)	membalikan
upside down (verb)	waktu subuh
deceived (verb)	pengetahuan
crow (verb)	membersihkan
cleared (verb)	tanda
wandered (verb)	beruang
topped over (verb)	ketinggian/dataran tinggi

EXERCISE 1

Listen to a conversation about the folklore of Sangkuriang. Write down some key words or phrases that you hear. And then, in small groups, figure out the meanings of the key words or phrases with your partners. One key word has been given as an example.

A very famous story

EXERCISE 2

Now, still with your partner, listen again and complete the following tables of key information mentioned in the story. Write as much information as you can.



Source: google

KEY INFORMATION	
Humans	Sangkuriang, ...
Animals	...
Objects and places	...
Numbers	...

EXERCISE 3

ON YOUR OWN, listen again to the dialog, and answer the following questions based on what you have heard.

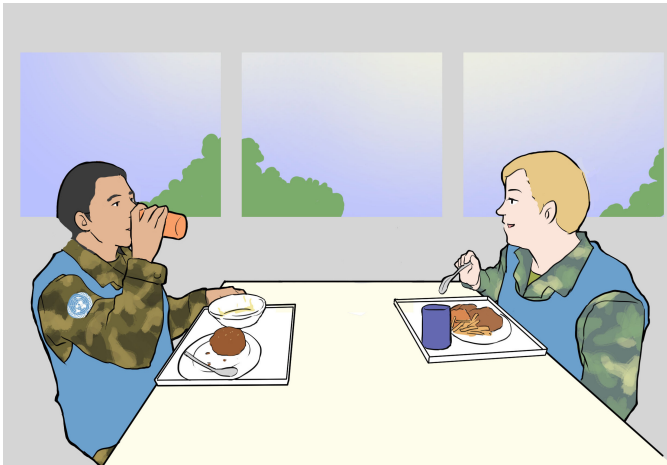
1. What is the story about?
2. Why do you think the writer writes this story?
3. Who was Tumang? Why did Sangkuriang finally decide to kill Tumang?
4. Why did Dayang Sumbi send Sangkuriang away from home?
5. Why did Sangkuriang fall in love with her own mother?
6. Having agreed to marry Sangkuriang, why did Dayang Sumbi finally decide to cancel it?
7. Why do you think Dayang Sumbi set out two extremely difficult requirements for Sangkuriang?
8. How did Sangkuriang manage to meet the requirements?
9. What site do people believe to be the traces of the legend?
10. What is the moral value of the story?



SPEAKING OBJECTIVES

Having completed this section, learners are expected to be able to:

- suggest someone to do or not to do something;
- accept or refuse suggestion;
- identify coherence in a dialog;
- use acceptable pronunciation when offering, accepting or refusing suggestions.



During lunch time, some pairs of the UN peacekeepers in Lebanon are talking about their own cultures.

EXERCISE 4

In small groups, complete the following dialogs with the words provided. Then, in pairs, **ACT it OUT** together. Pay attention to the bold/underlined expressions.

Dialog A

- Major Suherman: **Nice weather, isn't it?**
- Major Freeman: It is. **By the way,** I've heard um... some folklores from your country. I like (1) _____ them very much.
- Major Suherman: Really? **That's (2) _____.** **Why don't you read this book?**
- Major Freeman: Um... let me have a look. It looks like... really interesting.
- Major Suherman : I think it is. This book contains (3) _____ folklores, you know, from across Indonesia.
- Major Freeman: Wow... **that's brilliant.** **Which story I should start reading?**
- Major Suherman : Oh, well, ... **you may start with the story of Lake Toba.**
- Major Freeman: **Excellent, but** um... what is it about?
- Major Suherman : About,... you know, (4) _____ the lake is formed.
- Major Freeman: That's cool. I will return the book when um... I'm done with all the (5) _____.
- Major Suherman : No problem. Take your time, mate. See you later.
- Major Freeman : Thanks. See you.

how	reading	various
watching	how	amazing

Dialog B

- Colonel Joan : Hi Joko, how are you?
- Colonel Yeni : (1) _____, John. How are you?
- Colonel Joan : Just fine. Well,... did you like reading stories when you were a child?
- Colonel Yeni : Stories? (2) _____. That's my favorite.
- Colonel Joan : Really? **Why don't you tell me some?**
- Colonel Yeni : Sure, John. My best story is, you know, ... actually a legend, called Roro Jongrang. It's from (3) _____ of Indonesia. **What about yours?**
- Colonel Joan : **That's interesting but** um... I haven't heard about it. You know what, ... my favorite (4) _____ story was Snow White. Have you read it?
- Colonel Yeni : Absolutely. I read it in my English subject at um... junior high school.
- Colonel Joan : Really? You know, ... it's like ... a very famous childhood story (5) _____ Australia though.
- Colonel Yeni : Is it? But, ... you know what? **You also have to read some folklores from my country sometimes.**
- Colonel Joan : Sure, **just lend me your story book if you have one.**
- Colonel Yeni : I will. See you, Joan.
- Colonel Joan : Bye Yeni. Thanks.

in	not bad	of course
central Java	childhood	west Java

EXERCISE 5

Again, with your partner, practice the conversation below. Pay your attention to the bold/underlined phrases or expressions.

- Lieut. Andika : Hello, Yuki. How's your lunch?
- Lieut. Yukiro : **It's very nice.** By the way, I have heard about um... some folklores from your country, Indonesia.
- Lieut. Andika : Alright. Do you er... remember which one?
- Lieut. Yukiro : Ah... that's the problem. I don't really know, you mean ... which story.
- Lieut. Andika : Ok then. **Why don't you read um... my book?**
- Lieut. Yukiro : **That would be lovely, but, ... what book is that?**
- Lieut. Andika : Well, it's a book about, you know, ... many folklores or legends in Indonesia. You will find legends about um... Malin Kundang, Sangkuriang, and so on.
- Lieut. Yukiro : Really? **That could be interesting.** Thank you Andika.
- Lieut. Andika : No worries, mate. I'll give you the book soon. Enjoy your lunch.
- Lieut. Yukiro : You too. Thanks.

Then, practice offering, accepting and refusing suggestions below.

OFFERING, ACCEPTING, AND REFUSING SUGGESTIONS

Offering suggestions	Accepting suggestions	Refusing suggestions
• Why don't you... • Why not... • Perhaps you could... • Have you thought about... • I have an idea. • May be, you ... • 'Let's...	• Alright, that would be lovely. • Yes, thanks. • That's excellent. • That's good. • Sounds good. • That's brilliant.	• No ... • I don't think so. • No, thanks. • That's good, but ... • Sounds interesting, but

EXERCISE 6

NOW, with your partner, practice offering, accepting, and refusing suggestions based on some scenarios below. See the example given.

Scenarios	Offering suggestions	Accepting/refusing suggestions
You suggest a Lebanese friend to visit Indonesia someday.	<i>Why don't you visit Indonesia in your holiday?</i>	<i>I'd love to. That's my next list. Thank you.</i>
You suggest an Australian soldier to read a book about Indonesian folklores.		
You offer an American soldier to tell him/her an Indonesian legend.		
You ask an English peacekeeper to tell you a story for his/her own country.		
You request a Lebanese friend to tell you a story about his/her folklore.		

When you have finished this task, on your own, focus on the pronunciation below.

PRONUNCIATION /prənʌn.si'ei.jən/: **Say it correctly!**

Words/expressions	Pronunciation
• folklore	/ˈfɒk.lɔːr/
• remember	/rɪ'mem.bə/
• basis	/ˈbeɪ.sɪs/
• lovely	/ˈlʌv.li/
• interesting	/ˈɪn.trɪs.tɪŋ/
• enjoy	/ɪn'dʒɔɪ/
• believe	/bɪ'li:v/
• opinion	/ə'pɪn.jən/
• refuse	/rɪ'fjuːz/
• suggestion	/sə'dʒes.tʃən/
• lieutenant	/luː'ten.ənt/

Adapted from <http://dictionary.cambridge.org/dictionary/english/>

GRAMMAR FOCUS (Why don't you...?)

When we offer suggestions, we use **simple present tense**. (WH questions + do/does + S + verb) and (S + verb present)

Example:

- Why **don't you read this book?**
- Let's **go to the headquarter office.**
- **I have an idea. ...**

Sometimes, we also use simple present perfect tense (Have+S+participle)

- **Have you thought about ...**

We can also use **may**, **should**, and **had better** to offer suggestion. You

- You **may tell** your favorite childhood story.
- Mary **had better** read this book if she wants to read Indonesian folklores.

Literacy Cycle



READING OBJECTIVES

Having read the passage, learners are expected to be able to:

- summarize main ideas, specific details, references and vocabularies about the folklore;
- identify the generic structures of Malin Kundang folklore;
- identify the linguistic features of narrative text;
- evaluate the communicative purpose of the text;

BUILD YOUR KNOWLEDGE

With your small groups, discuss the following questions before you read the passage.

- Have you heard or read the folklore about Malin Kundang?
- What is it about? Where is the folklore from?
- Who is the main character of the story?
- Do you like the story? Why or why not?



MALIN KUNDANG: A LESSON-LOADED LEGEND

Years and years ago, in a remote village near the beach of West Sumatra of today's Indonesia, lived a poor young boy with his old mother. The son was called Malin Kundang. His mother and Malin had to live a hard life because his father had passed away when Malin was a little baby. Although they lived a hard life, Malin grew up to be a healthy, hardworking, and strong boy. To help his mother, young Malin usually went sailing in the afternoon to a nearby sea to catch fish. He returned to the beach in the morning with some fish. Before returning home, he would go to a nearby market to sell the fish, buy some food and gave it to his mother.

One fine morning, when Malin was sailing for fish, he saw a merchant's ship. It was raided by a small band of pirates. Feeling pity, Malin helped the merchant. With his courageousness and strength, he could finally defeat the pirates. Being saved, the merchant was very happy. As a token of his gratitude, he asked Malin to sail with him. After asking his mother's approval, for a better life, off Malin went with the merchant. Malin worked very hard that many years later, the merchant married him to his own beautiful daughter. When the merchant passed away, Malin inherited all his wealth and became richer. One day, with many crews, his huge ship landed on a beach near his small village. News about this ship landing spread quickly all over the village.

Upon hearing this news, an old woman felt so happy that she ran to the beach to meet the rich merchant. She was Malin's mother who wanted to hug the new merchant, releasing her years of loneliness. Unfortunately, the old woman could not make her wish. Sitting beside his dressed-up wife, Malin denied meeting the old woman. Although he knew that the old shabby woman was his own mother, he felt embarrassed with his wife and crews. Being sure that the merchant was her lost son, the mother begged to hug him, again and again. Feeling annoyed, Malin finally yelled to the old woman, "Enough, old woman. I am a rich merchant and have never had a dirty and shabby mother like you." He asked the crews to drag the shabby woman off his luxurious ship. The old woman was deeply disappointed. Her heart was torn into pieces. Feeling enraged, she said that Malin Kundang would turn into a rock if he did not apologize. Hearing her curse, Malin just laughed out loudly and asked his crews to set sail.



A prostrating rock found on a beach in West Sumatra. Source: google

When the ship was sailing in a quiet sea, a thunderstorm suddenly came and hit it. In a short time, the luxurious and large ship was wrecked into pieces. Malin realized his mistake and wanted to apologize, but it was too late. He was thrown away from his ship and fell on a small island prostrating. He suddenly turned into a rock. This prostrating rock can now be found on a beach in West Sumatra.

EXERCISE 7

In small groups, read the passage above and match the following words from the text with their correct synonyms/meanings.

Words in contexts	Synonyms/meanings
1. Years and years ago, in a remote village near the beach of West Sumatra	I. destroyed
2. Although they lived a hard life, Malin grew up to be a healthy, hardworking , and strong boy.	J. attacked
3. It was raided by a small band of pirates.	K. far away
4. With his courageousness and strength, he could finally defeat the pirates.	L. fearlessness
5. As a token of his gratitude , he asked Malin to sail with him	M. lying face downward
6. ... Malin inherited all his wealth and became richer.	N. received by genetic transmission
7. I am a rich merchant and have never had a dirty and shabby mother like you."	O. thankfulness
8. Feeling enraged , she said that Malin Kundang would turn into a rock	P. caring and preserving
9. In a short time, the luxurious and large ship was wrecked into pieces.	Q. angry
10. This prostrating rock can now be found on a beach in West Sumatra.	R. unworthy and despicable

EXERCISE 8

NOW, work with your partner. Based on the passage above, decide if each of the following STATEMENTS is TRUE or FALSE. Write (T) or (F) on the line provided.

- _____ The folklore of Malin Kundang originates from the western part of Sumatra island.
- _____ Malin Kundang and his mother experienced a hard life because his father died earlier in his life.
- _____ Malin Kundang became a diligent and strong boy because he rarely worked hard.

4. ____ To help his poor mother, Malin Kundang caught fish and sold it in a nearby market.
5. ____ One day, a merchant's ship arrived at his neighbour village.
6. ____ The merchant asked Malin Kundang to join as a new crew because he was still his relative.
7. ____ As Malin was diligent and hardworking, the merchant married him to his own daughter.
8. ____ Malin Kundang refused to meet and talk to the poor woman because he did not know if she was his own mother.
9. ____ Although Malin Kundang denied her presence, the mother still prayed for his good health and prosperous life.
10. ____ Being cursed, Malin Kundang turned into a prostrating rock which can be found until now.

EXERCISE 9

THIS TIME, with your partner, read the passage again, and answer the following questions based on the passage above. CONSULT your teacher if you need help.

11. What is the purpose of the passage above? Why does the writer write this text?
12. At the beginning of the story, who was Malin Kundang?
13. How did his life change?
14. How did Malin Kundang become wealthy?
15. Did the woman manage to meet her son happily? Explain!
16. Why did Malin Kundang refuse to meet and talk to her mother?
17. How did the story end?
18. In one or two words, describe what kind of person Malin Kundang was?
19. What lessons can readers learn from this folklore?
20. If you were to divide the story into 3 parts, how would you do it?
 - a. How does the story begin?
 - b. When do things get complicated?
 - c. How does the story end?



WRITING OBJECTIVES

Having completed this writing section, learners are expected to be able to:

- complete a narrative with correct missing words;
- rearrange some paragraphs into a coherent narrative text;
- write a short narrative text;

EXERCISE 10

In small groups, complete the following sentences/paragraphs with the words/phrases provided in the box. CONSULT your teacher if you need help. The story is about *Bawang Putih and Bawang Merah*.

- A. _____ Kind-hearted, she forgave her step mother and sister. Bawang Putih sold some of (1) and the three lived happily ever after.
- B. _____ Searching for the clothes, she met an old woman who also asked her to do some house chores. Feeling lazy, Bawang Merah (2) the house chore and forced the old woman to give her the big pumpkin. Then, she rushed home.
- C. _____ Once upon a time, an (3) named Bawang Putih, lived with her step mother and step sister called Bawang Merah. Her own mother died when she was a baby. Unfortunately, after the birth of her younger step sister, her father also died.
- D. _____ The old woman promised to return the clothes (4) she helped her with some house chores. When Bawang Putih finished the job, the old woman returned the clothes. As a gift, she also asked Bawang Putih to choose one of the two pumpkins. Not greedy, Bawang Putih picked up the small one, thanked the old woman and returned home.
- E. _____ Arriving home, Bawang Putih's step mother was very mad to her. When Bawang Putih apologized and told her what happened, she smashed the pumpkin gift (5) To their surprise, they saw jewelries scattered on the floor. (6), the step mother asked Bawang Merah to wash clothes in the river and washed away one dress.
- F. _____ One day, when Bawang Putih was washing clothes (7), her step mother's best dress was washed away. Realizing her bad-tempered step mother, she was very worried and decided to walk along the river bank hoping that she could find the clothes. After (8), she met an old woman who found and kept her mother's clothes.

- G. ____ At home, her mother welcomed her (9) directly smashed the pumpkin onto the floor. They suddenly screamed when seeing some snakes moving out of the pumpkin. Feeling scared and guilty, they finally realized their bad deeds and apologized Bawang Putih.
- H. ____ life of Bawang Putih (10) after his death. Her step mother and sister treated her badly. She had to do all the house chores herself.

orphan girl	the jewelries	being greedy	if	a long walk
changed drastically	in a river	into pieces	and	refused

EXERCISE 11

This time, with your partner, arrange these sentences/paragraphs above into a coherent narrative. Write the numbers (1-8) on the spaces provided.

GENRE CORNER

A NARRATIVE TEXT has three important structural elements: **ORIENTATION**, **COMPLICATION**, and **RESOLUTION**.

Orientation: (telling who, what, where, and when)

- Once upon a time, *Bawang Putih* lived with her step sister and mother.

Complication: (problems encountered by the main character)

- Feeling greedy, the step mother sent *Bawang Merah* to wash in the river.

Resolution: (way out for main character)

- When they smashed the pumpkins, some snakes crawled out.

Linguistic features:

- Simple past tense: S + be + noun/adjective/ adverb or S + finite verb + adverb.
- Example: Malin Kundang was a poor boy. Sangkuriang went hunting with his dog, Tumang.

EXERCISE 12

Now, with your partner, write A NARRATIVE based on the folklores that you know of.
OR, you can write a narrative on your own. Make sure that your story has
ORIENTATION, COMPLICATION and RESOLUTION. See the example below.

ORIENTATION

Long time ago, a young boy lived with his poor grandmother in a hut near the jungle. One day, he went to a nearby lake for fishing.

COMPLICATION

When he was waiting for the rod, suddenly a huge crocodile came up and caught his left leg. He felt shocked and screamed loudly.

RESOLUTION

Fortunately, a passing by hunter heard his scream. He shot the crocodile died and took the little boy to her grandmother.

INTERNATIONAL MILITARY COOPERATION



I a soldier, I fight where I am told, and I win where I fight

(George S. Patton)

**People sleep peaceably in their beds at night
only because rough men stand ready
to do violence on their behalf**

(George Orwell)

COMMUNICATIVE PURPOSE	Informing audience about some newsworthy events
TOPIC	International Military Cooperation
ORACY Skills	Informing audience about international military cooperation
LITERACY Skills	Reading and writing about international military cooperation

Oral Cycle



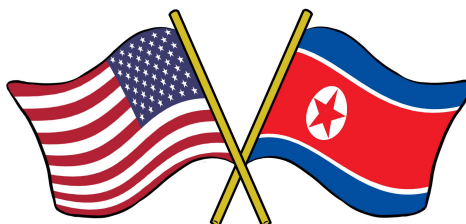
LISTENING OBJECTIVES

Having completed this section, learners are expected to be able to:

- identify the communicative purpose of a news item;
- find out words or expressions commonly used in news item;
- summarize main ideas and details about a news item on inter-Korea cooperation;

BUILD YOUR KNOWLEDGE

- Look at the picture below! What is it?
- Have you heard about regional conflict in Korean peninsula? What do you know about it?
- What is the main cause of the conflict in the region?
- Has the UN peacekeeping force been deployed there? Why or why not?
- In your opinion, why does the conflict between the two countries tend to continue?



WORD POWER

The following words or phrases are found in the audio about 'Inter-Korean military talks.' Before listening, in small groups, draw lines to match the words or expressions with their relevant meanings in Bahasa Indonesia.

Words or expressions	Meanings
hostile	ketegangan perbatasan
demarcation line	menindak lanjuti
truce village	permusuhan
follow up	menangguhkan
suspend	garis perbatasan khusus
armistice treaty	perjanjian militer
engagement overtures	wilayah perdamaian
cross-border tension	perjanjian awal

EXERCISE 1

Listen to a news about 'Inter-Korean military talks'. Write down some key words or phrases that you hear. And then, in small groups, figure out the meanings of the key words or phrases with your partners.

Holding

EXERCISE 2

Listen again and choose the most appropriate answer. Complete this exercise with your partner. CONSULT YOUR TEACHER WHEN NECESSARY.

- What is the news about?
 - Proposed peace talk between North and South Korea.
 - Proposed peace talk between North Korea and The United States.
 - Proposed peace talk between South Korea and Japan.
- Based on the news, which country initiates the peace talk proposal?
 - North Korea.
 - The United States.
 - South Korea.

3. What is the purpose of the peace talk?
 - A. To postpone hostile activities at the military demarcation lines.
 - B. To alleviate hostile activities at the military demarcation lines.
 - C. To suspend hostile activities at the military zones.
4. What is Tongilgak?
 - A. A building inside the truce village of Panmunjeom, South Korea.
 - B. A building inside the truce village of Panmunjeom, North Korea.
 - C. A building outside the truce village of Panmunjeom, North Korea.
5. Based on the news, what has led to the peace talk?
 - A. President Kim Jong-un's offer to suspend all hostile activities at the cross-border region.
 - B. President Moon Jae-in's offer to suspend all hostile activities at the cross-border region.
 - C. A South Korean minister's offer to suspend all hostile activities at the cross-border region.
6. As the news mentions, an important event happened in 2014. What is it?
 - A. A recent demarcation line war between the two Koreas.
 - B. A latest Olympic games held by the two Koreas.
 - C. A latest military consultation between the two Koreas.
7. Why does the news mention regarding the 2018 Winter Olympics in PyeongChang?
 - A. To show how sporting event is important for South Korea.
 - B. To show how sporting event is used to organize a peace talk.
 - C. To show that South Korea will hold an Olympics.
8. Two important figures or experts are mentioned in the news. Who are they?
 - A. South Korea's Ministry of National Defense and President.
 - B. North Korea's Ministry of National Defense and President.
 - C. North Korea's Ministry of National Defense and South Korea's President.

EXERCISE 3

ON YOUR OWN, listen again and answer the following questions. CONSULT YOUR TEACHER WHEN NECESSARY.

1. Why do you think the news is worthy of listening?
2. In your opinion, who initiated the peace talk, leaders from South or North Korea? Why?
3. Mention two engagement overtures offered by President Moon?
4. How did North's nuclear test influence the peace talk?
5. From your point of view, how may the Korean conflict influence world order?
6. How may Indonesia contribute to the peace talk between the two Koreas?
7. How many sources are mentioned in the news? Who are they?



SPEAKING OBJECTIVES

Having completed this section, learners are expected to be able to:

- ask information about international military cooperation correctly;
- pronounce each phrase in asking for information correctly;
- use auxiliary verb in asking for information correctly;
- pronounce some words related to news and asking for information properly.

EXERCISE 4

With your partner, practice DIALOGS 1-2 below. Pay attention to the bold and underlined sentences.

DIALOG 1

During their free time in Lebanon, an Indonesian peacekeeper and his Australian fellow are talking about some current events.



Capt. Jacobson : Good evening, Muhlis. What are you doing?

Major Muhlis : Hi Jacob, how are you? Just reading this, you know,... news website.

Capt. Jacobson : That's good to update our knowledge, you know. **Can you tell me um... something interesting?**

Major Muhlis : Sure. It's about China's military cooperation with um... Syria.

Capt. Jacobson : Really? **What does it say?**

Major Muhlis : Media reported Thursday that China is to step up personnel training and um... humanitarian assistance to President Bashar al Assad's Syrian government.

Capt. Jacobson : Wow... this plan signs Beijing's growing concern about the course of Syria's civil war. But, um... **who signed the document?**

Major Muhlis : Let's see, ... The Xinhua news agency said that um... Rear Admiral Guan Youfei, [China](#)'s office for international military cooperation, met Lt. General Fahd Jassem al-Frej, the Syrian defence minister, in Damascus.

Capt. Jacobson : I see. Thanks for the information. Oh, well... got to go now. See you.

Major Muhlis : No worries. Enjoy your evening.

Adapted from <http://www.telegraph.co.uk/news/>

DIALOG 2

The next evening, the two UN peacekeepers meet again. They go on their talk about some current news.

Capt. Jacobson : Hi Muhlis, are you still enjoying your free time?

Major Muhlis : You are right, Jacob. I am reading some news as always.

Capt. Jacobson : By the way, **do you still keep the news** um... we discussed yesterday?

Major Muhlis : Absolutely. The Chinese military is, you know, "willing to strengthen cooperation with its Syrian counterparts," the agency quoted the defence ministry as saying.

Capt. Jacobson : Okay. **Did they make any consensus?**

Major Muhlis : They reached consensus on improving personnel training, and the Chinese military offering humanitarian aid to Syria.

Capt. Jacobson : Really? **Anything else?**

- Major Muhlis : Adm. Guan also met Lt. General Sergei Chvarkov, the Russian general in charge of the reconciliation centre.
- Capt. Jacobson : **For what?**
- Major Muhlis : To monitor a short-lived ceasefire between um... the government and rebel groups.
- Capt. Jacobson : Thanks a lot, mate. See you.
- Major Muhlis : No problem. Bye.

Adapted from <http://www.telegraph.co.uk/news/>

EXERCISE 5

Once you have practiced the dialogs above, on your own, practice expressions for asking information below. Then, pronounce each word that follow correctly.

USEFUL EXPRESSIONS: Asking for information

Ordinary	More polite
• Can you tell me ...	• Could you please tell me...
• Do you know where/what....	• I wonder if you could ...
• What is ..., Who is...	• It would be good if you could ...
• When is ...	• I would be happy if you ...
• How many ...	• Could I ask ...
• Is this ...	• I'd like to know ...
• I am interested in ...	

PRONUNCIATION /prənʌn.si'eɪ.jən/: Say it correctly!

Words/expressions	Pronunciation
• recruitment (noun)	/rɪ'kru:t.mənt/
• hostile (adjective)	/'hɑ:stəl/
• truce (adjective)	/tru:s/
• official (adjective)	/ə'fɪj.əl/
• armistice treaty (noun phrase)	/'ɑ:r.mə.stɪs 'tri:tɪ/
• engagement overture (noun phrase)	/ɪn'geɪdʒ.mənt 'oʊ.və.tʃə/
• missile	/'mɪs.əl/
• humanitarian assistance (noun phrase)	/hju:ˌmæn.ɪ'ter.i.ən ə'sɪs.təns/

-
- ceasefire (noun) /'si:s.faɪr/
 - rebel (noun) /'reb.əl/
 - strengthen (verb) /'streŋ.θən/
 - reconciliation (noun) /,rek.ənˌsɪl.i'ei.jən/
-

Adapted from <http://dictionary.cambridge.org/dictionary/english/>

EXERCISE 6

FINALLY, with a friend, practice ASKING FOR INFORMATION about the following situations. Pay attention to your pronunciation. See the example given.

SITUATIONS	LESS POLITE	MORE POLITE
1. Open recruitment for UN peacekeeping force	<u>Do you know when</u> the open recruitment for UN peacekeeping force begins?	<u>Could you tell me when</u> the open recruitment for UN peacekeeping force starts?
2. Military cooperation between Indonesia and Australia		
3. Military conflict in the Philippines		
4. Israeli occupation of Palestine in Gaza strait		
5. Civil conflict in some African countries		

GRAMMAR FOCUS (modality as polite forms)

When we ask for information or someone to do something more politely, we usually use **auxiliary (would, could)** followed by **process**.

Examples:

Would you please tell me the main purpose of this military cooperation?

Could you give a short talk about international military cooperation?

How **could** you do that ...?

I wonder I you **could** tell ...?

If I **may**, I **would** ask you to ...?

I **would** be happy if you **could** explain the main reason of this internal conflict?

Literacy Cycle



READING OBJECTIVES

Having read the passage, learners are expected to be able to:

- summarize main ideas, specific details, references and vocabularies about the review text;
- evaluate the communicative purpose of the review text;
- identify the generic structures of a news item;
- find out the linguistic features of a news item;

BUILD YOUR KNOWLEDGE

In small groups, discuss the following questions before you read the passage below.

- Look at the picture below. Who, do you think, he is?
- In your opinion, what is he doing? Why?
- Have you been deployed to the Philippines as a UN peacekeeper? If yes, when and for what mission?
- What do you know about the current security situation in the Philippines? How?



PHILIPPINES APPEARS TO REVERSE POSITION ON MILITARY COOPERATION

By Spencer Feingold, CNN.

June 11, 2017

As the fight against ISIS-linked Maute militants continues in Marawi City, the Philippines this week appeared to **reverse** its position on international military cooperation.

"The Philippines is open to assistance from other countries if they offer it," presidential spokesman Ernie Abella said Sunday. The statement comes less than a year after President Rodrigo Duterte stated he did not want to "see any military man of any nation" in the Philippines, "except the Filipino soldier."

With a **surge** of violence from ISIS-affiliated militants in the southern island of Mindanao, it appears the government has reconsidered its **tough stance**. Duterte on Sunday distanced himself from US military cooperation, saying the decision was made by the Defense Department. "I never approached any American to say 'please help us'," he said. Nonetheless, allowing the assistance to continue **counters** the nationalist posture Duterte maintains. The US Embassy in Manila announced Saturday that US Special Operations Forces are assisting the Philippines in military operations. The forces have been **deployed** at the request of the Philippine government, the embassy said.

During President Barack Obama's administration, Duterte **fiercely** criticized the United States for what he characterized as military **overreach** in the Philippines. Duterte also took **exception** with Obama's criticisms of human rights abuses in the country. Duterte assumed the presidency in 2016 as a strongman who stood up to Western powers. He threatened to revise or abrogate international agreements and free the Philippines "from the presence of foreign military troops."

But with US military assistance under way in Marawi, the **harsh rhetoric** has stopped. While there are no US troops fighting on the ground, US Special Forces are providing technical assistance to the armed forces of the Philippines. Military operations in Marawi City have resulted in a brutal campaign to eliminate extremist militants. So far, 58 Philippine troops and at least 191 Maute militants have been killed, according to the [state-run Philippines News Agency](#). The latest violent clash resulted in a 14-hour fire fight that killed 13 Philippine marines.

"The United States will continue to provide support and assistance to Philippine counter-terrorism efforts. The United States is a proud **ally** of the Philippines, and we will continue to work with the Philippines to address shared threats to the peace and security of our countries," [the US Embassy said in a statement](#) in May.

Adapted from <http://edition.cnn.com/2017/06/11/asia/philippines-military-cooperation/index.html>

EXERCISE 7

In your small groups, match the following Indonesian meanings with their underlined/bold English words/phrases in the text above.

1. _____ sekutu
2. _____ komentar keras atau tidak mengenakan
3. _____ dikirimkan
4. _____ membalikan
5. _____ kegagalan
6. _____ secara tajam
7. _____ pandangan atau pendapat keras
8. _____ melawan atau berlawanan
9. _____ gelombang besar
10. _____ pengecualian

EXERCISE 8

NOW, work with your partner. Based on the passage above, decide if each of the following STATEMENTS is True (T), False (F) or Not Mentioned (NM). Write your answers on the lines provided.

1. _____ This news is an important information for all military personnel in Southeast Asian countries.
2. _____ The Philippine finally welcomes foreign military support to fight against ISIS-linked Maute militants
3. _____ Ernie Abella is a spokesperson to the Philippine President.
4. _____ A strong wave of violence from ISIS-affiliated militants in the northern Philippine has forced the government to soften its stance.
5. _____ President Rodrigo Duterte announced Saturday that US soldiers are assisting the Philippines in military operations.
6. _____ President Rodrigo Duterte believes that US military support mission in his country is not really successful.
7. _____ The Filipino President threatened to abrogate international agreements and free his country from any foreign military troops.

8. _____ The ISIS-linked Maute militants continues in Marawi City, the Philippines may also link to the one in Indonesia.
9. _____ The number of casualties from the Philippine troops is higher than that of the Maute militants.
10. _____ The US Embassy in Manila stated that US military will continue its support for The Philippine to combat extremism.

EXERCISE 9

Again, WITH YOUR PARTNER, answer the following questions based on the passage above. CONSULT YOUR TEACHER if necessary.

1. What did Ernie Abella say about foreign assistance?
2. In your opinion, why did The Philippine drastically change its position on international military cooperation?
3. Earlier, President Rodrigo Duterte said, "I don't want to see any military man of any nation, except the Filipinos." What did he mean by that?
4. Do you think that President Duterte is a strong leader? Why or why not?
5. What did the US Embassy in Manila say Saturday?
6. How was the relationship between President Rodrigo Duterte and President Barrack Obama?
7. How did the US Operation Force assist the armed forces of the Philippines?
8. Overall, what is the casualties of the Marawi incident?
9. What about the latest clash? What is the victim?
10. What statement did [the US Embassy make](#) in May?



WRITING OBJECTIVES

Having completed this writing section, learners are expected to be able to:

- complete a news item with relevant information;
- identify the structure of a news item;
- familiarize themselves with the linguistic features of a news item;
- write a news item with correct structures;

GENRE CORNER

News item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

News item consists of three elements; newsworthy events, background events, and comments by participants, witnesses or experts.

- Newsworthy Event(s): recounts the event in summary form
- Background Events: elaborate what happened, to whom, in what circumstances.
- Sources: comments by participants in, witnesses to and authorities and expert on the event.

EXERCISE 10

In a small group, complete the following news about “military cooperation between Iran and Iraq” with phrases provided below.

memorandum of understanding	military cooperation	military support	Shia nation
news stand	rogue regimes	new regimes	Iraqi counterpart
long-time enemy	Iranian media	news agency	terrorism and extremism

Paragraph 1

Iran and Iraq signed an agreement on Sunday to step up (1) and the fight against ‘terrorism and extremism’, (2) ... reported, an accord which is likely to raise concerns in Washington.

Paragraph 2

Iranian Defense Minister Hossein Dehghan and his (3) Erfan al-Hiyali signed a (4) which also covered border security, logistics and training, the official (5) IRNA reported.

Paragraph 3

“Extending cooperation and exchanging experiences in fighting (6), border security, and educational, logistical, technical and (7) ... are among the provisions of this memorandum,” IRNA reported after the signing of the accord in Tehran.

Paragraph 4

Iran-Iraq have improved since Iran’s (8) Saddam Hussein was toppled in 2003 and an Iraqi government led by Shia Muslims came to power. Iran is mostly a (9) US President Donald Trump has voiced concern over what he sees as growing Iranian influence in conflicts in Syria, Yemen and Iraq, where it is aligned with Shia fighters.

Paragraph 5

Earlier this month, Mr. Trump said that new threats were emerging from “(10) like North Korea, Iran and Syria and the governments that finance and support them.”

Adapted from <http://www.thehindu.com/news/>

The structure of this news item is as follows:

- | | |
|-------------------|----------------------|
| News worthy | : Paragraph 1 |
| Background events | : Paragraphs 2 and 4 |
| Sources | : Paragraphs 3 and 5 |

EXERCISE 11

WITH YOUR PARTNER, write three main structures of a news item on international military cooperation between Indonesia and other countries. See the examples given.



News worthy:

Indonesian National Army signed a joint training on counter terrorism with Australian Federal Force Saturday.

Background events:

Australia and Indonesia are two neighboring countries which have large territories subject to international terrorism.

Sources/experts:

Indonesian army head, General Gatot Nurmantyo said that this joint cooperation has a strategic mission of sustaining more peaceful world.

EXERCISE 12

NOW, ON YOUR OWN, write a short news item on international military cooperation between Indonesia and other countries. Your news should include three structures: news worthy, background and sources. CONSULT YOUR TEACHER IF NECESSARY.

News worthy

Background

Sources/experts

DEFENSE INDUSTRY

Gold is good in its place,
but living, brave, patriotic men
are better than gold
(Abraham Lincoln)

VICTORY has a thousand fathers
BUT DEFEAT is an orphan
(John F. Kennedy)

Some powerful people make their
LIVING with the production of
arms. It's the industry of DEATH
(Pope Francis)



COMMUNICATIVE PURPOSE	Explaining some sociocultural phenomena
TOPIC	Defense Industry
ORACY SKILLS	Chairing a session or meeting on missile defense and peacebuilding operation
LITERACY SKILLS	Reading and writing about advantages and disadvantages of defense industry (discussion)

Oral Cycle



LISTENING OBJECTIVES

Having completed this section, learners are expected to be able to:

- summarize main ideas and details about a discussion text (speech);
- identify the communicative purpose of the speech;
- evaluate words or expressions commonly used in a discussion text;

BUILD YOUR KNOWLEDGE

- What is the picture below? Can you guess?
- Have you heard about missile tests? If yes, where and how?
- Which country in the world has more advanced defense industry? Why?
- Do you think that missile defense industry is good or bad? Why?
- Can this missile defense threaten the world peace? Why or why not?



source: google

WORDS POWER

The following words or phrases are found in a speech entitled 'The United States missile defense.' Before listening, draw lines to match the words or expressions with their relevant meanings in Bahasa Indonesia.

Words or expressions	Meanings
defense contractors (noun)	memperbaiki
rogue states (noun phrase)	menderita
suffered (verb)	memperkuat
administration (noun)	persenjataan nuklir
beef up (verb)	pembuat senjata pertahanan
strained alliances (noun phrase)	aliansi yang terhambat
accidental missile launch (noun phrase)	negara-negara jahat/penipu
nuclear arsenal (noun phrase)	pemerintahan
overhaul (verb)	peluncuran peluru tiba-tiba

EXERCISE 1

Listen to a speech about missile defense in the United States. Write down some key words or phrases that you hear. And then, in small groups, figure out the meanings of the key words or phrases with your partners. See the example given.

international issue

_____	_____
_____	_____
_____	_____
_____	_____

EXERCISE 2

Listen again to the speech and decide if each of the following statements is T (True), False (F) or NM (Not Mentioned). Complete this exercise with your partner. Write your answer on the space provided.

- _____ In terms of missile defense, Pakistan is not really strong and powerful.
- _____ China and Rusia have powerful missile defense.
- _____ US missile defense is the most important international issue.
- _____ President George Bush did not provide enough funding for missile defense.
- _____ Three reasons for US missile development include threat counter, political and economic reasons.
- _____ President Bush was more committed to missile defense than other US presidents.

7. _____ US missile defense is meant to counter the attack of Iran and North Korea.
8. _____ The speaker believes that missile defense is really important to develop.
9. _____ Weapon race is an example of negative argument for missile defense.
10. _____ Missile defense makes the alliance between the US and NATO harder.

EXERCISE 3

This time, based on what you hear, answer the following questions. You may complete the task WITH YOUR PARTNER.

1. Based on the title, can you guess what the passage is about?
2. What issue is raised by the speaker?
3. Do you agree with the speaker or not? Why?
4. Why does the speaker mention Bush administration?
5. Mention three arguments supporting missile defense?
6. What about the opposing arguments? What are they?
7. Why does the speaker mention China, India, Pakistan, and Japan?
8. In your opinion, should Indonesia develop its missile defense? Why or why not?



SPEAKING OBJECTIVES

Having completed this section, learners are expected to be able to:

- open and close a meeting, seminar, or conference;
- fluently express themselves in a discussion;
- pronounce each phrase related to seminar/conference correctly;

EXERCISE 4

What follows is a meeting among four UN military officers stationed in Republic of Congo. Complete the conversation with words or phrases provided in the box below.

Speaker 1 : Thank you everyone for coming today. First, I have received (1) from Captain Albert and Lieutenant Gilbert who are absent due to some (2) circumstances. You know, ... the purpose of this meeting is to prepare our (3) program.

Speaker 2 : Alright. What parties are (4) in this program?

Speaker 1 : Well... we have invited representatives from governments, local non-government organizations and (5) groups. What do you think?

Speaker 3 : That sounds good. What shall we do first?

Speaker 1 : At first, we will have um.... a meeting with all the (6) on Tuesday next week at a local hotel.

Speaker 2 : What's our (7) in the meeting?

Speaker 1 : Anyone would like to comment?

Speaker 4 : I think we have to make sure that the meeting location is sterilized so that um.... the peacemaking process can run (8)

Speaker 2 : I agree (9) you.

Speaker 1 : So, to summarize, we will organize a meeting of representatives in a (10) this Tuesday. Thank you very much everyone.

with	smoothly	local hotel
representatives	apologies	by
law enforcement	unforeseen	religious
involved	peacemaking	roles

CHAIRING A MEETING

During his deployment at the Democratic Republic of the Congo under MONUSCO, an Indonesian military officer is chairing a meeting.



Col. Ahmad : **Now, everyone is here. Let's get started.** In this meeting, we are preparing um... a durable peace in post-conflict Congo.

Major Cornell: Alright. So, um.. what's our plan?

Col. Ahmad : **First, I'd like Captain Bayor to give us his analysis of the current situation in the two cities of Boundji and Owando. Would you begin please?**

Serg. Bayor : Alright. Based on a careful observation, um... my platoon concludes that the condition in two cities are conducive enough for, you know, ... our peacebuilding program.

Col. Ahmad : Perfect, Sergeant. We will combine both security and development policy approaches to remove the structural causes of war and, um by developing tools for conflict transformation.

Major Cornell : Excellent planning, Colonel. **I agree with you.**

Col. Ahmad : Would you help me coordinate international actors and um... local partners to support our peacebuilding program, Major?

Major Cornell : With pleasure, Colonel.

Capt. Bayor : **Anything else I can do,** Colonel?

Col. Ahmad : **I think that's all for today. We'll have another meeting soon.**

Thank you everyone.

Major Cornell and Serg. Bayor: You are welcome.

EXERCISE 5

With two other colleagues, practice the conversation above. Pay attention to the bold/underlined expressions. Then, on your own, practice the following phrases below commonly used when chairing meetings.

USEFUL EXPRESSIONS IN CHAIRING MEETINGS

Elements	Informal	Formal
Starting the meeting	Now everyone is here, let's get started.	We would like to start the meeting now.
	We have a lot to get through, so let's start.	I would like to start the meeting by ...

	• Shall we get started?	
Stating the purpose of the meeting	• We are here today to discuss ...	• The meeting has been called to talk about ...
Inviting people to speak	• Next, Molly's going to run through the new IT policy. Molly. • Peter, have you got anything to say on this?	• First, I'd like Mr. Said to give us his analysis of the first quarter's revenues. Would you begin, please? • Peter, would you like to comment?
Maintaining order	• If all else fails, why not give everyone a break. • I think we all need to take time out. Could everyone come back by twenty-past ten, please?	• Captain Arnold, I understand that you have something to say but I'd like to give Lieutenant Capello the opportunity to finish. I'll come back to you soon. • I'm sure everyone would appreciate it if we avoided talking over one another.
Moving to a new point	• Can we now go on to ... ? • Can we finish with this item?	• Could we move on to item 3 on the agenda? • Let's move to the second item in our meeting.
Giving arguments and counter-arguments	• Yes, but ... • Yes, but don't forget... • Even so,... • Possibly, but...	• That would be great, except... • That's good idea, but... • Even if that is so,... • That may be so, but.. • That's probably true, but...
Closing the meeting	• Well, I think that covers everything.	• That concludes our business today. The next meeting will take place on ...

This time, ON YOUR OWN, practice pronouncing the following words correctly.

PRONUNCIATION/prənʌn.si'ei.jən/: **Say it correctly!**

Words	Pronunciation	Words	Pronunciation
• today (noun)	/tə'deɪ/	• propose	/prə'pəʊz/
• agenda (noun)	/kən'klu:d/	• apology	/ə'pɒ:l.ə.dʒi/
• revenues (noun)	/'rev.ə.nuz/	• absence	/'æb.səns/
• quarter (noun)	/'kwɑ:.tə/	• wrap	/ræp/
• through (adverb)	/θru:/	• summarize	/'sʌm.ər.aɪz/
• conclude (verb)	/kən'klu:d/	• arise	/ə'raɪz/
• fail (verb)	/feɪl/	• agreement	/ə'ɡri:mənt/
• comment (verb)	/'kɑ:.ment/	• receive	/'rɪ.si:v/
• appreciate (verb)	/ə'pri:.ʃi.ɪt/	• international	/'ɪn.tə'næʃ.ən.əl/
• invite (verb)	/ɪn'vaɪt/	• phrase	/freɪz/

EXERCISE 6

ON YOUR OWN, find information about South China Sea dispute. Then, complete the following parts of chairing a meeting on this issue. See the examples given. Then, practice saying them correctly.

A MEETING ON NUCLEAR WEAPONS REGULATION

Parts of chairing	Expression samples
Opening (OP)	<i>First, I would like to start the meeting by mentioning some apologies.</i>
Stating the purpose of the meeting (ST)	<i>In this meeting, we are going to talk about some alternative solutions to the dispute on nuclear weapons.</i>
Maintaining order (MA)	<i>Can we have a break for 15 minutes?</i>
Asking people's opinion (AS)	<i>Do you have anything to say on this issue?</i>
Moving to a new point (MO)	<i>Can we go on our talk to dispute solutions?</i>
Summarizing and closing (SU)	<i>Well, this has concluded our meeting today. Thank you for attending.</i>

GRAMMAR FOCUS (Conjunctions)

Conjunctions join or connect ideas in a text. Conjunctions are also joining words or connectives. In English, conjunctions have some types as follows:

Temporal (time)

- First, second, next, finally

Causal conditions

- So, consequently, yet, however, nevertheless,

Comparative

- On one hand, on the other hand,

Additive

- Also, besides, in addition, as well, additionally,

Example and results

- For example, as a result, for instance, therefore, accordingly

Literacy Cycle



READING OBJECTIVES

Having read the passage, learners are expected to be able to:

- summarize main ideas, specific details, references and vocabularies about a discussion text;
- identify the generic structures of a discussion text;
- find out the linguistic features of a discussion text;
- evaluate the communicative purpose of the review text;

BUILD YOUR KNOWLEDGE

- What is the picture on the right?
- Have you heard any news about nuclear weapons? What is it?
- What do you think of missile weapon test? Is it a threat to the world peace?
- How does defense industry influence to world peace?
- Does Indonesia have experience with nuclear weapons? What and how?
- In your opinion, do we need to have nuclear power? Why or why not?

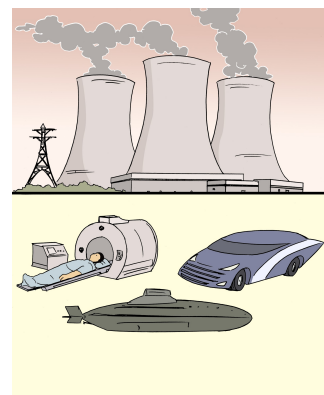


ARE NUCLEAR WEAPONS REALLY NEEDED?

Nuclear weapons are the most powerful fighting tools that the world has ever known and they are made possible when nuclear **fission**, **fusion**, or a combination of the two release energy and cause an explosion. Since the destruction caused from the bombing of Japanese cities Hiroshima and Nagasaki in 1945, the world became aware of the strength and ability to cause great damage that these weapons possess. Like so many other things in our daily lives, the use of weapons can be examined in terms of their good and bad sides.

Pros to the nuclear weapons believe that it is highly reliable for global defense, power supply, and war deterrent.

Global Defense Nuclear weapons are likely key deterrents to major wars **flaring up** and acts of aggression by rogue nations. With such power behind them, nations that have nuclear weapons are far less likely to be attacked by another nation, even if that other nation also has a nuclear arsenal. The better a nation can defend itself, the more likely it is that no one will want to risk going against them and that results in more peacetime. This fact also makes it easier for diplomatic talks to work out since no one really wants to get into a conflict that can end with nuclear weapons.



Power Supply Nations that have nuclear weapons can benefit from the power and status that comes with the territory. As small and insignificant as many view North Korea to be in certain ways, other nations pay attention to their actions and wishes since they have a large fighting force and a small amount of nuclear weapons. No one wants their homeland to experience a nuclear weapon attack and most nations will do whatever they can to avoid any conflict that may lead to one. This makes it better for communication and the willingness to listen to one another.

War Deterrent Smaller nations can stand a chance of defending themselves against larger nations that have more money and military capabilities when they have nuclear weapons. This can increase the peace and make it less likely that certain nations will get bullied or invaded. Alliances have this same effect when a nation that has nuclear weapons is allied with nations that do not have them. The protection that non-nuclear capable nations can have from nations that are capable has prevented many conflicts over the years that could have went badly.

Despite these benefits, nuclear weapon also has some disadvantages which include cost and maintenance, lack of morals, environmental impacts, and physical damage.

Cost and Maintenance Like everything else that a nation owns and operates, nuclear weapons cost money to build and maintain. Unlike some other national resources, nuclear weapons cost quite a bit to own and can negatively affect the treasury. This may make it difficult for a nation to invest in other areas that they need to and can cause political criticism. There are only a handful of nations that have these weapons on hand and there are some very productive and wealthy nations that survive without a single one of them.

Lack of Morals The morals that are associated with lawful nations and people are seriously put into question when nuclear weapons come into play. It is considered much more honorable to get rid of nuclear arms and reduce their numbers. Nations like the U.S. and Russia have had agreements to decrease the number of deployed nuclear weapons and set an example for other nations. The appeal of these types of weapons has reduced over the years and they are now seen as something that should be controlled and reduced in a safe manner.

Environmental Impact The horror of the bombing of the two Japanese cities in World War 2 has not been forgotten to this day and is a major reason to avoid using nuclear weapons at any time. There is an extraordinary amount of damage done to people and the earth with the use of nuclear weapons and none have been used in over 50 years. Thermal radiation follows the use of these weapons and can cause massive firestorms that can destroy a lot of extra land. Radiation and fallout continue to do their damage after the bomb has exploded and the recovery process can take many years.

Physical Damage Nuclear weapons poses any physical damage to building and land and there is potential for great human loss when nuclear weapons are used. The damage they can cause among nation who uses the bomb and the nation that is being hit can last for decades. Conflicts that escalate to levels that bring nuclear weapons into play are dangerous for the

58

entire planet and can hurt everyone. It is always better to find diplomatic ways to avoid wars and any weapons that cause such devastation. Nations that would use nuclear weapons in the future will likely be considered wicked for putting so many lives at risk when they know how these weapons work.

With as much destruction that has come from the use of two of these weapons in the past, there may have been many lives saved in the years afterwards by avoiding the use of these weapons.

Text summary

Topic: Advantages and disadvantages of nuclear weapons.

Advantages	Disadvantages
• Global defense • Power supply • War deterrent	• Cost of maintenance • Lack of moral • Environmental impact • Physical damage

Adapted from <https://occupytheory.org>

EXERCISE 7

In small groups, read the passage above and match the following words from the text with their correct synonyms/meanings.

Synonyms or meanings	Words/phrases from the passage
1. splitting into small parts (noun)	<i>fission</i>
2. causes (verb)	
3. heat spread (noun phrase)	
4. extremely bad (adjective)	
5. destruction (noun)	
6. whole and full (adjective)	
7. stationed (verb)	
8. fund of individual or government (noun)	
9. erupting or intensifying suddenly (verb)	
10. melting together (noun)	

EXERCISE 8

NOW, work with your partner. Based on the passage above, decide if each of the following STATEMENTS is True (T), False (F), or Not Mentioned (NM). Write your answers on the spaces provided.

1. ____ In today's world, nuclear weapon is one of the strongest fighting media.
2. ____ Huge energy released from a combination of fission and fusion can cause a strong explosion.
3. ____ The nuclear bombing of Hiroshima and Nagasaki in 1945 led to Japan's surrender.
4. ____ Nuclear weapons can be negatively used as a war deterrent.
5. ____ Country's possession of nuclear weapons does not really support diplomatic talks.
6. ____ As a power supply, nuclear powers can be used for electricity plant.
7. ____ The passage mentions four negative arguments for nuclear powers.
8. ____ Non-nuclear capable countries cannot benefit from nuclear power industry.
9. ____ Heat radiation caused by nuclear weapons causes only little destruction.
10. ____ The author believes that nuclear weapon poses more harm than good.

EXERCISE 9

THIS TIME, with your partner, read the passage again to answer the following questions. CONSULT your teacher if you need help.

1. Based on the title, can you guess what the passage is about?
2. In your opinion, why does the author write this passage?
3. The author mentions three advantages of nuclear weapons. What are they?
4. Why does the passage mention Hiroshima and Nagasaki?
5. How can nuclear weapons be used for global defense?
6. Give an example of environmental impact of nuclear weapons mentioned in the passage!
7. What is the first argument opposing the nuclear weapons? Explain!
8. Why does the author mention the United States and Russia?

9. Can you imagine what would happen to our people if a nuclear bomb was dropped in our country?
10. In your point of view, what can we do to reduce or limit the nuclear weapons?



WRITING OBJECTIVES

Having completed this writing section, learners are expected to be able to:

- identify the structure of a discussion text;
- complete a discussion text about global arms industry;
- familiarize themselves with the verbs used in a discussion text;
- arrange sentences into a coherent discussion text;
- write a discussion text;

GENRE CORNER (Discussion)

To be able to write a good discussion text, we have to identify its features or characteristics. They include communicative purpose, generic structure, and linguistic features.

Communicative purpose

- To present (at least) two points of view about an issue.

Generic structure

Issue:

- Statement
- Preview

Arguments for and against or Statement of differing points of view.

- Point Elaboration
- Conclusion or Recommendation

Linguistic features

- Focus on generic human and generic non-human Participants.
- Use of: Material Processes, e.g. has produced, have developed, to feed. Relational Processes, e.g., is, could have, cause, are. Mental Processes, e.g., feel.
- Use of Comparative: contrastive and Consequential conjunctions.
- Reasoning expressed as verbs and nouns (abstraction).

EXERCISE 10

With your partner, complete the following discussion text about nuclear weapon industry with words provided in the box.

Nuclear Weapon Industry

These days, nuclear weapon industry has become a global phenomenon. Countries race to develop this weaponry for peace purposes. In relation to world (1), some people agree with the industry of nuclear weapon because it can help maintain the world peace. On the other hands, some others oppose the idea, (2) that it is the source of global conflict.

Those who support this idea have some reasons. First, nuclear weapon is an international (3) that strengthens the global economy. This industry is the source of funding which can be used to improve the life condition of humans. Second, it can be used as a strong (4) deterrent to military aggression. Countries which develop nuclear weapons will be safe from the aggression of other countries. Third, it has equalizing effects (5) nations of all sizes. Small countries which are able to develop nuclear weapons will be equally respected by other big nations.

On the other hands, people who (6) with nuclear weapon industry also have some reasons. First, they believe that nuclear weapon is a destroyer of life in a grand scale. Second, the development of nuclear is also (7) Third, nuclear can also cause radioactive pollution. This pollution is dangerous for the life of people in the (8) History has witnessed how (9) pollution in Chernobyl Russia has destroyed the life of people in the region.

Based on these (10) ..., it seems that without proper plan and handling, nuclear weapon industry has more dangers and benefits.

peace	developed	dangerous	believing
arguments	radioactive	safe	future
disagree	among	enterprise	deterrent

The following is the main features of the passage above.

Issue	Nuclear weapon industry has become a global phenomenon.
Arguments for	1. An international enterprise that strengthens the global economy. 2. A strong deterrent to military aggression 3. Equalizing effects among nations of all sizes
Arguments against	1. A destroyer of life in a grand scale 2. A dangerous nuclear development 3. Radioactive pollution
Conclusions	Without proper plan and handling, nuclear weapon industry gives more dangers and benefits.
Linguistic features	- Simple present tense (subject + verbs/adverb, or subject +verb/adjective) 1. Nuclear weapon has become... 2. Some people agree with ...

EXERCISE 11

Put each of the following phrases into a meaningful sentence. See the example given.

Example:

Some Asian countries have been the main drivers of weapons growth in the last decade.

- | | |
|-------------------------|---------------------------|
| 1. weapon growth | 6. regional arms trade |
| 2. global arms transfer | 7. defense budget |
| 3. big weapon buyer | 8. arms purchase order |
| 4. arms exports | 9. conventional weapons |
| 5. weapons seller | 10. increase arms imports |

EXERCISE 12

Now, with a different partner, write another discussion text about 'global arms industry.' Make sure you include **ISSUE**, **ARGUMENTS FOR**, **ARGUMENTS AGAINST**, and **CONCLUSION**. Use the following information as your supporting points.

GLOBAL ARMS INDUSTRY

Issue	• Countries involved in global arms industry should ...
Arguments for	1. Reining the number of crimes in the country • <i>Countries believe that arms industry can be used to rein the number of crimes in the country. For example, ...</i> 2. Reducing the possibilities of criminals who would kill the victims • ... 3. Preventing children from access to their parents' guns • ...
Arguments against	1. A destroyer of life in a grand scale • <i>Some others are convinced that arms industry is a destroyer of life in grand scale. For example, ...</i> 2. A dangerous nuclear development • ... 3. Radioactive pollution • ...
Conclusions	• With wiser plan and purposes, arms industry can give more benefits for people.

Source: <https://occupytheory.org/advantages-and-disadvantages-of-gun-control>

HUMAN RIGHTS PROTECTION

If you build an army of 100 lions and their leader is a dog, in any fight,
the lions will die like a dog. But if you build an army of 100 dogs
and their leader is a lion, all dogs will fight like a lion

(Napoleon Bonaparte)



COMMUNICATIVE PURPOSE	Persuading people that something is the case
TOPIC	Human rights protection
ORACY SKILLS	Persuading people that human rights should be protected.
LITERACY SKILLS	Reading and writing about human rights protection

Oral Cycle



LISTENING OBJECTIVES

Having completed this section, learners are expected to be able to:

- identify the communicative purpose of the talk about human right protection;
- find out words or expressions commonly used in exposition text about human right protection;
- summarize main ideas and details about human right protection.

BUILD YOUR KNOWLEDGE

Before your start listening to the audio, in small groups, look at these two pictures below and discuss the questions that follow.



Picture A



Picture B

1. What does the picture A say? What do you think picture B is about?
2. Have you read or heard about conflict in some countries such as Syria, Palestine, Iraq and Africa?

3. What do you know about the conflict in Syria? Why does it happen?
4. Is human right protected or violated in these areas? Why?
5. Is it possible that such conflict may happen in Indonesia? Why or why not?
6. What should people, particularly in Indonesia, do to avoid social conflict?
7. How should the government mitigate conflict potentials among its people?
8. In the context of Indonesia, how should the national military and police play their roles when social conflict happens?

WORD POWER

The following words or phrases are found in a monolog about 'Restoring human rights in Syria.' Before listening, in small groups, draw lines to match the words or expressions with their relevant meanings in Bahasa Indonesia.

Words or phrases	Meanings
proper life (noun)	kejahatan terhadap kemanusiaan
violated (verb)	dirusak atau dilanggar
halted (verb)	ibu kota
crimes against humanity (noun phrase)	menderita
torture (verb)	dihentikan
violence (noun)	kehidupan layak
gloomy (adjective)	menyiksa
suffer (verb)	kekerasan
capital (noun)	suram atau tidak menentu

EXERCISE 1

Listen to a talk titled 'Restoring human rights in Syria'. Write down some key words or phrases that you hear. And then, in small groups, figure out the meanings of the key words or phrases with your partners.

A proper life _____

EXERCISE 2

Listen again and decide if each of the following statements is T (True), False (F) or NM (Not Mentioned). Complete this exercise with your partner. Write your answer on the space provided.

1. ____ Having a proper life is the basic right of all human beings.
2. ____ Due to social conflict, many people are deprived of their basic rights.
3. ____ The author has visited Syria to observe the social conflict.
4. ____ The author argues that the conflict in Syria cannot be halted.
5. ____ Similar to Syria, violence in Iraq and Afghanistan is also institutional.
6. ____ The Syrian government has worked hard to protect the rights of its people.
7. ____ Execution by the Syrian government is against universal human right protection.
8. ____ The conflict in Syria has damaged offices, schools and other buildings.
9. ____ Based on the passage, the International world hasn't done enough to cease the conflict in Syria.
10. ____ According to the author, the Syrians people should reclaim their freedom.

EXERCISE 3

This time, based on what you hear, answer the following questions. You may complete the task with your partner. CONSULT YOUR TEACHER WHEN NECESSARY.

1. What is the text about?
2. Give an example of human basic right mentioned by the speaker!
3. At the beginning of the talk, what proposition does the speaker mention?
4. The speaker mentions two reasons for his/her proposition about violence. What are they?
5. Mention one example of institutional violence in the passage!
6. Why does the speaker include Amnesty International in the talk?
7. What is the second argument offered by the speaker?
8. Having listened to the talk, do you agree with the proposition offered by the speaker? Why or why not?
9. If you were a Syrian citizen, do you agree with the speaker?
10. Can you think of other reasons to support the speaker's proposition?



SPEAKING OBJECTIVES

Having completed this section, learners are expected to be able to:

- identify phrases or gambits for expressing personal opinions;
- express and respond to personal opinions;
- pronounce words or phrases related to personal opinions correctly;

EXERCISE 4

With your partner, read aloud the dialog below and pay attention to the bold phrases.

TWO members of UN peacekeepers based in Gaza straits are talking about the celebration of international human right day.

Colonel Jena : Hello, what are you doing, Yani?

Major Yani : Hi, I am reading this article about um... the celebration of international human right day on December 10th every year.

Colonel Jena : Wow... that's cool. But, what do people usually do on that day?

Major Yani : Um... the day is normally marked by political conferences and meetings as well as cultural events and exhibitions dealing with human right issues.

Colonel Jena : I see, but why, should there be exhibitions on human right issues?

Major Yani : Maybe, just to remind people that human rights are still violated in some regions.

Colonel Jena : Alright. That makes sense. **In my opinion, people should apologize for,** you know, violating the human rights.

Major Yani : Absolutely, Jena. I agree with you. Um... anyway, I'll catch up later. See you.

Colonel Jena : Bye for now.

The two UN peacekeepers based in Gaza straits are going on their talks about their recent patrol in the region.

EXERCISE 5

Now, with a different partner, read aloud and act out the dialog below. Again, pay attention to the bold expression.

Officer A: Hello, what are you writing?

Officer B: Hi, it's um... a report for a press release.

Officer A: Is it about Israel's mistreatment of Palestinian children?

Officer B: You are right. You know what, **I personally believe** that this mistreatment should be halted.

Officer A: Absolutely. **Although not everyone agrees me**, but um... I strongly believe that, you know, ... Palestinians should be given their freedom.

Officer B: I strongly agree with you. That, you see, is the main point of this press release. Thanks for sharing.

Officer A: No worries. I am waiting for your press release. See you later.

Officer B: Sure. Bye.

EXERCISE 6

This time, **ON YOUR OWN**, express your personal opinions on the following issues. Use the words (should, has/have to, must, ought to) to express your opinions. **YOU MAY SHOW** your answers to your friends. See the example given!

Human right issues	Your personal opinions
1. People involved in chemical attacks in Syria	<i>People using chemical attacks in Syria should be brought to international court.</i>
2. Ethnic cleansing against Rohingya people in Burma	
3. Forced sterilization for underage disabled girls in Australia	
4. Israeli soldiers involved in mistreatment of people in Aqsha Mosque.	
5. Military operation in some conflict areas.	

Then, **ON YOUR OWN**, practice saying the following expressions of personal opinions correctly.

Expressing Personal Opinions

In my 'opinion,...

I personally believe...

I personally think...

I personally feel...

Not everyone will agree me, but...

To 'my mind...

FINALLY, practice pronouncing the following words or phrases correctly.

PRONUNCIATION: Say it correctly!

Words/phrases	Pronunciation
• personally	/ˈpɜː.sən.əl.i/
• celebration	/ˌsel.əˈbreɪ.jən/
• believe	/bɪˈli:v/
• press release	/ˈpres rɪˌliːs/
• event	/ɪˈvent/
• exhibition	/ˌek.səˈbɪʃ.jən/
• apologize	/əˈpɔː.lə.dʒaɪz/
• absolutely	/ˌæb.səˈluːt.li/

GRAMMAR FOCUS (modality)

When we state our proposition, we use **auxiliary as modal (should, has/have to, ought to, had better)** followed by **bare infinitive verbs as process**.

Example:

Drug dealers **should be sentenced** to death.

Indonesia **has to build** its infrastructure before promoting its tourism industry overseas.

The UN peacekeepers **had better learn** the cultural values of their deployment countries.

Once they agree to join the peacekeeping force, all military personnel **ought to respect** local deployment culture.

Literacy Cycle



READING OBJECTIVES

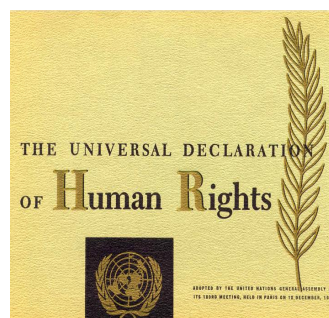
Having read the passage, learners are expected to be able to:

- summarize main ideas, specific details, references and vocabularies about the exposition text;
- identify the generic structures of an exposition;
- find out the linguistic features of an exposition;
- evaluate the communicative purpose of the exposition text.

BUILD YOUR KNOWLEDGE

Discuss the following questions before you start reading the passage.

- Have you heard or read about the universal declaration of human rights?
- What is it about?
- What is human rights? What do you know about equal rights?
- Do you agree or disagree with the fundamentals of universal human rights? Why or why not?
- Is your job related to human rights? If yes, how?



source: google.com

RATIFICATION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is an essential document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948, as a common standard of achievements for all peoples and all nations. It consists of a preamble and 30 articles and has been translated into over 500 languages. **To provide a better human right protection, countries should ratify this universal declaration of human rights for at least three reasons. They are equality in race and gender, inspiration to claim human rights, and foundations for international agreement.**

First, UDHR provides equality in race, gender, and other social aspects. Based on this, people of different races and genders have equal access to education, job, and other professions all over the world. For example, Indonesian people can have access to study in the United States and other developed countries. Indonesian military can have joint training with that from Australia, Malaysia, and The Philippines. Similarly, male and female should have similar right to military position.



Second, it inspires people around the world to claim their rights, not simply being dictated by others. People have the right to maintain and practice their basic rights of freedom of religion and speech. They also have the rights to independently

secure their national resources. For example, the Indonesian government are righted to establish and develop a military troop to guard their national security.

Finally, this document also provides foundation for international agreement. In this global era, cooperation among countries should be on equality basis. Mutual

cooperation is necessary in which countries take and give. For example, military joint cooperation is established on **mutual** benefits.

As human beings, we depend on each other. To achieve more world peace and harmony, we need to work together and respect differences. As such, **countries in the world should ratify the universal declaration of human right so that we have similar platform of conduct.**

Adapted from <http://www.un.org> and www.buffalo.edu/retrieved 20 July 2017.

EXERCISE 7

In a small group, match the following words or phrases with their underlined/bold synonyms/meanings in the passage above.

Words or phrases	Meanings in context
1. stick to something correctly (verb)	<i>maintain</i>
2. preliminary (noun)	
3. made a blueprint of (verb)	
4. accomplishment (noun)	
5. serves as the inciting cause of (verb)	
6. common to two or more parties (adjective)	
7. principle (noun)	
8. make certain of (verb)	
9. having high industrial development (adjective)	
10. necessary (adjective)	

EXERCISE 8

Now, with your partner, decide if each of the following statements is TRUE or FALSE based on the passage.

1. _____ The draft of Human Rights Declaration was developed by representatives of various legal and cultural backgrounds.
2. _____ The universal declaration of human right has actually been officially approved by the United Nations long before 1940s.
3. _____ The universal declaration of human right comprises 30 articles only.

4. ____ Based on the passage, countries should consent the universal declaration of human rights.
5. ____ There are three important reasons for countries to ratify the universal declaration of human rights.
6. ____ Based on the document, regardless of their skin colors, all people have similar rights.
7. ____ Dictating the rights of other people is not allowed by law.
8. ____ For the sake of human rights, countries have to share their natural resources with others.
9. ____ Human right declaration can become the groundwork for international cooperation.
10. ____ The ratification of universal declaration of human rights provides countries with similar principles of conduct.

EXERCISE 9

This time, with a different partner, answer the following questions based on the passage above.

1. What is the purpose of the text?
2. How many arguments does the writer present? What are they?
3. What is the writer's first argument?
4. How is the first argument justified?
5. What is the writer's second argument?
6. How is this second argument justified?
7. What is his or her last argument?
8. What is the writer's final statement?



WRITING OBJECTIVES

Having completed this writing section, learners are expected to be able to:

- identify the structure of an exposition;
- familiarize themselves with the verbs used in an exposition;
- arrange sentences into a coherent exposition text;
- write an exposition text;

GENRE CORNER

Exposition is a text used to persuade readers or audience what the case is. It usually uses imperative auxiliaries such as 'should, have to, ought to and must. Exposition consists of three elements; Thesis, arguments, and reiteration.

To give you a clearer illustration, look at the text structure. The above text is an exposition and it uses the following text structure.

THESIS

Position: Introduces topic and indicates writer's position.

- To provide a better human right protection, countries should ratify this universal declaration of human rights for some reasons.

Preview: Outlines the main arguments to be presented.

- They are equality in race and gender, inspiration to claim human rights, and foundations for international agreement.

ARGUMENTS

Point: restates main arguments outlined in Preview.

- First, UDHR provides equality in race, gender, and other social aspects.

Elaboration: develops and supports each point/argument

- Based on this, people of different races and genders have equal access to education, job, and other professions all over the world.

REITERATION

Restates writer's position.

- As such, countries in the world **should ratify** the universal declaration of human right so that we have similar platform of conduct.

EXERCISE 10

In small groups, write four arguments. Your arguments should use modality (should, has/have to, ought to, had better). See the example given.

Argument: Joint military cooperation should be beneficial for both countries for two reasons; objective and equal position.

Argument 1:

Argument 2:

Argument 3:

Argument 4:

EXERCISE 11

Now, with your partner, write at least 2-3 reasons for each of the above arguments. Your sentences should cover all the reasons. See the example given below.

THESIS

Indonesian youth **should preserve** their cultural heritage for three reasons; rich cultural resources, specific identity, and pride.

ARGUMENTS

1. Cultural heritage enables young people to have rich cultural resources.
2. Preservation of cultural heritage provides young people with specific identity different from others.
3. It also allows young people to be proud of their own cultural identity.

THESIS	ARGUMENTS
Military operation should not violate human rights for two reasons; basic right, Geneva convention, and humanism.	A. <i>Human right is the basic right for each person.</i> B. ... C. ...

Indonesia should build infrastructure before promoting its tourism overseas for three reasons; supporting facility, promotion ethics, and positive image.	A. <i>Infrastructure is an important support for tourism.</i> B. ... C. ...
Drug dealers should be sentenced to death for three reasons; deterrent, danger for human beings, and fighting drug business.	A. <i>Death sentence can scare drug dealers that they stop their business.</i> B. ... C. ...
UN peacekeepers should have good English language proficiency before their deployment for three reasons; easy communication, safety measure, and self-confidence.	A. <i>English proficiency makes communication with other officers easier.</i> B. ... C. ...
Indonesian military officers involved in the UN peacekeeping force should promote Indonesian culture to their foreign counterparts for three reasons; beauty of Indonesia, cultural ambassador, and cultural exchange.	A. <i>Indonesian military officers can promote the beauty of Indonesia.</i> B. ... C. ...

EXERCISE 12

Still with your partner, write a REITERATION for each of the thesis proposition in Exercise 10. See the example given.

Reiteration: Based on these arguments, it is necessary that joint military cooperation give benefits to both countries.

1. ...
2. ...
3. ...
4. ...

**FINALLY, on your own, write an exposition text. Your exposition should include
THESIS/PROPOSITION, ARGUMENTS and REITERATION as shown below.**

THESIS

Proposition

Preview

ARGUMENTS

Point 1

Elaboration

Point 2

Elaboration

REITERATION

REVIEWING MILITARY-BASED MOVIES



**The more you sweat in training,
the less you will bleed in battle**

(US Navy Seals Motto)

**Nobody loves the warrior
until the enemy is at
the gate**

(Anonymous)

NAGA BONAR

COMMUNICATIVE PURPOSE	Reviewing art works
TOPIC	Documentary movies
ORACY SKILLS	Reviewing an art work (movie)
LITERACY SKILLS	Reading and writing a movie review

Oral Cycle



LISTENING objectives

Having completed this section, learners are expected to be able to:

- summarize main ideas and details about a movie review.
- identify the communicative purpose of the talk;
- evaluate words or expressions commonly used in movie review;

BUILD YOUR KNOWLEDGE

- Do you like watching movies? What is your favorite movie?
- Do you prefer watching Indonesian or Hollywood movies? Why?
- Have you watched The Last Samurai? What is it about?
- What about other military-based movies? Do you like them or not? Why?
- In your opinion, why do people have different movie favorites?

WORDS POWER

Before listening to a dialog about movie review, look at the following words or phrases found in the talk. As exemplified, draw lines to match the words or expressions with their relevant meanings in Bahasa Indonesia. You may work in small groups.

Words or phrases	Meanings
portray (verb)	secara bersamaan
captured (verb)	kecenderungan
turned into (verb)	berubah menjadi
epic film (noun)	palsu
simultaneously (adverb)	film perjuangan
blends (verb)	ditangkap
tendencies (noun)	menggambarkan
interpreted (verb)	diterjemahkan/diartikan
respectable (adjective)	menggabungkan
demoted (verb)	masa remaja
fake (adjective)	terhormat
subordinates (noun)	bawahan/anak buah
adolescence (noun)	menurunkan pangkat

EXERCISE 1

Listen to a speech about movie review. Write down some key words or phrases that you hear. And then, in small groups, figure out the meanings of the key words or phrases with your partners.

Break time

_____	_____
_____	_____
_____	_____

EXERCISE 2

Listen again and decide if each of the following statements is T (True), False (F) or NM (Not Mentioned). Complete this exercise with your partner. Write your answer on the space provided.

1. ____ The two people involved in the conversation have the same military rank.
2. ____ Colonel Ahmad is finding information about his favorite movie online.
3. ____ Colonel Mary thinks that The Last Samurai is an epic movie which deserves an Oscar.
4. ____ Tom Cruise and Michael Watanabe are to main characters of the Last Samurai.
5. ____ According to Colonel Marry, The Last Samurai is about the importance of honor in the life of a soldier.
6. ____ Colonel Ahmad seems to know more about the movie than Colonel Mary.
7. ____ Although all Japanese Samurais are believed to be spiritual, they are less knowledgeable about the purpose of their life.
8. ____ In the movie of the Last Samurai, Watanabe plays as Algren.
9. ____ Together with his best friend, Watanabe, Tom Cruise survived the struggle in their life.
10. ____ The Last Samurai may want to portray the superiority of US over Japanese soldiers.

EXERCISE 3

This time, based on what you hear, answer the following questions. You may complete the task with your partner.

1. Who are the speakers and what do they do?
2. What is Colonel Mary doing?
3. According to Colonel Ahmad, which parts of the movie deserve Oscar?
4. In the movie, Tom Cruise casting Captain Nathan Algren is depicted as someone who has gruesome past. What is it?
5. Mention some characteristics of a samurai?
6. In your opinion, why do the two soldiers like the Last Samurai movie?
7. What do you think is the purpose of the talk?
8. Based on the review, do you think that the Last Samurai deserves to receive Oscar? Why or why not?



SPEAKING objectives

Having completed this section, learners are expected to be able to:

- identify main ideas and specific information in a dialog;
- express their likes and dislikes properly;
- use likes and dislikes when reviewing movies correctly,
- accurately use grammar and expressions commonly use in expressing likes and dislikes;
- correctly pronounce each word/expression commonly used in expressing likes and dislikes.

EXPRESSING LIKES AND DISLIKES

DIALOG 1

During their free time, an Indonesian female peacekeeper and her Canadian fellow are talking about their favorite movies.



Captain Yulia : Good day, Michael. How are you?

Lieutenant Michael : Hi Yulia, I am good, thanks. What about you?

Captain Yulia : Very well, thank you.

Lieutenant Michael : By the way, **I like watching non-Hollywood movies from around the world.** Do you have some from (1) _____?

Captain Yulia : Absolutely Michael. Have you heard um... Nagabonar movie? It won some Citra awards, Indonesia's awards for (2) _____. **I like it very much.**

Lieutenant Michael : Oh, well... I am not sure. What's (3) _____?

Captain Yulia : It's about a country-bumpkin boy named Nagabonar who, you know, takes advantage of a (4) _____ after war period. The setting is a village in North Sumatera of Indonesia, after Japanese troop (5) _____ in 1940s.

Lieutenant Michael : Is it? What's (6) _____ about the movie?

Captain Yulia : It's actually um... a comedy drama. Nagabonar appointed himself a (7) _____ in his village. He **indulged** himself in, you know, ... his power and new position; living (8) _____ and having his friends as his **subordinates**.

Lieutenant Michael : Cool. I think **I start falling in love with the movie.** But um... I have to see (9) _____ now.

Captain Yulia : (10) _____. We can go on later. See you.

Lieutenant Michael : Thanks. Bye.

EXERCISE 4

Before practicing DIALOG 1 above, in small groups, complete it with phrases or words provided in the box below. Then, once you have completed, practice it with your partner. Pay attention to the bold and underlined sentences.

our commander	withdrawal era	more luxuriously
the movie about	general	my country
no problem	military operation	local film industry
chaotic situation	interesting	your country

DIALOG 2

In another occasion, Captain Yulia and Lieutenant Michael meet again and go on their talks about Indonesian movie.

- Captain Yulia : Morning Michael. Good to see you again.
- Lieutenant Michael : Hi Yulia, let's go on our talk about that movie. What's the name again?
- Um... Naga...
- Captain Yulia : Nagabonar?
- Lieutenant Michael : You are right. As a comedy, um... what's funny about the movie?
- Captain Yulia : You know what, ... one of the funniest moments in this movie is when um... Nagabonar randomly promoted and demoted his friends to different ranks in just one day.
- Lieutenant Michael : Oh gosh... it's lovely and hilarious. But Nagabonar is just a fake general, isn't he?
- Captain Yulia : He is, but um... it doesn't mean he didn't take his role as leader seriously.
- Lieutenant Michael : Really?
- Captain Yulia : You know, ... experiences and various dramatic events in his life gradually changed him to be grown up, responsible and respectable man.
- Lieutenant Michael : What do you mean?
- Captain Yulia : Well,... Nagabonar became a true soldier leading his troops battling against, you see, ... the foreign forces who tried to take over their land.
- Lieutenant Michael : Wow, I love him very much. Anything bad about the movie?
- Captain Yulia : Not sure if I have something I don't like about Nagabonar. You know what, in my experience the awarded movies tend to be boring ; but not this movie.
- Lieutenant Michael : I think it's um... one of must-see Indonesian movies. I can't wait to watch it someday. Thanks for your nice review, Yulia.
- Captain Yulia : My pleasure, Michael. Would be happy to tell some other Indonesian movies. Bye for now.
- Lieutenant Michael : See you, Yulia.

USEFUL EXPRESSIONS FOR LIKES AND DISLIKES

Likes	Dislikes
• I like that movie very much. • That's a brilliant movie. I love it. • I love its fighting scenes. • It's lovely and hilarious. • Michael loves his deployment as a UN peacekeeper. • She is fond of her current military rank. • He is keen on working as a UN troop.	• I don't like that film. • He dislikes that new film. • My father doesn't really like the food. • Lieutenant John doesn't really love his current deployment. • Walada is not really fond of taking his new promotion. • She is not keen on working at international tribunal.

EXERCISE 5

NOW, with a different partner, practice DIALOG 2 above. Pay attention to the bold and underlined sentences.

Then, ON YOUR OWN, practice saying expressions of LIKES and DISLIKES above. When you are done, pronounce the words below correctly.

PRONUNCIATION /prənʌn.si'eɪ.ʃən/: Say it correctly!

Words/expressions	Pronunciation
• fond (adjective)	/fə:nd/
• keen (adjective)	/ki:n/
• hilarious (adjective)	/hɪ'ler.i.əs/
• brilliant (adjective)	/'brɪl.jənt/
• promote (verb)	/prə'moʊt/
• demote (verb)	/dɪ'moʊt/
• tribunal (adjective)	/traɪ'bju:.nəl/
• lieutenant (noun)	/lu:'ten.ənt/
• experience (noun)	/ɪk'spɪr.i.əns/
• respectable (adjective)	/rɪ'spek.tə.bəl/
• current (adjective)	/'kʌ:.ənt/

Adapted from <http://dictionary.cambridge.org/dictionary/english/>

EXERCISE 6

FINALLY, with a friend, practice expressing LIKES and DISLIKES about the following situations. Pay attention to your pronunciation. See the example given.

SITUATIONS	LIKES	DISLIKES
1. New military promotion	<i>I <u>like</u> my new military promotion very much.</i>	<i>Actually, I <u>am not really fond</u> of this new promotion.</i>
2. Future deployment as a UN peacekeeper		
3. Pre-deployment training		
4. English language training		
5. Watching an epic film		
6. Reviewing some Indonesian movies		

GRAMMAR FOCUS (Fond of, keen on, ...)

In addition to the words 'like' and 'dislike', we can also express DIS/LIKES using the words 'fond of' and 'keen on'. We express LIKES using (be/am/is/are+fond of/keen on + verb ing). For DISLIKE, we just put NOT before (be/am/is/are). Fond followed by of and keen followed by on are called **phrasal adjectives**.

Example:

- I am fond of travelling but I am not fond of trying out foreign food.
- Mayor Sheila is keen on joining the UN peacekeeping force.
- Colonel Maryam is not keen on finishing her deployment soon.

Literacy Cycle



READING objectives

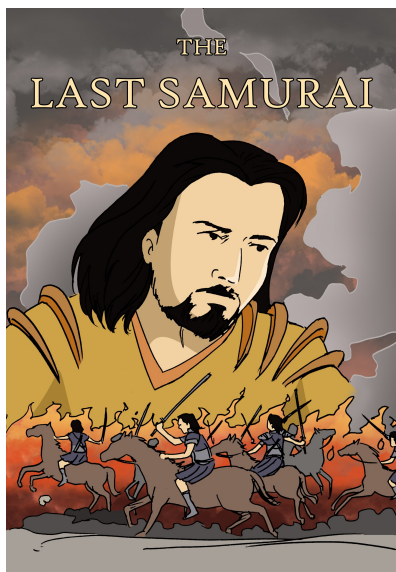
Having read the passage, learners are expected to be able to:

- summarize main ideas, specific details, references and vocabularies about the review text;
- identify the generic structures of a review text;
- find out the linguistic features of a review text;
- evaluate the communicative purpose of the review text;

BUILD YOUR KNOWLEDGE

In small groups, discuss the following questions before you read the passage below.

- Look at the picture below. What is it?
- Are you familiar with movie review? Why or why not?
- Have you read any movie reviews? What movie?
- Why is a movie reviewed?
- What do you say or write when reviewing a movie?



IT'S REALLY BEAUTIFUL

By mstomaso

After my third viewing, I can finally admit that this film has me. I enjoyed it during its theatrical run, enjoyed it more the second time around, and now, I can only say that I love it. The cast is exemplary. Tom Cruise is so good in this film that it is very often easy to forget he is Tom Cruise. He shows his most powerful role and best performance since Jerry Maguire. Ken Watanabe, however, is incredible in every scene - acting with a rare sensitivity and

intensity and breathing life into a character much larger and more human than the grand story of which he is a part. Though the entire cast is excellent, I feel that I must also single out Koyuki and Shichinosuke Nakamura for, respectively, the female lead and the emperor, for the subtle strength and believability they each give their very challenging roles.

The story takes place during the early modernization of Japan, in the 1870s and 1880s. The Emperor's power has been weakened by the political and economic power of his cabinet, by his young age, and by the political influence of the United States and other western powers pulling the strings of his cabinet and supplying modern weaponry and tactics to the modernizing Japanese army. Cruise plays Captain Allgren, an alcoholic veteran who has seen and participated in too many massacres of innocent people, and is offered an opportunity to reclaim some of his honor by helping to train the Japanese military in the use of firearms. When he arrives in Japan, we learn that the first test of the Japanese army and its new weapons will be against a rebellious group of samurai who believe themselves to be in the service of the Emperor and Japan, but resist the Emperor's cabinet and the influence of western nations. In the power void left by a passive emperor, Japan seems poised to enter into a civil war against its own values, faith and honor. During the first attack on the Samurai, Allgren is captured by the Samurai and begins a spiritual, physical and philosophical journey which will bring him a level of self-respect his own culture could never supply.

My interpretation of this journey is that Allgren has found a place and people that offer him redemption, where, in his own world, he can find none. But Allgren's is only a small part of the story - which ultimately revolves around what is right for Japan, for the subjectivity of a whole nation, and how to portray such a subject from its own perspective. Traditional Japan is treated with empathy here, not aggrandizing exaggeration, as some of the film's critics seem to suggest. This is not a film about what is objectively right and wrong, but a film about struggling to understand and empower tradition as a means to control and benefit from change. I find no grand moral statement here, but rather an intense, sympathetic, human drama with a strong sense of honor and sacrifice.

Edward Zwick has made a film which operates well at every level, carrying simple but profound philosophical ideas, but avoiding the mistake of making these ideas and the characters that express them super-heroic. Ultimately, this beautifully shot film conveys powerful messages about war, tradition, ethics, honor and culture, which, though not particularly original, are sensitively and intelligently brought forward. There is a lot of action, including some remarkably well-acted sword fighting and martial artistry, but none

of it seems unnecessary and the whole film is truly tightly woven. My highest recommendation.

Adapted from <https://www.commonsensemedia.org/movie-reviews/the-last-samurai#>

EXERCISE 7

In small groups, read the passage above and match the following words from the text with their correct synonyms/meanings.

Words in contexts	Synonyms/meanings
1. The cast is <u>exemplary</u> .	S. made or constructed
2. Though the entire <u>cast</u> is excellent, I feel that I must also single out...	T. worthy of imitation
3. ... an alcoholic veteran who has seen and participated in too many <u>massacres</u> of innocent people,...	U. adding details
4. ... and is offered an opportunity to <u>reclaim</u> some of his honor by helping...	V. actors in a play
5. Japan seems <u>poised</u> to enter into a civil war against its own values, faith and honor.	W. moves around
6. ... people that offer him <u>redemption</u> , where, in his own world,...	X. in full control
7. ... which ultimately <u>revolves</u> around what is right for Japan...	Y. savage and excessive killing of many people
8. ... with empathy here, not <u>aggrandizing</u> exaggeration,...	Z. deep and complete
9. ... carrying simple but <u>profound</u> philosophical ideas,...	AA. paying back debt or security
10. ... unnecessary and the whole film is truly tightly <u>woven</u> .	BB. claim back

EXERCISE 8

NOW, work with your partner. Based on the passage above, decide if each of the following STATEMENTS is TRUE or FALSE. Write (T) or (F) on the line provided.

1. _____ The reviewer has watched the movie three times.
2. _____ Tomaso is the reviewer of the movie.
3. _____ Although he loves the movie, the reviewer does not really like Tom Cruise.

4. _____ In the movie, Koyuki Nakamura plays a young emperor.
5. _____ The story covers a decade of Japanese early modernization time.
6. _____ The United States supplied modern weaponry for Japanese soldiers.
7. _____ Based on the review, Captain Nathan Alegren wants to take revenge by killing all Japanese soldiers.
8. _____ The movie suggests that the Japanese people can become modern by embracing to their own traditions.
9. _____ Despite its high rank, the Last Samurai does not have strong philosophical ideas.
10. _____ According to the reviewer, this movie combines great story and exemplary casts.

EXERCISE 9

THIS TIME, with your partner, read the passage again to answer the following questions. CONSULT your teacher if you need help.

1. What movie is reviewed in the text? Who is the reviewer?
2. Many characters of the movie are mentioned. Who are they?
3. How does the reviewer feel about the movie? Does he like it or not?
4. According to the reviewer, how is Tom Cruise's role in the movie?
5. Describe the life of Captain Nathan Algren before and after becoming a samurai?
6. How is the condition of Japan described in the movie?
7. Who is Edward Zwick and how is portrayed by the reviewer?
8. The reviewer says, "After my third viewing, I can finally admit that this film has me."
What does he mean?
9. What is the purpose of the passage above? What is the evaluation section of the passage above?
10. Describe the summative evaluation of the movie!



WRITING OBJECTIVES

Having completed this writing section, learners are expected to be able to:

- identify the structure of a review text;
- familiarize themselves with the verbs used in a review text;
- arrange sentences into a coherent review text;
- write a review text;

GENRE CORNER

A review text has specific structure and linguistic features as explained below.

Structure

- **Orientation:** places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.
- **Interpretive Recount:** summaries the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.
- **Evaluation:** provides an evaluation of the work and/or its performance or production; is usually recursive.
- **Evaluative Summation:** provides a kind of punch line which sums up the reviewer's opinion of the art event as a whole; is optional.

EXERCISE 10

In a small group, match the following structures of the review text with their relevant sample texts. Check the GENRE CORNER above.

Review structures	Sample texts
Orientation _____	A. The Last Samurai takes place during the early modernization of Japan, in the 1870s and 1880s. Cruise plays Captain Algren, an alcoholic veteran who has seen and participated in too many massacres of innocent people. He is offered an opportunity to reclaim some of his honor by helping to train the Japanese military in the use of firearms.
Interpretive recount _____	B. Edward Zwick has made a film carrying simple but profound philosophical ideas, but avoiding the mistake of making these ideas and the characters that express them super-heroic. My highest recommendation.

Evaluation _____	C. My interpretation of this journey is that Allgren has found a place and people that offer him redemption, where, in his own world, he can find none. But Allgren's is only a small part of the story - which ultimately revolves around what is right for Japan, for the subjectivity of a whole nation, and how to portray such a subject from its own perspective.
Evaluative summation _____	D. After my third viewing, I can only say that I love it. The cast is exemplary. Tom Cruise is so good in this film that it is very often easy to forget he is Tom Cruise. He shows his most powerful role and best performance since Jerry Maguire.

EXERCISE 11

With your partner, arrange the following sentences into a good review text. The text should include Orientation, Interpretative recount, evaluation, and evaluative summation.

THE PATRIOT

- A. ____ Gibson delivers, as always. He is utterly compelling whether he is hacking an opponent to death. Fellow Aussie Heath Ledger is superb as oldest son Gabriel, at first impatient to join the fight, later a brave and mature soldier and an ardent suitor.
- B. ____ Finally, Colonel Tavington is a villain so reprehensible that he not only burns down a church filled with civilians, he also enjoys it. This level of cartoonish exaggeration makes it harder for us to engage with the characters.
- C. ____ Moreover, there's a long Hollywood tradition of reluctant heroes who are forced into violence, thus giving us the best of both worlds with a hero whose heart is in the right place, but whose muscles and gun are, too. So, Benjamin has to find a reason to fight. It would have been nice if that reason had something to do with liberty and democracy, but instead it's about revenge.
- D. ____ First of all, despite minor flaws, this is a very enjoyable popcorn movie. The action sequences play well, and the black characters are treated with as much dignity as possible.

- E. ____ The only heartfelt struggle for independence in the movie is teenage rebellion.
And, producing/directing team Dean Devlin and Roland Emmerich play fast and loose
with historical facts here.

Adapted from <https://www.common-sense-media.org/movie-reviews/the-patriot>

EXERCISE 12

Finally, ON YOUR OWN, write a review text on a movie that you know very well. Your review should have at least three sections: ORIENTATION, INTERPRETATION and EVALUATION. See the example given.

ORIENTATION	ICE AGE movie
INTERPRETATION	
EVALUATION	

