

Chapter 6

What Education Should Be



Source: www.sutton.gov.uk

In This Chapter

Listening:

- Responding to expressions of anger
- Responding to expressions of embarrassment
- Responding to expressions of annoyance
- Responding to a monologue of a hortatory exposition

Speaking:

- Expressing anger
- Expressing embarrassment
- Expressing annoyance
- Performing monologues of a hortatory exposition

Reading:

- Reading hortatory exposition texts
- Identifying the structure of a hortatory exposition text;
- Comprehending an advertisement.

Writing:

- Writing a hortatory exposition

Listening

In this section, you will learn how to:

- respond to expressions of anger, annoyance and embarrassment in conversation;
- respond to a hortatory exposition text.

Activity 1

Answer the following questions.

1. What usually makes you very angry?
2. Is it good to get angry? Explain your answer.
3. What is your response to people who annoy you?
4. What do you do when you feel embarrassed?
5. What do you do when your friends feel embarrassed?
6. What will you say to her/him?

Activity 2

You are going to listen to a dialogue. Listen carefully and then answer the questions.

1. Who is Totok talking to?
2. Why does Totok look so sad?
3. How does Totok feel after joining the speech contest?
4. Why was Totok nervous when he was delivering the speech?
5. Was it the second time for Totok to join such a contest?

Activity 3

You are going to listen to a dialogue. Work in pairs to fill in the blanks. Write in your workbook.

Mr Teuku Maulana is waiting for his driver who comes late to pick him up. He gets angry with the driver although he has given an apology.

Driver : I'm sorry, Sir. I am late. You must have been waiting for me for a long time.

UN Shot

Dio : You look sad.
What has
happened to
you?

Dipta : My father lost
his crops. Insects
ate them up

Dio : What is he going
to do now?

Dipta : His brother
has given him
capital to start
with.

- He plans to have another business.
- He has nothing to do.
- He is retired from his job.
- He promises not to plant anything.
- He has no idea what to do.

(UN 2002/2003)

Mr Maulana : Yeah. I am very annoyed. ¹_____? You should have been here earlier.

Driver : Err.... There was a traffic jam on the way here. So ²_____. That's the truth, Sir.

Mr Maulana : OK. Haven't you washed this car? It is very dirty. ³_____?

Driver : ⁴_____. Actually I did it two days ago.

Mr Maulana : You did it two days ago? No wonder, it's full of dirt.

Driver : ⁵_____. Should I wash it now?

Mr Maulana : We're thirty minutes late. Take me to Hotel Sahid.

Driver : ⁶_____.

Mr Maulana : Huh... anyway, I'm sorry because ⁷_____. I hope you won't be late again.

Driver : Yes, Sir. I do apologise for this inconvenience.

Activity 4

Listen to the following expressions. Pay attention to the intonation. Differentiate the expressions and their responses.

- Oh no!
- Alright, Sir.
- Oh, dear!
- I'm very sorry.
- I know what you mean.
- I'm very annoyed.
- It is extremely irritating.
- I don't like it either.
- I do apologise.
- What a nuisance!

Activity 5

Listen to the following responses to the expressions of *embarrassment*. Then find any other possible responses.

1. I don't think it's a big deal.
2. Don't worry about it.
3. You may not have such a feeling.

Activity 6

Listen to the tape about education vs capitalism and then comment on it.

Activity 7

Listen to the tape and fill in the blanks in the text.

Education vs Capitalism



Source: www.smusantocarolus-sby.sch.id

The battle between education
¹_____ and capitalism continues.

Does idealism in the world of education have to clash with capitalism? Professing a need to ²_____ a return on capital invested within the shortest possible time, capitalism has entered education ³_____.

Consequently, there are instances of schools obliging students to buy particular textbooks to benefit from publisher's bonuses, and universities opening special ⁴_____ channels in order to impose high student ⁵_____ fees.

Meanwhile, various ⁶ _____ for the pursuit of educational ideals have been ignored, though education is the right of all ⁷ _____, with or without access to capital. At present, education is expected to produce a return on capital for whoever wishes to invest in the field.

The school of medicine, for instance, charges high ⁸ _____ fees and yet lots of new students are still interested in entering. These students, too, expect a return on investment within a shorter time than their ⁹ _____ in the school of agriculture can achieve.

A very tough struggle is needed to change this paradigm because the majority of Indonesians are under the influence of capitalism. Even the government, with power under its control, ¹⁰ _____ to be helpless and yields to the capitalist climate, making the excuse of fund limitations.

Trying to make peace with capitalism may be the proper approach before further compromising with it, in view of objective realities today. The next important thing to consider is what steps should be taken for a post-capitalist society, because this situation should not be endless.

Taken from *The Jakarta Post*, September 1, 2004

Activity 8

Here are some words which are in the text. Match them with their synonyms on the right side. Use their context to help you.

Words	Synonyms
1. battle	a. advantage
2. issue	b. search; seeking
3. clash	c. fellow
4. capitalism	d. fight; action
5. benefit	e. strong
6. pursuit	f. affair; matter
7. peer	g. free enterprise
8. tough	h. conflict

Activity 9

Listen to the questions and answer them.

Speaking

In this section, you will learn how to:

- express anger, annoyance and embarrassment;
- perform a monologue of a hortatory exposition text.

Activity 1

Read the following dialogue and then act it out.

Father is telling Betsy that somebody on the terrace of their house is waiting for her.

Father : Why don't you meet the boy?

Betsy : No, Dad! I won't meet him. I feel embarrassed about seeing him.

Father : Err... what's wrong with you?

Betsy : Nothing. But my friends say that he likes me. And you know, Dad. I don't like him. Help me tell him about it.

Father : Is that what makes you avoid him?

Betsy : Yes, Dad.

Father : Honey, listen to me! It's not good to avoid him, just go and tell him the truth. You should explain it by yourself.

Betsy : Okay then. I'll try to explain it. Thanks, Dad.

Father : That's my girl.

Activity 2

Arrange the following dialogue into the correct order. Then act it out.

1. Gede : Sorry, Mom. I am in a hurry.
2. Mother : All right, take care of yourself, honey.
3. Gede : OK. Mom, did you see my English book?
4. Mother : Gede, you must have breakfast before you go.

5. Gede : Mom, have you seen my tie? I can't find it.
6. Mother : Oh, dear! You can't find your book either? Don't be careless! You are a big boy now. You are not a kid anymore.
7. Mother : It's right in front of you. You put it on your desk.
8. Gede : Of course I am a big boy now. But please help me, Mom! I will be late.
9. Gede : I found it. Thanks, Mom. Bye.
10. Mother : Check your drawers.

Activity 3

Read the following notice. Then make a dialogue based on the topic of the notice. Act the dialogue out.

Attention All Students.
Annual Jumble Sale!

The Parent-Teacher Association of SMU Taruna Karya is organising a jumble sale. The details of the sale are as follows.

- Venue : School field
Date : 18 September 2008
Time : 8.00 a.m. to 12.30 p.m.

Students are kindly requested to bring old clothes, books, magazines, and other items which they want to sell. Teachers will be selling cookies, cakes and drinks.

All money collected will be used to help poor students and to buy sports equipment.

Thank you for your cooperation.

What to Say

Study the following expressions of anger, annoyance and embarrassment.

More Formal



Less Formal

More Formal



Less Formal

More Formal



Less Formal

Expressions of Anger

- Oh, dear!
- Oh, bother!
- What a nuisance!
- Oh no, what's next?
- That's the last straw!

Expressions of Annoyance

- I'm very annoyed.
- It is extremely irritating.
- What a nuisance!
- Oh no!
- It makes me mad.

Expressions of Embarrassment

- I'm so embarrassed.
- I'm ashamed, sorry.
- I'm shy to say so.
- It's embarrassing.
- I'm bashful to

There are several possible ways to express anger and annoyance.

1. Blowing off steam (expressing one's own grudges)
2. Mild rebuke (grumbling and complaining softly)
3. Extreme politeness (expressing anger by using a very polite greeting)
4. Silence (being angry without words but showing emotion)
5. Sarcasm (being angry with nice words in a very painful way)
6. Screaming and yelling (being angry with a loud voice)
7. Threatening (saying you will do harm)
8. Swearing (being angry using rude words)

Activity 4

Complete the following short dialogues with the expressions you have learnt. Write them in your workbook.

Englishclub.com

There is a lot of information and resources that you can get from the Internet when you want to learn English. You can browse the following sites.

www.learningenglish.org.uk
www.englishclub.com
www.eslgold.com
a4esl.org

- Ruli feels ashamed by her speaking ability.*

Ruli : I often ask your help with my English. My English is not good.

Afrizal : _____. I am always ready to help you.
- Niken forgets to bring the articles about early education that will be published in two days.*

Tini : What? You forgot to bring the articles?

Niken : _____. I just forgot. Look... after the show we can drive by the house and pick them up.
- Bono speaks too much about his picnic when his sister, Ria, is doing her homework. Ria feels annoyed.*

Ria : Would you please be quiet? I'm trying to concentrate on my work.

Bono : _____. I just want to share my great experience.

Ria : Just wait until I finish my homework. Then we will talk much about your picnic. OK?

Bono : Sure.

Ria : Thanks, Bono.
- The policeman stops a man who is driving his car very fast.*

Policeman : Good morning, Sir.

The man : Good morning.

Policeman : Could you drive more slowly?

The man : _____. You know, my daughter needs to see a doctor soon. If I am late, I am afraid something bad will happen to her.

Policeman : Alright. Be careful.

The man : Thanks a lot, Sir.

Policeman : One more thing.

The man : Yes, Sir.

- Policeman : Always obey the traffic signs.
The man : Certainly, Sir.
Policeman : Good. Now you can go.

Activity 5

With a partner, write dialogues based on the following situations. Then act one of them out.

Situation 1

Your sister gets angry with you because her book, that you borrowed, was left at your school. She needs the book because she has to make a summary of it to be submitted the next day.

Situation 2

Your little brother walks up and down in front of you while you are watching TV. You feel very annoyed. Then you tell him not to do that.

Situation 3

Your elder sister feels embarrassed since she lost her friend's umbrella when they went swimming the other day.

Pronunciation *Practice*

Pay attention to the /θ/ and /ð/ sounds. Repeat after your teacher.

1. through /θru:/
2. ethnic /'eθnɪk/
3. something /'sʌmθɪŋ/
4. both /bəʊθ/
5. within /wɪ'ðɪn/
6. that /ðæt/
7. though /ðəʊ/
8. another /ə'nʌðə/
9. those /ðəz/
10. themselves /ðəm'selvz/

Activity 6

Study the following phonetic symbols. Pronounce them and then write them in ordinary script in your workbook.

- | | |
|--------------|-------------|
| 1. /θi:v/ | 6. /ðen/ |
| 2. /'θɜ:stɪ/ | 7. /mɒθ/ |
| 3. /ðeə/ | 8. /θrəʊ/ |
| 4. /'rɑ:ðə/ | 9. /'bɒðə/ |
| 5. /breθ/ | 10. /bri:ð/ |

Activity 7

Answer the following questions.

1. So far, have you obeyed all the regulations in your school?
2. What are the advantages of having disciplined?
3. Do you always come to school on time?
4. What do you think of people who are not disciplined in their life?

Activity 8

Retell the following text in your own words.

On School Discipline

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.

Discipline is not something that must be slapped onto a child like handcuffs.

Inner discipline, one that comes from within due to an understanding of the set rules and regulations, is the highest form of behaviour. Most

excellent schools try to instill this with a loving environment.

Why, even adults arrive late to meetings, work, etc—admittedly shamefaced. Here, we are talking about children.

Latecomers should not be shut out. They can be given warnings, most of which are enough to make them want to reach school on time. If this fails, talk to the parents.

By closing its gates, the school is behaving cruelly to which we prefer not to expose our children.

Every school has a responsibility to implement educational concepts in the appropriate context, not just those schools that follow international standards and are generally unaffordable for the majority.

Good schools create competitive students who can organise themselves effectively in society so that everyone gets a quality life as a result of ethics

and values imbibed into students for as long as 12 years.

Children are precious, and are dependent on adults for guidance and we must not take advantage of this. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

Taken from The Jakarta Post, October 30, 2003

Activity 9

In groups of three, write a dialogue with the same topic as the text in Activity 8. Use the expressions you have learnt in this chapter. Then, act it out in front of the class.

Reading

In this section, you will learn how to:

- read a hortatory exposition text;
- identify the structure of a hortatory exposition text;
- comprehend an advertisement.

Activity 1

Answer the following questions.

1. What do you think about education in your country?
2. How about early education such as playgroup and kindergarten?
3. Do you agree that the brains of children should be stimulated from an early age?

Activity 2

Study the structure of the text.

Helping Children Discover Their Own Identity

Thesis

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

Argument

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist them in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

What parents need to do is to respect the changes going on within their child's world, and respond appropriately to their changing needs. Here a close monitoring rather than control taking is essential.

This may sound like ideal advice; yet not all parents may agree with this. A parent who was raised in a democratic family atmosphere will certainly pass down the freedom he/she had enjoyed during childhood to his/her offspring. On the other hand, those who were brought up in a conservative and authoritative family will inculcate traditional values to their children, restricting them by tightly abiding to what the parents believe to be the correct norms.

Clearly, a parent's family back-ground will, exert a considerable influence in helping his/her children to learn both formally and informally. It is more likely that parents will consistently follow the mind-set they adopted from their father or mother if they think that it is beneficial. Today's parents, however, need to be aware that not all values and norms that their parents implanted in them during their childhood are compatible with modern reality. Things have changed considerably, and parents should take this into account.

It might, for example, be felt less relevant to impose traditional control over their children's conduct about what they need to do to attain academic achievement. However, most parents still cling to this, acting as if they are omniscient and know perfectly what is best for their children.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

Parents also should not exercise too much authority so as to overprotect their children to develop their potential to the fullest. Parental intervention, if it is done in an improper manner, can do more harm than good.

If not in accord with children's interests, parents' excessive intervention is seen by children as something that inhibits rather than facilitates their academic excursions. Parents may probably not realize that their children simply want them to stay in the background and to provide whatever support and resources they need to venture out into the world.

This does not imply that intervention is not necessary. At the very young age when the influence of a peer group is extremely powerful, parents need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.

Recommendation

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Evaries Rosita–Contributor/Jakarta
Taken from *The Jakarta Post*, March 9, 2008

Hortatory Exposition

Social function : to persuade the reader or listener that something should or should not be the case.

Generic structure:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation: statement of what ought to or ought not to happen

Activity 3

Answer these questions based on the text.

1. What is the issue of the text?
2. How does the writer view children of today and those in the past?
3. What are the writer's views on parental guidance for children?
4. How does a parent's family background influence the children education?
5. What is the writer's recommendation for the parents?

Activity 4

Read the text quickly (*scan read*) to get the topic of the text.

Parents Need to Analyse International Schools

What impressed me about my friends was their determination for their children to have, what they described as, "the best possible education that will give them good prospects for their future careers". What seemed sad and disappointing was that they had concluded that this "best possible education" could not be accommodated and provided by the Indonesian schooling system.

It is quite amazing how many international schools are available in Jakarta now. With recent terrorist attacks and threats on Jakarta, many in the expatriate community have in fact been leaving Indonesia and yet there are still many international schools that, one would have assumed, are designated and targeted more exclusively to serve the expatriate community.

But times have changed and international schools are no longer there to exclusively serve the international community. More and more Indonesians are choosing international schools for their children's education. But, of course, these are the relative few in Indonesia today because after all international schools do not come cheap.

However, no matter what school a parent chooses to send his or her children to, care needs to be taken to assess the type and quality of education that is being offered. When it comes to international schools this is probably doubly important because there is a great expense that can be incurred to parents who are choosing an "international" education for their child.

But we should take care when we think or hear of that "international" label. Many parents quickly and easily enter into the belief that the label "international" is an instant ticket to quality education and better and international education in the future at the ages of college life. But this is not always the case.

There are many "international" institutes and educators highly capable as providers of what might be considered a superior education. But at the same time there are those institutes that do not necessarily live up to such standards and they offer an educational "service" that is neither worthy of the nametag "international" or the accompanying higher, if not extortionate, school fees.

My friend ultimately settled on an international school with a more fully developed campus site and a depth of curriculum and teaching staff that impressed them. Of course, this was an even more expensive proposition for them but they are fortunate to be able to afford the extra expense and of course look to it as a way of setting their minds at ease that they have made the right choice.

This, though, is the key conundrum for any and all parents. What is really the right choice of school for our children? In some quarters, mainly in the worlds of sales and commerce, the phrase "reassuringly expensive" is used to express the idea that the more you pay, the more likely you are to get something good.

Sometimes parents have the attitude that the school knows best and so they practically handover their child and the child's education to the school and the school system. This is not right though because so much of a child's education is naturally, or really should

be, evolving from the home. Parents that just handover the educational responsibility to the school are really failing.

But also they may be failing and blinding themselves to the reality of what is really happening in school. International schools offer an option for education for the more financially secure of Jakarta. But the "international" labelling of a school should not blind the parents and reduce their analysis of what they are paying for. For the greater part better quality education should be at hand but only scrutiny and continuous checking will guarantee this.

People have obviously been very frustrated with the state of education in Jakarta and beyond and so this has led to a greater consideration of an international setting for children's education. But that setting should not be accepted on face value alone; the customer must check and the buyer must beware.

Taken from The Jakarta Post, December 18, 2004

Activity 5

Match the words taken from the text to their meanings or synonyms.

Words	Meanings or Synonyms
1. determine	a. emigrant
2. expatriate	b. cost
3. doubly	c. much too high
4. expense	d. act of deciding
5. extortionate	e. twice as
6. reduce	f. make less
7. scrutiny	g. careful examination
8. beware	h. be careful

Activity 6

Read the text again and then answer these questions.

1. Does the writer's friend think her children's education is important?
2. What made the writer impressed with his/her friend?
3. What makes the writer sad and disappointed?
4. Are there many international schools in Jakarta?
5. Who is the main target of international schools?
6. Do international schools charge high fees?
7. Is it easy to find a quality international school according to the text?
8. What is the meaning of the phrase "reassuringly expensive"?
9. What should parents consider when choosing an international school for their children?
10. What is the recommendation stated by the writer?

Activity 7

In pairs, find what the following words refer to.

1. they (paragraph 1, line 3)
2. it (paragraph 4)
3. we (paragraph 5)
4. this (paragraph 5)
5. them (paragraph 6)

Activity 8

Choose T if the statement is true and F if the statement is false.

1. T - F The writer admired the friend's effort to find a quality school for her children.
2. T - F Indonesian schooling system has been able to provide "best possible education".
3. T - F International schools target to serve expatriate family.
4. T - F All international schools are expensive.
5. T - F Parents should beware of the label "international".

6. T - F Many "international" institutes and educators don't meet the standard of a quality education.
7. T - F Parents should only consider the curriculum and the campus site before their children are educated at the school.
8. T - F Parents who give the educational responsibility to schools are doing the right thing.

Activity 9

Read and understand the following text and then answer the questions.

Parents Should Be Wary of Expensive Schooling



Source: jendralkecil.files.wordpress.com

With the frenzy of the new academic year now subduing, parents are now thinking about how to boost their children's academic performance. Parents seem to be aware that as the competition to get into the top universities becomes more and more fierce, they must do everything in their power to ensure their children get the best education possible beginning as early as possible. Otherwise, their children will end up in mediocre schools or universities.

A lot of parents are content seeing their children spend the entire day inside a classroom, both at school and in private tutoring sessions.

While excessive studying might help a child's grades, it may also be bad for them. Yanti Dewi, an educational councillor who graduated from the University of Indonesia, has identified a number of dangers that parents should be aware of regarding excessive schooling.

First, excessive schooling can cause stress to a child, particularly because most schools and private tutors use traditional teaching methods.

Second, too much schooling means a lot less time for playing and interacting with other people, both considered critical for children.

Finally, too much time spent on education means less time for the parent-child relationship. It is popularly understood that much of the

inappropriate behaviour by the young can usually be traced back to a lack of proper family relationships.

Considering that there is the potential danger of excessive schooling, what can parents do?

As the need for extra lessons can be attributed to the sub-standard quality of teaching at schools, parents can help schools improve the quality of the teaching-learning process. Parents can take their initiatives to school committees, which are gaining in power and popularity at schools.

A school committee, for instance, can propose and seek support from parents and the city council for new teaching materials such as books and lab equipment.

They can also provide additional funds to support teacher development programs. At some schools, committees can even ask teachers not to moonlight, which is considered a prime cause of fatigue and a lack of preparation on

the part of teachers. As compensation, parents must be willing to provide funds for extra benefits for the teachers.

In addition, parents must now learn to take a more active role in home education. Home education is defined as structured learning activities conducted at home, and usually facilitated by parents. This type of education is still considered the best answer to children's need for extra learning, as well as improving the parent-child relationship. According to my own observations, many parents who send their children to private lessons are in fact capable of conducting home education.

Of course, to be able to provide quality learning for their children, parents need to upgrade their knowledge, by sharing with other parents, reading educational books or seeking professional help at the initial stage. Although it means extra work for parents, home education is indeed rewarding.

Taken from The Jakarta Post, September 20, 2004

1. Why are parents now thinking about how to boost their children's academic performance?
2. What are the good and bad effects of the extra tutoring sessions?
3. What is home education?
4. What is the advantage(s) of home education?
5. What should parents do to provide a quality education for their children?

Activity 10

Find the words in the text of which meanings are written in the following box.

Meanings	Words
1. violent excitement (paragraph 1)	_____
2. intense; strong (paragraph 1)	_____
3. not very good (paragraph 1)	_____
4. satisfied (paragraph 2)	_____
5. too much (paragraph 3)	_____
6. have a second job, in addition to one's main job (paragraph 10)	_____

Grammar *Review*

Conjunctives

Study the following sentences.

1. *However*, no matter what school a parent chooses to send his or her children to, care needs to be taken to access the type and the quality of education that is being offered.
2. *As a result*, Dino is now a very busy student.
3. *Consequently*, children cannot digest the materials properly.

The words in italics are *adverbs (conjunctives)*. Those conjunctives join ideas within the sentences or with ideas in other sentences or paragraphs.

Other adverbs (conjunctives):

- also
- as well
- besides
- therefore
- furthermore
- in addition to
- nevertheless
- too
- subsequently

Activity 11

Fill in the blanks with appropriate conjunctives.

1. She can speak German and French _____.
2. She is smart. _____ she can play piano well.
3. _____ her talent in dancing, she is able to sing different types of songs.
4. They are not only a good team, but _____ best friend.
5. They have not got the news of the accident. _____ they go on hoping that their relatives are still alive.

Activity 12

Study the following advertisement. Then answer the questions.

The advertisement for Jakarta International School (JIS) is divided into several sections. At the top left is the JIS logo, which consists of a stylized globe icon above the letters 'JIS' and the text 'JAKARTA INTERNATIONAL SCHOOL'. To the right of the logo is the school's motto: 'JAKARTA INTERNATIONAL SCHOOL students achieve personal excellence to be the best for the world'. Below the motto are three black and white photographs. The top-left photo shows two young boys sitting on a wooden bench, looking at a book together. The top-right photo shows two boys standing together, smiling; one is wearing a white athletic shirt with a race bib number '146'. The bottom-left photo shows a young girl smiling and holding a long wooden stick, possibly a musical instrument or a craft project. On the bottom right of the advertisement, there is contact information for the school.

FOR MORE INFORMATION
PLEASE CONTACT
Steve Morley
DIRECTOR OF ADMISSIONS

J. Tanggung Raya 33
Cibondok, Jakarta 12400 Indonesia
P.O. Box 1078 JKS
Jakarta 12010 Indonesia
Ph. +62 21 750 7500
Fk. +62 21 750 7500
info@jis.or.id
www.jis.or.id

Source: *The Jakarta Post*, March 9, 2008

1. What information can you find in the advertisement above?
2. What makes the advertisement attractive?
3. What are the functions of the photos?
4. What is the name of the school?
5. What is its motto?

Writing

In this section, you will learn how to:

- write a hortatory exposition text.

Activity 1

Arrange the following jumbled sentences into a paragraph.

1. I don't have to spend time picking out my clothes every morning.
2. There are many reasons why I like wearing a uniform to school.
3. Wearing a uniform also saves money.
4. First of all, it saves time.
5. It is cheaper to purchase a few uniforms than to go out and buy lots of school clothes.
6. Most importantly, wearing a school uniform gives me a sense that I belong.
7. In addition, I don't have the pressure of keeping up with the latest styles.
8. I really think it adds to the feeling of school spirit and community.
9. So, why should we be uncomfortable wearing it?

Activity 2

Answer the following questions.

1. What is the topic of the paragraph?
2. Does the writer show his/her arguments?
3. What are his/her arguments?
4. Does the writer recommend something concerning the issue?
5. What is the recommendation?

Activity 3

Read the following text.

International Schools in Jakarta an Attractive Option for Locals

Indeed parents in Jakarta are now able to reflect upon and capitalise on the availability of better alternatives for their children. One parent recently discussed how his sons now have educational opportunities that were simply not there when he was growing up. Having worked hard in school and been fortunate enough to earn a scholarship overseas this parent had experienced firsthand the difference between "traditional and directive Indonesian education" and a more open and "stimulating education, based on a Western model."

For him it was and is a great relief that he can now send his children to a school in Jakarta that more closely matches his later educational experiences and his own hopes and aspirations for the education of his children. So, in what form does this "different model" for education come in within Jakarta?

There are effectively two significant sectors of schools and schooling that have emerged relatively recently that provide these alternative models of education for Indonesian people. At perhaps the highest level are the numerous international schools that are now situated all over Jakarta.

In addition to the international schools there is the further sector of schools—national plus schools—which has also been growing at a very significant rate. Similar to international schools, these schools tend to target the teaching of the majority of the subjects in English. Often a kind of mixed curriculum is adopted that utilises overseas sources for curricula and combines them with Indonesian aspects and content.

Both of these sectors are consistently more expensive options for schooling and regrettably this may mean that for the majority of Indonesians they are an option which remains beyond their reach unless there are sufficient scholarship programs being offered.

But even if these schools are often beyond the reach of "ordinary Indonesians", there is another positive benefit that can emerge from their presence here. This we could perhaps describe as a "trickle down" effect.

In this way it can be seen that the presence of a more "international" model of education within Indonesia is having a "trickle down" or perhaps knock-on domino effect.

The chances that teachers get to learn and develop in such schools are considerable and almost inevitably they will and do share their learning and development with others. There is a real sense in which a model of "on-the-job training" is happening here and this is both reasonable and appropriate.

It is reasonable and appropriate that teachers be learners; then and

perhaps only then are they really teachers. Developing and progressive schools clearly set up opportunities for teachers to learn and advance learning and education in Indonesia. It is to be hoped that this learning and development can become even more widespread.

Taken from *The Jakarta Post*, December 11, 2004

Activity 4

Answer the following questions.

1. What is the first paragraph about?
2. What is the last paragraph about?
3. Mention the paragraph(s) showing you the following items:
 - a. Thesis
 - b. Arguments
 - c. Recommendation

Activity 5

Arrange the following jumbled paragraph. First, identify the thesis, arguments and recommendation. Then write the text in your workbook.

Singing Can Be Used as a Teaching Tool

1. For teaching English as a second language, singing is an invaluable tool. Sadly, its usefulness goes unrecognised by most other than early childhood teachers, but it works effectively with children of all ages.
2. Grammar is often difficult and can become boring and uninteresting for students. With songs and singing, students enjoy using the lyrics to highlight rules of English grammar. The learning experience is in a real context so therefore both more meaningful and memorable. When I use

New Horizon

From birth until the age of 5, Indonesian children do not generally have access to formal education. From the ages of 5, 6 and 7, they attend kindergarten. This education is not compulsory for Indonesian citizens, as the aim of this is to prepare them for primary school. The majority of kindergartens are private schools, with more than forty-nine thousand kindergartens.

(*en.wikipedia.org*)

singing as a teaching tool, children are often asked to identify and practice rules learnt in more formal lessons.

3. Children's pronunciation and diction can be improved. Singing is used as a tool to address the needs of the many younger children who have speech difficulties or simply forget to sound the ends of their words. In my language classes we have used the structure of many of our songs to write our own lyrics. When we do this we use the songs as a vehicle to practice simple sentence patterns, phrases and vocabulary within appropriate English grammatical structures.
4. Singing is a great way to learn and Year 4 students in many schools cannot get enough of it!
5. New vocabulary is introduced in an informal and non-threatening environment. When they are singing and learning songs, children feel relaxed and their minds are open. The lyrics of a song can provide a context for the new vocabulary as well as a reminder as to what the words mean. I choose songs where the words are embedded in correct and appropriate structures.
6. Not only are the students armed with solid scaffolding for the basic structures of the English language, they are great singers too!
7. My students are very enthusiastic about their singing. Although they may not consciously realize it, the intonations and rhythms of the English language are practiced over and over as they sing their favourite songs. English, although complex and difficult, follows certain patterns and by singing the lyrics over and over these patterns are embedded in the children's memories.

Carmel Simojoki-Contributor/Jakarta
Taken from *The Jakarta Post*, March 9, 2008

Activity 6

Develop a paragraph about education based on these sub topics.

1. Quality education
2. Good building
3. Sufficient facility
4. A depth of curriculum
5. Qualified teaching staff
6. Recommendation to the government

Activity 7

After you have completed your writing, exchange your work with others to check for grammar errors. Use the following editing log or create a similar one of your own for the editing. Study the example.

Error	Symbol	Original Sentence	Revised Sentence
verb form	vb	New vocabulary is <i>introduce</i> in an informal environment.	New vocabulary is <i>introduced</i> in an informal environment.

Correction Symbols

Symbol	Meaning	Sample Sentence
p	punctuation error	I remember ^p graduation as the most memorable event.
s-v	subject-verb agreement error	She never <u>go</u> ^{s-v} to the library to study.
t	verb tense error	We <u>haven't completed</u> ^t the project yesterday.
vb	verb form error	They <u>haven't went</u> ^{vb} to the gym in weeks.
wf	word form error	Her father is the most <u>success</u> ^{wf} software engineer in the firm.
sp	spelling error	My apartment is <u>noisey</u> ^{sp} and expensive.
prn	pronoun error	My friend and <u>me</u> ^{prn} went to the movies.

Chapter Summary

1. Language Functions

- Expressing anger
- Expressing annoyance
- Expressing embarrassment

2. Genre

Hortatory Exposition

Social function: to persuade the reader or listener that something should or should not be the case.

Generic structure:

- Thesis : announcement of issue concern
- Argument : reasons for concern, leading to recommendation
- Recommendation : statement of what ought to or ought not to happen

Learning Reflection

After learning the lesson in this chapter, you are expected to be able to:

1. respond to expressions of anger;
2. respond to expressions of annoyance;
3. respond to expressions of embarrassment;
4. respond to monologues of hortatory exposition;
5. express anger;
6. express embarrassment;
7. express annoyance;
8. perform monologues of hortatory exposition;
9. read hortatory exposition texts;
10. write a hortatory exposition.

Now, answer the questions:

1. What do you say when you get embarrassed?
2. What is the thesis of a hortatory exposition?

If you find some difficulties, consult your teacher or discuss with your friends.

Review 2

A. Listening

Listen carefully to answer the questions.

You are going to listen to some short dialogues. Questions 1–3 are based on the dialogues. Choose the best response to the expression you hear.

1. a. It's irritating.
b. It's embarrassing.
c. I'm not satisfied with it.
d. I'm very pleased with it.
2. a. I'm sorry.
b. Don't worry about it.
c. I don't think it's a big deal.
d. You may not have such a feeling.
3. a. It's amazing.
b. What a nuisance!
c. That's embarrassing.
d. I'm glad to hear that.

Questions 4–8 are based on the listening text you are going to hear.

4. Where was the landowner from?
 - a. Beijing.
 - b. The countryside.
 - c. Seoul.
 - d. Tokyo.
5. Who was shouting?
 - a. The landowner.
 - b. The farmer's oldest son.
 - c. The landowner's youngest son.
 - d. The farmer's youngest son.
6. How did the landowner tell the farmer that he had enough food?
 - a. Rudely.
 - b. Politely.
 - c. Harshly.
 - d. Angrily.
7. Why did the boy shout "There it is! He's eating the dead chicken."
 - a. Because he didn't want to eat the boiled chicken.
 - b. Because he didn't want the landowner to stop eating the boiled chicken.
 - c. Because he wanted to eat live chicken.
 - d. Because he wanted to eat the boiled chicken.
8. Why did the landowner ask the servant to clear the table?
 - a. Because he thought he had been served a long-dead chicken.
 - b. He was not hungry.
 - c. His stomach couldn't take any more food.
 - d. He wanted the table to be clean.

B. Reading

Answer the questions by choosing the best answer.

Questions 9–13 are based on the following text.

Students' First Days in School Need to Be Made Constructive

In the past days and weeks schools across Indonesia have been opening up their doors again to receive students entering the new school year. Naturally enough, this has been a time of many trials and tribulations as existing students join new classrooms and new students try to find their way around a new school.

Such times would be difficult enough for even adults. In adult life we need time to adapt to new settings and find our footing and direction to settle in and come to terms with what lies ahead. This kind of experience, difficult enough in adulthood, can prove extremely challenging for the, as yet, still young and forming hearts and minds of school-age children.

During the first days back at school great opportunities exist to try to develop a sense of community that will help students settle in and have a firm foundation on which to build their studies during the coming year. There are almost constant complaints

that there is too much to study for school students and yet time is, every year, wasted on negative and useless orientation day pranks and fooling around. Surely, when time pressures are of such a concern and teachers complain that they have too much to teach from the curriculum, the first days of school would be a great time to help students prepare for the challenges ahead. Constructive team-building and guidance towards much needed study skills would serve these students far better than nonsense tasks and ridicule.

Schools should design these days carefully and not let them be so negligently and dangerously wasted. The benefits of good early learning experiences can be considerable and the duty that schools should exercise to consider a child's psychological welfare really have to leave little room in the first days of school for such waste and ridiculousness.

Taken from *The Jakarta Post*, July 31, 2004

9. The main idea of paragraph 3 is _____.
 - a. The needs of constructive team-building and guidance
 - b. Complaint of the use of time of first days
 - c. Teachers' complaint
 - d. Pressure of time
10. The word in paragraph 3 which has the meaning *mischievous trick* is _____.
 - a. complaint
 - b. orientation
 - c. pressure
 - d. prank
11. The phonetic symbols for the word *constant* are _____.

- a. /'kɒnstənt/
 b. /kɒn'stɑːnt/
 c. /kɒnstənt/
 d. /kəns'tɒnt/
12. The synonyms of the word *settle* (paragraph 3) are as follows, except _____.
- a. inhabit
 b. steady
 c. reside
 d. set
13. Which of these statements is not true according to the text?
- a. First days are the time for trials and tribulation.
 b. Schools all over Indonesia had opened registration many days before the first day.
 c. A sense of community can be developed during the first days back to school.
 d. Constructive team-building and guidance for students are better than meaningless tasks and ridicule.
- Find the most appropriate expressions to fill in the blanks.**
14. Ajeng : Don't talk so much when I'm reading. It makes me angry, you know.
 Nyayu : _____. I just want to tell you my story. Thanks for listening to me.
- a. I agree
 b. I like it
 c. Shut up!
 d. I'm sorry
15. Lilis : I am so embarrassed because I can't speak English fluently.
 Arum : _____. Let's learn and practise it more together.
- a. That's good
 b. Don't be scared
 c. Sorry about that
 d. I don't think it's a big deal
16. Tubagus : _____. Why should it happen? It's out of our plan.
 Denias : Calm down. We should evaluate it first.
- a. Oh dear!
 b. I'm ashamed
 c. Oh, that's good
 d. I'm shy to say so
17. Ni Luh : Which shoes will you buy?
 Sri : I'll buy the blue _____. I like them.
- a. one
 b. ones
 c. there
 d. as well
18. Uni : The music is too loud. I am reading now. _____.
 Ayu : I'm sorry. I'll turn it down.
- a. Take it easy
 b. It's embarrassing
 c. I am very pleased
 d. I can't take this anymore
19. Daughter : Mom, thanks for everything you do for me. Nothing compares to you in my life. I love you, Mom.
 Mother : _____, my dear.
- a. I am glad you like it
 b. I love you too
 c. Don't be sad
 d. Take it easy
20. She was watching a comedy _____ she was doing her English assignments.
- a. before
 b. when

- c. while
d. after
21. _____ he entered his private room, the girl was coming.
a. Before
b. After
c. While
d. When
22. We should make a draft _____ writing an essay.
a. when
b. while
c. after
d. before
23. Our _____ president had a prestigious position in a reputable state university. But now, our president is an economist.
a. former
b. recent
c. latter
d. new
24. _____ who pay attention to the poor are allowed to attend the seminar entitled "It's Time to Give Our Hands to Them".
a. These
b. Those
c. Other
d. Everyone
25. _____ preparing breakfast for the guests, they have to clean the bedrooms.
a. Besides
b. Therefore
- c. Nevertheless
d. Furthermore
26. She wants to live with her grandmother. _____ her mother doesn't allow her to do so.
a. Therefore
b. As a result
c. Nevertheless
d. In addition to
27. _____ good looking woman was standing in front of my house when I arrived at home.
a. A
b. The
c. This
d. Those
28. A very glamorous man went on the stage to give a speech. _____ man showed his expensive coat off.
a. A
b. The
c. These
d. Those
29. The phonetic symbol for the word *patient* is _____.
a. /'pefnt/
b. /pe'fnt/
c. /'peifnt/
d. /pe'fnt/
30. The phonetic symbol /θɔ:t/ belongs to the word _____.
a. taught
b. thought
c. though
d. tough

C. Writing

Using your own words, write one of the following stories.

1. Malin Kundang
2. The Legend of Tangkuban Parahu
3. The Legend of Gunung Batur