

LAMPIRAN 2

LATIHAN TAMBAHAN - DAFTAR KATA 1 BERTEMA Additional Exercises - Thematic Glossary 1

1

PERASAAN DAN SIFAT Feelings and Attitudes

INDIVIDUALS AND EMOTIONS

Each student is given a picture of a person showing a particular emotion. The student shows the picture to the class. She then mentions the dominant emotion and goes on to give some background as to why the person feels that way. This part of the presentation should take 2-3 minutes.

Following the presentation, students in the class ask questions, seeking more information about the person's background. The questions should focus on using the relevant terms for feelings and attitudes.

Teacher preparation: Relevant pictures or cartoons of individuals.

SETTINGS AND EMOTIONS

Students arrange themselves in pairs. Each pair is given a picture or a cartoon with a variety of characters in a specific setting. The images should be chosen to convey a particular set of emotions.

The students examine the pictures. They discuss the visible emotions, relating these to the setting. After this preliminary discussion, the students then look to presenting what they see in the picture as a TV news item. This may be presented to the class, or simply acted out between the student pair, depending on time and class size.

The first student introduces the item, giving some background. The second student then goes on to describe the feelings of some of the characters in the picture or cartoon. At a relevant point, he hands the discussion back to the first student to give more background information. The discussion continues in this way with the students taking turns, one concentrating on the background, the other on what the people are feeling.

Teacher preparation: Pictures or cartoons showing settings which bring forth a variety of emotions to serve as the basis for a news report.

YOU SHOULD BE LIKE THAT YOU SHOULDN'T BE LIKE THAT

Students work in groups of three. One student chooses a term to describe herself. Certain terms can stand alone, such as *Saya murah hati* [I'm generous]. Other terms may require a bit more explanation, such as *Saya enggan belajar lagi* [I'm unwilling to study anymore].

Of the two remaining students, one agrees with the term the student has used to describe herself, saying "You should feel like that because" The other student disagrees, saying, "You shouldn't feel like that because"

HYPOTHETICALS

Below you are giving a number of hypothetical expressions. Following that is the pattern for other utterances based on this expression. Complete these expressions using relevant words from this glossary, going on to give some further explanation.

- | | |
|---|---|
| <p>1. Ada orang yang meninggal.
Orang lain ... karena</p> | <p>Orang itu Orang itu juga
Orang tua itu karena</p> |
| <p>2. Ada orang menang lotere.
Orang itu ... karena
Orang lain ... karena</p> | <p>8. Ada wanita yang baru melahirkan anak.
Suami dia ... karena
Anaknya yang lain ... karena</p> |
| <p>3. Ada orang tidak mau tinggal di rumah sendiri.
Orang itu Dulu</p> | <p>9. Ada orang curi sayur dari halaman tetangganya.
Orang itu ... karena
Tetangga itu ... karena</p> |
| <p>4. Ada orang gagal ujian.
Orang itu ... karena
Gurunya ... karena</p> | <p>10. Ada orang yang tidak tahu ke arah yang mana mau pergi.
Orang itu Dia juga</p> |
| <p>5. Ada orang tidak mau bicara sama saya.
Saya ... karena dulu
Orang itu Dia juga</p> | <p>11. Ada anak tidak mau lakukan apa yang disuruh orang tuanya.
Anak itu Anak itu juga
Orang tuanya itu ... karena dulu ...</p> |
| <p>6. Ada mahasiswa tidak mau jawab ketika dosen tanya dia sesuatu.
Mahasiswa itu ... karena
Dosennya ... karena</p> | <p>12. Ada orang tidak mau menolong saya.
Orang itu Dia juga
Saya karena</p> |
| <p>7. Ada orang menolong orang tua menyeberang jalan.</p> | |

2

MENGEMUDI MOBIL

Driving a Car

TRANSLATION

Translate the following utterances into Indonesian. This will serve as a review of the terms in this section.

1. Whether I put on the headlights or the parking lights depends on how dark it is and where I am driving.
 2. Don't forget to check the tail lights. If they are burned out, other cars won't be able to see you.
 3. If we are both sitting in the car, how are we going to know if the lights are working (are not broken) or not.
 4. It's best if you get out and stand at the back while I press the light switch and turn on the lights.
 5. Put the key in the ignition and turn it a little to the right. Be careful. Don't turn it a lot or you will start the engine.
 6. Even though the tail lights are all right, I think that the signal lights might not be working properly (might be broken). Try signalling left and then right.
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7. It's your fault that you had an accident last night because you were holding the steering wheel with only one hand.
 8. Not only were you trying to telephone someone with the left hand, but you were also trying to shift gears with the same hand that was holding the steering wheel.
 9. You had to let go of the steering wheel before shifting into fourth gear, and that is the time you were unlucky.
 10. You were so involved in talking to the person on the phone that instead of freeing the clutch, you stepped on the brake.
 11. No matter how much the car behind tried to stop, it couldn't. It appeared as if the brakes didn't hold.

12. It wasn't that the driver didn't have time to sound his horn, but that it wouldn't be effective since he had already hit you.
-

13. I didn't even notice that the door was not closed tightly when I pulled out from my parking place into the traffic.

14. I didn't mean to turn right into a one-way street, but I was afraid that if I didn't stop and close the door, it would accidentally open and get hit by a passing vehicle.

15. I should have realised that I was going the wrong way when the drivers in all of the other cars were telling me to turn around.

16. I stoped the car, put it into reverse (back gear) and reversed out of the street.

17. Whatever the other drivers said, I can assure you my actions were not deliberate.

18. The car on the left has already started to overtake. It would be best if you gave him the right of way.

19. I noticed long ago that the car was entering someone else's lane. The driver was driving dangerously and exceeding the speed limit.

20. He suddenly stepped on the brake in order to avoid running over a cat, and as a result he skidded onto the sidewalk.

21. He should have freed the brake, stepped slowly on the accelerator, and turned the steering wheel, but he did the opposite.

22. People as careful as you should have checked the petrol tank before leaving the house, but you were very careless this time.

23. This isn't the first time that you forgot to check the oil in the engine and the water in radiator, but it is only the second time you ran out of petrol.

24. You pretend that your car doesn't use a lot of petrol, but in reality it uses a lot.

25. Next time I won't be getting a lift with you. I guess I'll have to take another four-wheeled vehicle or learn to ride a bicycle.

26. How could you not know that your car had a flat tyre? At first there was a noise that seemed to come from the bottom of the car, and then the car was pulled to the right.

27. Even a person as inconsiderate as you could tell that there was hardly any tread left on the tyre.
 28. Now that you know that the tyre is bald and the air pressure is low, are you going to change the tyre, or continue using it even though we know it is not safe.
 29. If you help me take off the old tyre and put on a new tyre, we'll go to the petrol station and see if they sell the tyres I need.
 30. Take the jack out of the boot. Use the tyre spanner to remove the nuts, take off the old wheel that we will later replace with the new one
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31. Your windscreen is cracked and the windscreen wiper is broken. Clearly you are not ready for the rainy season.
 32. You are also afraid to open the bonnet to see if the battery is still there, or if the spark plugs are clean.
 33. In addition to the silencer which has a hole in it, and the fender which is rusted, the boot is also dented.
 34. Even your best friend won't tell you that your car has to be repaired. Just look at the rear view mirror.
 35. I know you don't have the nerve to adjust it because you think it will fall off. Take it to the petrol station and ask for it to be welded.
 36. Don't tell me that your car is so old that it is difficult to get spare parts.
 37. There are at least three shops that sell second hand cars, including the type you drive. Don't wait any longer.
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38. I noticed that my car was not only dirty, but that both sides were scratched. What happens if I don't polish it, and just leave it that way for one or two more years?
 39. Don't try. Paint that is scratched quickly rusts. Painting the bottom is as important as painting the top since that is the place that gets wettest.
 40. If you notice any other parts that look dented, smashed or even a little damaged, repair them as well.

SITUATIONS

Students choose a partner and perform the following exchanges.

1. Student A is taking his first driving lesson. He has no idea how to drive a car. Student B is the driving instructor. She begins the lesson from the very beginning, including instructions on adjusting the seats, fastening the seatbelts, adjusting the rearview mirror, checking that the doors are locked, etc. She then moves on to starting the car and driving the car away from the curb and into an empty street. She is a very nervous person, afraid that any false move on the part of the student will end in disaster and death.

Student A, on the other hand is a bit of a know-it-all, afraid of nothing and reluctant to follow the exact instructions provided by the instructor. For everything the instructor says, Student A does something a little different, forcing the instructor to correct him. As time goes by the instructor becomes more and more frustrated, and the student becomes more and more brazen.

2. Student A is interested in buying a used car. She goes to the used car lot and begins examining a car she would like to buy. A used car salesman, Student B, approaches and begins to mention the benefits of buying the car Student A is examining.

Student A asks various questions about the car, such as the total mileage, how economical the car is to run, how old it is, how many owners it has had, etc. Student A also examines the car for rust, scratches, condition of the engine, condition of the silencer, etc. Student B answers these questions, but in a way which raises doubts in the mind of Student A about the truth of the answers. After each answer, Student A asks for further confirmation in order to allay her suspicions.

3. Student A is a police officer investigating an accident between a Ford Falcon and a Holden Commodore. Student B is an eyewitness to the accident. He is the second eyewitness the police officer has interviewed.

The police officer asks the eyewitness how the accident occurred, finding out how fast the cars were going, if the cars were in their proper lanes, if one car was overtaking another, if one car skidded, if there was enough time to apply the brakes, if one car failed to stop at a stop sign or a red light, if one car appeared to be driving dangerously, etc.

Student B, however, is not a neutral eyewitness. He realised a moment before the police officer approached him that his best friend was in the car that was at fault, and he attempts to protect his friend from blame for the accident. The police officer, however, has previously interviewed another eyewitness and realises that the story he is now getting is very different from the story told by the first eyewitness. He becomes increasingly suspicious and asks for confirmation of all the answers Student B is giving.

4. Student A is a passenger in a car driven by Student B. Student A begins to sense that something is wrong with the car and suspects that the car has a flat tyre. She tries to convince

the driver to stop and investigate, but he insists that he knows best. He counters each of Student A's reasons with another possibility for the increasing instability of the car.

Finally, knowing there can be no other possibility other than a flat tyre for the erratic behaviour of the car, the driver stops and the two in the car get out. Student B admits to never having changed a tyre before, and follows the instructions of Student A who has, unfortunately, had a number of such experiences. Student A gives detailed instructions on what to do. She also comments on the sorry state of the tyre which has gone flat. Student B, afraid of making a mistake, checks if what he is doing is correct by repeating the instructions as he carries them out.

5. Student A runs an automotive shop specialising in spare parts. He also sells paint and polishes and other equipment used for maintaining and repairing cars.

Student B has realised that her car needs to be cleaned up, and decides to do this herself. She goes into the shop and describes to the owner what is wrong with her car. The owner then makes suggestions as what she must do to fix the car up and tells her what she should buy.

3

BAGAIMANA CUACA

What's the Weather Like

SITUATIONS

Students choose a partner and perform the following exchanges.

1. Student A is the pilot of an executive jet that is one hour away from landing at a regional airport. She is in touch with ground control and inquires about the landing conditions at the airport. The ground controller, Student B, describes increasingly poor weather conditions which are expected by the time Student A arrives for landing.

Student A, however, tells of a possible emergency situation in which she might run out of fuel if she is not allowed to land. She first asks for detailed information about the weather so that she can make a judgement about whether to land or not. She then asks for an alternative location and a description of the weather there.

2. Student A is a real estate salesman who has reserved an isolated rural property for a wealthy overseas buyer who is willing to pay double the sale price once he is able to secure a visa and come to Australia. Student A is determined that no one else should buy the property.

Student B, however, has seen an obscure advertisement for the property. The large, two story main house and the two smaller surrounding buildings surrounded by thick forest seem perfect for her and her extended family who want to escape city-life.

Student A, however, creates a frightening picture of the house and the possibility of it being haunted. He describes what happens at night and during adverse weather conditions to show how the weather and the ghosts of the former residents conspire to drive any new owner from the house.

Student B, however, is persistent, and questions each of Student A's allegations, treating them as nonsense.

3. Student A is on a skiing trip with her husband in the Snowy Mountains. She and her husband have rented a small, out-of-the way chalet, but two events occur which turn their holiday into a nightmare. Firstly a snowstorm and the advent of freezing weather isolate them from the outside world. Secondly, Student A suspects that her husband has suffered a heart attack. She calls the ambulance to request emergency assistance and evacuation.

The ambulance driver, Student B, is willing to attempt a rescue, but he does not know the state of the roads in the area of the chalet. He asks Student A to describe as fully as possible

the weather and the condition of the roads, asking for clarification so he will be able to determine the best way to reach the couple.

4. Student A is a weather reporter on holiday from Channel Two in Perth. He is driving south from Port Hedland to Perth, returning from a holiday in Broome. An advancing cyclone (typhoon), however, forces him to abort his journey at Exmouth which seems like a good place to take shelter. Unfortunately, the eye of the cyclone passes over Exmouth and destroys the town and its communications systems.

The consummate professional, Student A pulls out his mobile phone and rings Channel Two. He is put immediately on air. Student B, the reporter manning the news desk for the 7:00 news, asks him questions. She asks what kind of changes in weather the residents experienced before the storm hit, how strong the storm was, what kind of damage it did to the town, including flooding, and how long it will be before those trapped there will be able to leave by road.

5. Student A works for a travel agency. She has just received a list of specials for the month of January which she can now offer to her clients. She can offer a one week holiday to either Anchorage, Alaska, Bali or Alice Springs

Student B is interested, but has never travelled out of his home state before. He is unsure of the weather he will find at those locations. He asks Student A what kind of weather he can expect, and what kinds of activities he might be able to carry out when he is on holiday given those conditions.

OPPOSITES

Below you are given a list of 12 words. Find the opposite of each of these and write that word on the chart in the row indicated. Arrange the word so that one of its letters fits with the word which is written vertically. Where you have to write two words, write these without a space between them.

1							m							
2							u							
3							s							
4							i							
5							m							
6							k							
7							e							
8							m							
9							a							
10							r							
11							a							
12							u							

- | | |
|----------------|------------------------|
| 1. bulan | 7. hujan rintik-rintik |
| 2. musim bunga | 8. hari terang |
| 3. dingin | 9. cuaca baik |
| 4. basah | 10. air mengalir |
| 5. siang | 11. kena air |
| 6. cair | 12. hangat |

4

BANGUN/TIDUR

Getting Up/Going to Bed

YOU FORGOT SOMETHING

Students work in groups of three. Each student examines the terms in this section, and puts together a narrative using five different terms referring either to getting up or going to bed.

One student begins by presenting his narrative. When he is finished the two remaining students, in turn, mention something that the first student neglected to say. The first student, however, is adamant that he has no need to carry out that particular task and indicates why. The other students insist that the omitted task is important, each giving a negative consequence of not carrying it out.

When this first set is finished, the second student presents her narrative, and when she is finished, the third student has a turn.

WELCOME AND ENJOY YOUR STAY

Students work in groups of three. One student takes the part of a bellboy in a five star hotel assigned to show two visitors to their room. The visitors may be husband and wife, two friends, etc.

The three people enter the room and the bellboy gives a brief summary of where things are (the bathroom, extra soap and towels) and how to do things they might be unfamiliar with or that might be different (pulling the curtains, opening the windows, turning on the taps).

The two visitors, however, are decidedly unimpressed with what they see, making unfavourable comparisons to what they have found in other five star hotels, implying that facilities in a three star hotel would be better. The visitors comments may touch on the quality of the fittings, the cleanliness of the room, the number or amount of things offered, etc.

The bellboy is taken aback, not having had to deal with criticism of the hotel before. Having been taught that 'the customer is always right', the bellboy indicates how things will be changed to the visitors satisfaction.

OBJECTS AND FUNCTIONS

Students work in pairs. Student A mentions an object chosen from the list of vocabulary items. Student B then mentions the function of the object. For example, if Student A says *keran* [faucet],

Student B replies *Digunakan untuk membuka dan tutup air* [Used to turn on and turn off the water]

When one set is finished, the students change roles.

FORMING COMPOUNDS AND PHRASES

You are given two columns of words. Combine one word in Column 1 with one word in Column 2 to form compound words or phrases. Write these in Column 3. In Column 4 write the English translation. Use each word only once. If you find that the words you have remaining cannot be combined into acceptable compounds or phrases, you may have to go back to your original combinations and rework them.

1	2	3	4
jam	pagi-pagi		
kamar	tirai		
baju	dari rumah		
kunci	baju		
bangun	cukur		
alat	tangan		
pipa	gigi		
turun	lonceng		
sisir	tidur		
tutup	kosmetik		
merapikan	pintu		
lonceng	barang-barang		
pisau	kecil		
pakai	berbunyi		
benang	rambut		
pasang	air		

5

DI TEPI PANTAI

At the beach

MAKING PLANS

Students work individually. Each student takes 5-10 minutes to plan a day at the beach for a family of four or a group of four friends. Students jot down notes about what activities are planned, what clothing is needed, how meals will be prepared, what is required to cook and serve food, where people will sit and how they will shelter from the sun, etc.

When the note taking is finished, students get a chance to present their preparations to the class. This should take only 2-3 minutes. When they have finished, the other students in class get to make comments or ask questions which the students respond to.

WATCH ME!

Students choose a partner and perform the following exchange.

Student A is an adventurous soul and plans to take advantage of her day at the beach to swim, no matter what the weather and no matter what the state of the water. She calls to her companion, Student B, to watch her every move. She makes comments about the area where she plans to swim, for example, the water is cloudy, there are rocks, there is a lot of seaweed, there is a giant squid, the tide is out and the water is shallow, etc.

Student B is horrified. He is a rather careful and conservative person who will venture no closer to the water than a few metres inland from the high water mark. He counters every statement that Student A makes with a comment indicating a potential danger in her actions.

WHAT DO WE DO NOW?

Students work in groups of three. The students agree on a theme, such as cooking, picnicking, swimming, going for a walk along the beach or in the surrounding forest, sunbathing, etc.

Each student gets a chance to mention something that the group does not have or has forgotten to bring, concluding the revelation with "What do we do now?" The other two students in the group each make a suggestion on how the activity under discussion can continue without the mentioned item.

When the first student has finished, the next student then gets to mention something, and following that, the third. This continues until all of the relevant items have been mentioned. The group then chooses another topic and follows the same type of sequence.

The missing objects which are mentioned are not intended to be cumulative. In other words, only one item at a time is not available or has been forgotten, not the cumulative set.

ASSOCIATED WORDS

In each set of squares below one vertical word is given. Below each set are English clues for a number of Indonesian words related this word. Write the Indonesian equivalents horizontally in the squares so that the letters fit in with the vertical word.

			k					
			e					
			l					
			a					
			m					
			b					
			u					

tent / to spread out / to shake out / mat / towel / blanket / to fold

				p					
				a					
				n					
				t					
				a					
				i					

shallow / wave / low tide / high tide / sand / clear (water)

				h				
				u				
				t				
				a				
				n				

bamboo / leaf / tree / branch (large) / branch (small)

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				m						
				a						
				t						
				a						
				h						
				a						
				r						
				i						

cloud / storm / climate / wind / lightning / thunder / clear / sky
 Also refer to Glossary 3: *Bagaimana Cuaca*

					k					
					e					
					p					
					i					
					t					
					i					
					n					
					g					

seaweed / squid / coral / clam / to dive / fish / worm / bait
 Also refer to Glossary 10: *Menangkap Ikan*

6

PERKAWINAN

Marriage

IT WON'T LAST / IT'S A MARRIAGE MADE IN HEAVEN

Student's work in groups of three. Each student spends 5-10 minutes jotting down notes for a short narrative about two people who will be getting married. The narrative touches on who these people are, how they met, what their backgrounds and interests are, what their families think of the marriage, etc.

When the notes are finished, Student A presents the narrative to the other two members of the group. One of the students doubts that the marriage will succeed, and give his reasons, relating this to the narrative he has just heard. The other student, however, thinks that it will be a marriage made in heaven and gives her reasons why it will succeed, also relating this to the narrative. Student A responds appropriately agreeing with one of the students and disagreeing with the other.

Each student gets to present his or her narrative in turn, and the other students have their chance to comment, one student taking the positive view, and the other, the negative.

WHY CAN'T WE AGREE?

Students work in groups of four. Each group then divides into pairs, one representing the parents of the bride, and the other the parents of the bridegroom.

Each pair then takes about 5-10 minutes to plan the wedding of their child, setting down their preferences for where the marriage ceremony and wedding reception should be held, how many people should be invited, how much money should be spent, what type of cake should be ordered, what type of food should be served, what kind of invitations should be sent, etc. Notes are taken setting out these preferences.

When these plans have been made, the two pairs then get together to come to some agreement on the wedding of their children. One pair starts by mentioning the first of their preferences. The other pair then examines the notes they have made, and indicates whether they are in agreement or not. If they agree, then the next point is mentioned. If there are differences, these are discussed and an attempt is made to come to some agreement.

ADVICE

Students work in pairs. Students take about 5 minutes to write down five problems they might face when getting married. These may vary from the less serious, such as "We can't decide where to go on our honeymoon", to the more serious: "My future in-laws want their child to marry someone else".

When students have finished making their notes, Student A begins by presenting the first of her problems. Student B then offers advice, to which Student A responds. A brief discussion then ensues between the two until Student A is satisfied she has a workable solution to the problem.

It is then Student B's turn to present one of his problems. The two students continue exchanging roles until each of their five problems has been dealt with.

DISCOVER THE WORDS IN COLUMN D

Below you are given a series of English clues. Write the Indonesian equivalent in the shaded squares in the row indicated. When you have done this, you should be able to identify the words in Column D.

- | | | | |
|---|------------------|----|------------------------|
| 1 | to divorce | 8 | wedding cake |
| 2 | love | 9 | to be engaged |
| 3 | newlyweds | 10 | honeymoon |
| 4 | great grandchild | 11 | gift |
| 5 | kiss | 12 | dowry |
| 6 | to invite | 13 | son or daughter-in-law |
| 7 | newly married | | |

LATIHAN TAMBAHAN - DAFTAR KATA BERTEMA • *Additional Exercises - Thematic Glossary*

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														

7 BAJU Clothing

DRAWINGS

The aim of this exercise is to describe an article of clothing in enough detail so that students in class will be able to draw it from your description.

Each student is given a picture of an article of clothing. This is kept private and not shown to other students in the class.

Students are then given five minutes to decide how to best describe this to the other students, taking notes of the significant points they want to relate. Each student then has the opportunity to come up to the front of the class and describe the article of clothing that was given to him or her. As it is described, other students in class draw the article of clothing.

Teacher Preparation:

Pictures of clothing of a variety of styles and sizes; clothing for men and women, for young and old. Choose pictures in which the clothing itself dominates, and not the model. This should be easy to obtain from the advertising features of most department stores.

I CAN'T MAKE IT TO THE SHOPS

Students work in pairs. Student A desperately wants to buy an article of clothing she saw advertised for sale in the morning paper. The sale is a promotional 24 hour clearance special offering 75% off the recommended retail price. Unfortunately, Student A is ill and is unable to leave the house.

Student A then calls her good friend, Student B, who works across the street from the store having the unbelievable sale. She gives him as much information as she can about the article of clothing so that her friend will be able to buy it for her. She offers details about style, colour, size, fabric, design, etc.

Student B is an active participant in this discussion. Wanting to make sure he gets all the information exactly right, he asks for clarification when any doubt arises. Student B even initiates questions if he feels not enough information is being given. When this first description is finished, Students A and B reverse roles.

MADE TO ORDER

Students work in groups of three. Student A takes the part of a tailor or seamstress, Student B the part of the customer, and Student C the part of tailor's assistant.

Student B enters the tailor shop intending to buy a whole new wardrobe, both upper and lower garments. Student A attends to his new customer, calling to his assistant to bring various cloth samples and styles of clothing and showing this to the customer. When Student B has decided on the style, cloth and colour of the clothes he wants, Student A then begins the process of getting the proper measurements. He measures the shoulder, waist, arm and leg length, etc. and calls these out to his assistant, Student C, who writes them down.

During this process of taking measurements, Student B tries to help, asking questions such as: "Do you want me to turn around, bend over, lift my arm, sit down, stand up straight, wear my shoes, etc". When the measurements for each garment are complete, the tailor asks his assistant to read them out so they can be checked. Students then change roles. This is done twice so that each student has the opportunity to take the roles of Student A, B and C.

Teacher Preparation:

Tape measures, swathes of cloth for samples, pictures of various styles of clothing (upper and lower garments).

DESIGN YOUR OWN CLOTHES

Students work individually. Each student takes 5-10 minutes to put together the design of an item of clothing. Students first choose the type of clothing from column 1, then the colour and pattern of the cloth from Column 2. From Column 3, students choose the parts of the garment they would like to include, from Column 4 the style, and from Column 5 the finishing touches.

When finished, each student then gets to present the design to the class. The other students then get to comment briefly on the design, either positively or negatively.

1	2	3	4	5
Busana	Pola/Warna	Bagiannya	Potongan	Kelengkapan
blus	jalur	lengan	pendek	saku
kemeja	bunga	bahu	panjang	kelim
celana	bintik-bintik	leher	ketat	lipatan
jas	putih	ketiak	longgar	kancing
rok	hitam	pinggang		rits
	merah			ikat pinggang

8 AGAMA Religion

WHAT PLACE OF WORSHIP IS THAT?

Students work in groups of three. Each group is given photographs of three different places of worship. Students in each group chose one of these photographs to describe.

Each student is given 5-10 minutes to write out his or her description. When this is finished, the students in each group discuss what they have written, looking at the similarities and differences. These similarities and differences are then put down in writing in an ordered fashion to be presented to the class.

A spokesperson for each group is then given the opportunity to present the descriptions of the group to the class. The student begins by mentioning the three places of worship the group was given, and then goes about describing the similarities and differences; for example:

"All of the building have" / "Two of the buildings have similar ..., but in the third we find" / "Each building differs in its type of One building has a ..., the second has a ..., and the last has"

Teacher Preparation: Pictures of at least three places of worship. Enough photocopies or pictures to be distributed to the class.

THIS IS HOW MY RELIGION WORKS

Students form groups of four. Within each group, students work in pairs. Each student in each pair choses a different religion. Students are given 5 minutes to prepare a short presentation in which they mention five significant points of the religion they represent. Students in each pair coordinate the points that they mention. For example, they might agree to mention: who they worship, who leads the prayers, how they are called to prayer, how many times they pray, how they support their religion financially, etc.

When this preparation is completed, students come back together in their groups. One pair of students is chosen to begin. Each student in the pair, in turn, mentions the first significant point about their religion on their list. After these two points are presented, the other pair of students in the group asks questions, in an attempt to get more information. For example, if one student says that the leader of prayers in his religion is an *imam* and the other says it is a *pastor*, questions might include "How are they chosen?"

HIDDEN WORDS

The English definitions given below relate to equivalent Indonesian words which can be found in the square of letters. Identify these words by drawing a circle around the full word.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	e	m	d	e	r	m	a	n	e	r	a	k	a	h
2	z	e	k	a	s	u	j	u	d	b	c	h	k	a
3	i	r	o	a	l	l	a	h	d	c	e	o	o	l
4	k	a	n	f	g	i	b	a	d	a	t	t	r	a
5	i	y	g	h	i	a	j	j	k	n	l	b	b	l
6	r	a	h	m	e	s	j	i	d	d	m	a	a	h
7	b	k	u	n	o	u	p	w	q	i	n	h	n	a
8	e	a	c	s	u	m	b	a	h	y	a	n	g	r
9	r	n	u	r	s	b	d	o	s	a	b	t	a	a
10	p	y	k	i	t	a	b	i	n	j	i	l	z	m
11	u	a	u	p	e	n	g	a	n	u	t	v	a	w
12	a	n	x	y	z	g	b	e	r	i	m	a	n	a
13	s	y	u	r	g	a	p	e	n	d	e	t	a	b
14	a	i	c	l	o	n	c	e	n	g	s	u	c	i

Across

- 1 alms
hell
- 2 bow with the head to the floor
- 3 God
- 4 religious duty
- 6 mosque
- 8 to pray
- 9 sin
- 10 Bible
- 11 followers
- 12 religious
- 13 protestant clergyman
heaven
- 14 bell
pure

Down

- 1 hymn
to fast
- 2 to celebrate
- 3 to sing
Confucius
- 6 contribution
noble
- 8 soul
- 10 Balinese temple
- 11 prophet
- 12 sermon
- 13 call to prayer
sacrifice
- 14 forbidden
acceptable

9

CUCI KAIN

Washing clothes

DO IT THIS WAY

Students work in pairs. Each student chooses one of the following topics and takes five minutes to put together a sequence of instructions related to the topic.

- Washing clothes.
- Ironing clothes.
- Putting away clothes.

When the preparation is complete Student A gives the first of her instructions to Student B. Student B, however, is not used to doing such chores and for each instruction has an additional question which Student A has to answer in clarification.

When this sequence is finished, the students change roles.

WHAT IS THIS FOR?

Students work in pairs. Student A mentions one of the objects presented in this section. Student B then mentions its function. For example, if Student A says *timba* Student B might answer, *Digunakan untuk membawa air.*

WHAT DO I DO NOW?

Students work in pairs. Student A mentions a particular problem. For example, he might say: "There is a stain on my new trousers." Student B then gives advice on how to overcome the problem.

10 MENANGKAP IKAN Fishing

THE ONE THAT GOT AWAY

Students work in groups of three. Each student takes 5-10 minutes to put together a marginally believable story about the fish that got away. The story should include a number of exaggerated details chosen by the student. For example, one student may choose to concentrate on the difficulties in catching the fish, while another might choose to talk more about the site where the fish was caught and how he or she reached that place.

When the preparation is finished, Student A presents the story to the other two students in the group. The other students, however, are very reluctant to believe what their classmate is saying. For each point that Student A mentions, the other students mention why they feel that is not possible.

When Student A is finished, the other students get a turn to present their stories.

COMPARING NOTES

Each student takes about 5 minutes to make notes on his or her secret for catching a lot of fish. They might mention, for example, what kind of hooks, rod, or line they use. They might also reveal the bait they find most effective, their secret fishing place and how to get there or the best time of day to fish and the ideal weather or tides for fishing.

When students have finished taking notes, the class is divided in half. Students in Group A get to present their notes to the students in Group B. As each point is mentioned, students in Group B look at their own notes, and comment on what has been said, indicating, for example, that they agree, or that they have found something which works better.

FISH FOR DINNER

Students work in pairs. Student A brings home fish for dinner which she asks Student B to cook. Student B says that he is willing to cook it, but doesn't know how to clean and prepare the fish. Student A then indicates the steps that are necessary, and how best to cook the fish. When this is finished, the students reverse roles.

CONNECT THE DOTS

In order to complete the image given below you will have to connect the dots. Each dot has a number. The correct sequence of numbers, however, can only be found by associating each with a letter.

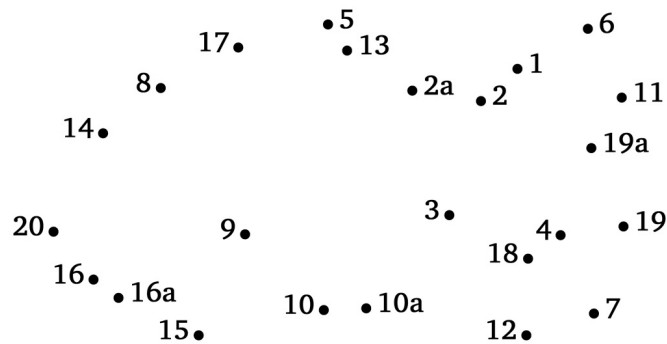
The chart below gives a sequence of letters in alphabetical order, although some of the letters are omitted since they are not represented in the words in this section. Below each letter is a blank space which you will have to fill in with an appropriate number. This will give you the correct sequence of numbers needed to connect the dots. The number associated with A will be the first number, the number associated with B will be the second, and so on. To find out the association between letters and numbers you will have to do the following.

You are given a series of blank rows which represent Indonesian words. Beneath each row is an English word. Write the Indonesian equivalent in the blank squares in the row directly above it.

In each row, one square is shaded. This shaded square is associated with a number in the row above it. What you must do is write this number in the chart beneath its associated letter. When you have finished this you will know the sequence of numbers you need to connect the dots.

One further note. A few numbers have sequential sets. These are 2, 2a / 10, 10a / 16, 16a and 19, 19a. With these sequences, as soon as you have identified the proper sequence for the first number, move immediately on to the next number with the letter 'a'.

A	B	C	D	E	G	H	I	J	K	L	M	N	O	P	R	S	T	U	Y



11

MENGATUR RUMAH

Arranging things in the house

I DON'T LIKE IT LIKE THAT

Each student is given the picture of a particular room in a house. They examine this picture, taking notes on how they would change what they see.

When they have finished taking notes, they present what they have to the class. Holding up the picture, they first describe what can be seen, and then how they would change it to make it more to their liking.

Teacher Preparation

Pictures of various types of rooms.

THE REMOVALISTS

Students work in groups of four. Two students take the part of the removalists, and two the part of the homeowners. Each pair of students takes a few minutes to look at the terms in this section, the removalists to see which items they will bring into the house in what order, and the homeowners to determine where they might like to place the items which may be brought in.

The removalists bring the items one by one into the house, asking the homeowners where they should be placed. One homeowner mentions one location, but when the removalists put it there the other homeowner decides that it isn't a suitable location and suggests another place.

As the process goes on, the removalists become more vocal and annoyed. A tinge of sarcasm creeps into their voices and they begin to make veiled criticisms of the homeowners. The homeowners, for their part, become more annoyed with each other and with the removalists. The whole process finally ends with the removalists storming off and the homeowners not talking to each other. When this set is finished, the students switch roles.

IT'S A HARD DAYS WORK

Students work in pairs. Student A takes the part of an office worker who returns home from work at the end of the day and plops down in a chair saying that he is exhausted.

Student B has been home all day and has also been busy. When she says that she is also exhausted, Student A, somewhat unfortunately, shows disbelief. After all, he has been at the office doing a job, while Student B has had the luxury of staying at home.

Student B is in no mood for this kind of talk, and quickly begins to list the things that she did around the house. Student A at first counters what Student B says by indicating how trivial he thinks those tasks were. However, as Student B grows increasingly angry, Student A realises that he had better be careful. Gradually he comes to sympathise with Student A and begins to agree how time consuming and important those tasks might really be. When this set is finished, the students switch roles.

CROSSWORD

Below you are given a series of English clues. Write the Indonesian equivalents. Clues for this crossword come from this glossary and Glossary 9, **Cuci Kain** [Washing Clothes].

Across	Down
2 decorations	1 mat
4 to scrub	2 furniture
6 to soak	3 to arrange
7 house	5 to put away
11 drawer	8 polish
13 toilet	9 to wash
14 to sweep	10 window
15 brush	12 contents
18 dust	16 cloth
20 to adjust	17 to spill
23 sink	19 damp
24 rag	20 to rinse
25 to change position (root word)	21 to change
28 to clean	22 to climb up
29 kitchen	23 clothing
30 box	24 to shake out
31 roof	26 to fasten
	27 water
	28 paint

LAMPIRAN 2 • Appendix 2

				1										
2							3			4		5		
6										7				
									8					
			9			10					11			12
13														
14									15		16		17	
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20			21				22							
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30										31				