

PELAJARAN 4

WARNA APA? What Colour?

PERCAKAPAN 4.1

<i>Guru:</i>	<i>Tahukah Sally warna¹ apa ini dalam bahasa Indonesia?</i>	Do you know what colour this is in Indonesian?
<i>Sally:</i>	<i>Ya, saya tahu, pak.</i>	Yes, I know, Sir.
<i>Guru:</i>	<i>Warna apa?</i>	What colour?
<i>Sally:</i>	<i><u>Putih</u>.</i>	White.
<i>Guru:</i>	<i>Betul.</i>	Correct.

KATA-KATA TAMBAHAN

<i>putih</i>	white	<i>merah</i>	red
<i>hitam</i>	black	<i>coklat²</i>	brown
<i>biru</i>	blue	<i>kuning</i>	yellow
<i>hijau</i>	green		

CATATAN

4.1.1 *Warna* - To express the variations "light" or "dark" in Indonesian the terms *muda* [literally: young], and *tua* [literally: old] are respectively used. "Light green" is, for example, expressed as *hijau muda* and "dark green" as *hijau tua*.

4.1.2 *Coklat* - is spelled *cokelat* in Malaysia.

STRUKTUR

4.1.1 *Tahu + kah warna apa ini dalam bahasa Indonesia?*
Know Q colour what this in Indonesian

4.1.2 *Ya, saya tahu. Warna apa?*
Yes I know Colour what

LATIHAN

- 4.1.1 A prepared set of colour cards representing each of the colours introduced in the lesson is used for this exercise. Students perform the presentation dialogue by selecting one of these cards and showing it to another student.

For self-study, students should prepare their own set of colour cards in order to practise Dialogues 4.1 and 4.2. Perhaps someone in your household can help by selecting particular colour cards and playing one part of the dialogue.

PERCAKAPAN 4.2

Sally:	<i>Apakah¹ warna ini warna hijau², pak?</i>	Is this colour green, Sir?
Guru:	<i>Salah, Sally. Itu warna merah³.</i>	Wrong. Sally. It is red.
Sally:	<i>Yang ini?</i>	This one?
Guru:	<i>Yang itu hitam.</i>	That one is black.

CATATAN

- 4.2.1 *Apakah* is a formal way of asking neutral questions. More informally you just say *apa*: *Apa warna ini warna hijau, pak?* More common in conversation, however, is to ask questions which call for some affirmation of your own opinion, and this is done by adding either the tag *ya* [yes] or *tidak* [no]: *Warna ini warna hijau, ya?* [This colour is green, isn't it?]; or *Warna ini warna hijau, tidak?* [Isn't this the colour green?] In Malaysia the suffix *-kah* would most commonly be used: *Warna ini warna hijaukah?*
- 4.2.2 *Warna ini warna hijau* - It is not necessary to repeat the word *warna* in this sentence. You can say *Apakah warna ini hijau?* [Is this colour green?]. You also say *Apakah ini hijau?* [Is this green?].
- 4.2.3 *Itu warna merah* says literally "That is the colour red". It does not say "That colour is red" which is expressed as *Warna itu merah*.

STRUKTUR

4.2.1	<i>Apa + kah warna ini warna hijau? Salah, Sally.</i>
	What Q colour this colour green Wrong Sally
4.2.2	<i>Itu warna merah. Yang ini? Yang itu hitam.</i>
	That colour red N this N that black

LATIHAN

- 4.2.1 Perform this dialogue using the set of colour cards prepared for Dialogue 4.1. For this exercise, however, the student who asks the question deliberately shows the wrong colour. For self-study, students should write 2 original dialogues of four utterances each by combining the relevant parts of Dialogues 4.1 and 4.2.

PERCAKAPAN 4.3

	(<i>Menunjuk¹ ke mata.</i>)	(Pointing to the eyes.)
Guru:	<i>Tahukah Sally apa ini dalam bahasa Indonesia?</i>	Do you know what this is in Indonesian?
Sally:	<i>Saya tidak tahu, pak.</i>	I don't know, Sir.
Guru:	<i>Ini mata.</i>	This is "eye".
	<i>Mata² Sally warna apa?</i>	What colour are your eyes?
Sally:	<i>Mata saya warnanya³ hitam.</i>	My eyes are black.

KATA-KATA TAMBAHAN

<i>mata</i>	eyes	<i>bibir</i>	lips
<i>hidung</i>	nose	<i>gigi</i>	teeth
<i>telinga⁴</i>	ear	<i>muka</i>	face
<i>mulut</i>	mouth	<i>rambut</i>	hair

CATATAN

- 4.3.1 *Menunjuk* - The root word here is *tunjuk*. You use only the root word when you give commands, such as *Tolong tunjuk ke ...* [Please point to ...]. The root word here is prefixed with *meng-* to form *menunjuk*. *Menunjukkan* means "to point out" or "to show" (also see Notes 10.3). In Malaysia *tunjukkan*, or the unaffixed form *tunjuk*, is what is commonly used.
- 4.3.2 *Mata* - There is one word form in Indonesian to indicate both singular and plural usage. *Ini*, for example, means both "this" and "these" and *itu* means both "that" and "those". When we say *mata* we can mean either "eye" or "eyes" depending on the context of the utterance.
- 4.3.3 *Warnanya* says literally "the colour of them". The whole utterance translates literally as: "My eyes, the colour of them is black". This is a common means of expression in Indonesian.
- 4.3.4 *Telinga - Keping* is also used in Indonesia, although *telinga* is more acceptable.

STRUKTUR

4.3.1	<i>Meng+ tunjuk ke mata.</i>	<i>Tahu + kah Sally apa ini</i>
	Point to eyes	Know Q Sally what this
4.3.2	<i>dalam bahasa Indonesia</i>	<i>Saya tidak tahu, pak.</i>
	in Indonesian	I no know Sir
4.3.3	<i>Mata Sally warna apa?</i>	<i>Mata saya warna + nya hitam</i>
	Eyes Sally colour what	Eyes my colour them black

LATIHAN

- 4.3.1 A. *Tahukah 1 apa ini dalam Bahasa Indonesia?*
 (*Menunjuk ke 2.*)
 B. *Saya tidak tahu, 1.*
 A. *Ini 3.*

Perform the given dialogue by making the various substitutions indicated. For self-study, students should write 2 different dialogues using varying substitutions.

Substitutions

1. Use an appropriate name or title.
2. Point to any part of the face or body.
3. Supply the correct answer.

- 4.3.2 A. *1 warna apa?*
 B. *2.*

Perform the given dialogue by making the various substitutions indicated. For self-study, students should write 2 different dialogues using varying substitutions.

Substitutions

1. Choose an appropriate object or part of the body.
2. Reply supplying the correct answer.

- 4.3.3 Question: *Itu warna hitam, ya?*
 Reply: *Salah. Itu merah.*
Betul.

Student A asks the following questions, including *ya* as shown in the model. Student B then replies saying either *salah* [wrong] or *betul* [correct]. If the answer is *salah*, supply the correct answer.

1. Is this yellow?
2. Is this chalk?
3. Are those Sally's ears?
4. Is that your dictionary?
5. Is this my notebook?

- 4.3.4 For self-study, students should write 2 different dialogues by combining Exercises 4.3.1 and 4.3.2. This will give you dialogues of 5 utterances each.

PERCAKAPAN 4.4

	(Menunjuk ke <u>tangan</u> .)	(Pointing to the hand.)
Sally:	Pak, apa ini dalam Bahasa Indonesia?	What is this in Indonesian, Sir?
Guru:	Tangan.	Hand.
Sally:	"Foot" apa?	What is "foot"?
Guru:	<u>Kaki</u> .	"Kaki."

KATA-KATA TAMBAHAN

<i>tangan</i> ¹	hand, arm	<i>kepala</i>	head
<i>jari</i> ²	finger, toe	<i>badan</i>	body
<i>kaki</i>	foot, leg	<i>perut</i>	stomach

CATATAN

- 4.4.1 *Tangan* - The more accurate term for "arm" is *lengan*, although *tangan* is commonly used for both "hand" and "arm".
- 4.4.2 *Jari* - More specifically, *jari tangan* is "finger" and *jari kaki* is "toe".

STRUKTUR

- 4.4.1 Pak, apa ini dalam bahasa Indonesia?
Sir what this in Indonesian

LATIHAN

- 4.4.1 A. 1 apa ini dalam Bahasa Indonesia?
(Menunjuk ke 2).
- B. 3.
- A. 4 apa?
- B. 3.

Perform the given dialogue by making the substitutions indicated. For self-study, students should write 2 different dialogues using varying substitutions.

Substitutions

1. Use an appropriate name or title.
2. Point to a part of the body.
3. Reply supplying the correct answer.
4. Mention a part of the body in English.

- 4.4.2 Question: *Pensil Ajat di mana?*
Reply: *Di sini.*

Student A asks a question following one of the English cues. Student B then replies in an appropriate manner. The model is presented as a guide.

1. Where is your foot?
2. Where is your stomach?
3. Where is the red bicycle (**sepeda*)?
4. Where's my paper?
5. Where's the green chair?

** Sepeda is basikal in Malaysia.*

- 4.4.3 Question: *Ini sepeda siapa?*
Reply: *Ini sepeda Pak Dedi.*

Student A asks a question following one of the English cues. Student B then replies in an appropriate manner. The model is presented as a guide.

1. Whose bag (**tas*) is this?
2. Whose radio is that?
3. Whose teacher is this?
4. Whose notebook is that?
5. Whose hand is this?

** Tas is beg in Malaysia.*

- 4.4.4 For self-study, students should write three original dialogues of four to six utterances each. Construct these dialogues from the relevant parts of Dialogues 4.1 to 4.4.