POWERFUL
SPEAKING

INTERMEDIATE LEVEL

Taking the benefits of the Case Method and Project-based Learning Approach to develop English Communication skill

Adriadi Novawan

POWERFUL SPEAKING FOR INTERMEDIATE LEVEL
Taking the benefits of the Case Method and Project-based Learning Approach to develop students' communicative skills **@2022**

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PREFACE

The book **Powerful Speaking**: *Taking the Benefits of Case Method, and Project-based Approach* is composed to give resourceful speaking materials for college students. Particularly it takes the benefits of the case method and project-based which will enable students to cope with communicative functions in academic situations.

This book is arranged in a particular sequence following the **Warm Up, Vocabulary, Let's Speak, Let's Act Out,** and **Reflection** that will help the students to learn speaking underpinned by action-based learning, particularly by experiencing case-based learning and collaborative projects. This enables the students to focus their learning on one topic to develop an idea and learn relevant terminologies for speaking practices. Each unit consists of materials that are appropriate for contextual vocabulary learning. All selected and relevant vocabularies are genuinely given in their contexts to provide a model for authentic uses of English.

Learning by following the activity in this book does not mean will automatically lead to successful learning. This workbook implies that the learning process needs motivation, autonomy, and collaboration. Speaking ability and criticality will be improved when these three aspects are fulfilled properly. Therefore, each unit equips the students with the independent learning and requires them to spend more time with their partners outside the classroom. Intensively participating in both inside and outside teaching and learning activities will consequently result in more effective speaking skill enhancement.

Happy Learning!

UNIT 1. GO GREEN

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Make themselves familiar with the lexical resources about nature and environment

2. Demonstrate the use of the lexical resources about nature and environment appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about nature and environment spontaneously and critically in response to the actual cases given

4. Inculcate moral values related to nature and environment

WARM UP: TALKING ABOUT GO GREEN

TASK 1. TALK ABOUT THE FOLLOWING ISSUES. IF NECESSARY, YOU CAN SEARCH ON THE INTERNET TO GET MORE INFORMATION.

1. What is Go Green?

2. How important is the notion of Go Green for a human being?

3. Nowadays, how do people attribute particular environmental problems?

4. See the following photo and discuss the questions given in the box.

Woodfin Camp and Associates, Inc./Robert Frerck
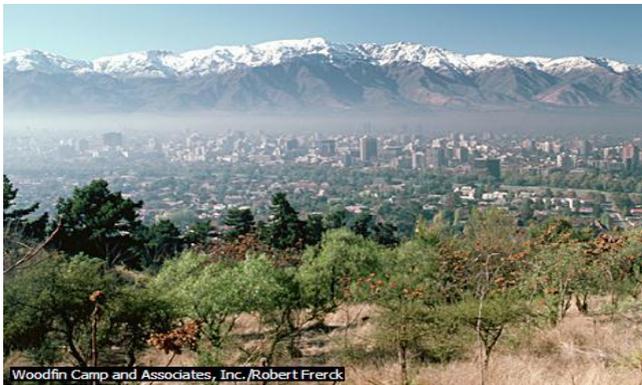
What picture is it?
How does it look like? (In what condition)
Why do you think it happens?
Who do you think have to be responsible for that?

5. *"We are living in the Anthropocene Epoch"*

   Do you know what is the meaning of this statement?

6. Read the following quotation and what do you think of that?

   "Industrialization is something which is happening to the biosphere."

   Edward Goldsmith (1928 -)

   British business executive and ecologist (The Great U-Turn, "De-Industrializing Society")

VOCABULARY IN CONTEXT: AIR POLLUTION

TASK 2. READ THE FOLLOWING PASSAGE, MAKE YOURSELF FAMILIAR WITH THE WORDS, AND COMPLETE THE TABLE.

Air Pollution is the addition of harmful **substances** to the atmosphere **resulting in** damage to the environment, human health, and quality of life. One of many forms of pollution, air pollution **occurs** inside homes, schools, and offices; in cities; across **continents**; and even globally. Air pollution makes people sick—it **causes** breathing problems and **promotes** cancer—and it **harms** plants, animals, and the ecosystems in which they live. Some air **pollutants** return to Earth in the form of **acid rain** and snow, which **corrode** statues and buildings, damage **crops** and forests, and make lakes and streams **unsuitable** for fish and other plant and animal life.

Pollution is changing Earth's atmosphere so that it lets in more harmful radiation from the Sun. At the same time, our polluted atmosphere is becoming a better **insulator**, preventing **heat** from **escaping back** into space and **leading to** a rise in global **average** temperatures. Scientists **predict** that the temperature increase, **referred to** as global warming, will affect the world food supply, **alter** sea levels, make weather more **extreme**, and increase the spread of tropical diseases.

WORDS ON THE TEXT	SYNONYMS	MEANING (INDONESIAN)
1. Substances (n)		
2. result in (v)		
3. occur (v)		
4. cause (v)		
5. promote (v)		
6. harm (v)		
7. pollutants (n)		
8. corrode (v)		
9. unsuitable (adj)		

10. insulator (n)		
11. escape back (v)		
12. lead to (v)		
13. predict (v)		
14. refer to (v)		
15. alter (v)		

LET'S SPEAK! AIR POLLUTION

> **TASK 3. SHARE THE INFORMATION YOU HAVE GOT FROM THE PASSAGE IN TASK 2 BY FOLLOWING THE QUESTIONS BELOW.**

1. What have you learned from the main idea of the passage above?

2. What do you think is the writer's intention in writing the passage?

3. How does the writer provoke the reader on the vulnerability of our environment?

4. How does the writer argue for global warming's culprits?

5. When referring to the answer of no 4, what possible solutions shall humans have?

TASK 4. DESCRIBE THE PHOTOGRAPHS BELOW AND EXPRESS YOUR OPINION ON THE FRAUGHT OF SUCH CONDITIONS BY USING THE WORDS YOU LEARNED IN THE PREVIOUS TASKS.

1.

National Geographic Society/James L. Stanfield

2.

Photo Researchers, Inc./Wesley Bocxe

3.

Oxford Scientific Films/Kim Westerskov

4.

Photo Researchers, Inc./Rafael Macia
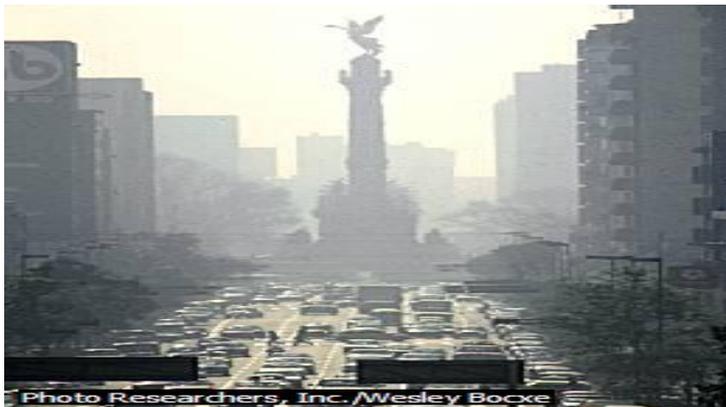
TASK 5. **AFTER TALKING ABOUT THE PHOTOS, READ THE ACTUAL INFORMATION ABOUT THEM AND DISCUSS IN GROUPS TO CORRESPOND WHAT YOU HAVE IMAGINED TO THE ORIGIN INFORMATION.**

1. Czech Air Pollution

Factory smoke **darkens** the sky above Prague, Czech Republic. The Czech Republic faces a **severe** air pollution problem that is choking the nation's land. Air pollution and subsequent acid rain has killed or damaged many of the country's trees and badly **degraded** its soil. *National Geographic Society/James L. Stanfield*

2. Thermal Inversion

Smog surrounds the Angel Monument in Mexico City, Mexico, during a thermal **inversion**. Air pollution increases dramatically when a mass of cold air is trapped below a mass of warmer air. The absence of air circulation prevents pollution near Earth's surface from escaping. *Photo Researchers, Inc./Wesley Bocxe*

3. Industrial Smokestacks

Carbon dioxide, sulfur dioxide, and other types of **contaminants** pouring from industrial **smokestacks** contribute largely to the world's atmospheric pollution. Carbon dioxide contributes significantly to global warming, while sulfur dioxide emissions are the principal cause of acid rain in the northeastern United States, southeastern Canada, and eastern Europe. *Oxford Scientific Films/Kim Westerskov*

4. Overflowing Landfill

An average city dweller may produce a ton of refuse in a year, a volume that rapidly **overflows** local dumps. Cities running out of space for **landfill** often turn to incinerating their waste or transporting it to other areas, although up to 90 percent of the material might have been recycled. Photo Researchers, Inc./Rafael Macia

LET'S ACT OUT! OBSERVE YOUR ENVIRONMENT

TASK 6. MAKE A GROUP OF 4-5 STUDENTS AND DO THE FOLLOWING ACTIVITY.

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1. Observe particular environmental conditions in your hometown based on these questions:

    a) Is it good or bad, clean or polluted? To what extent? **(2 photos)**

    b) What happened to the environment? Who is responsible for that?

    c) What do the people in the location do?

    d) What does the local government do?

    e) What is the most prominent issue behind it? (e.g. social, politic, economy, etc.)

    f) What collaborative opportunity needs to be initiated? How to execute it?

    g) Write a report (group identity, 2 photos, answers to all questions)

2. Based on the information you have got, make a 15-minute group presentation on that issue.

3. Arrange a seminar and present your materials in the seminar. The seminar should reflect positive notions on the issue and encourage the audiences to change their destructive habits toward the environment.

4. While a group is doing a presentation, the other groups have to hold a peer assessment on the language used, criticality, and the whole presentation. At the same time,

all other groups (except the performing group) should submit the result of the peer assessment after the performing group finished the presentation. Assess the following aspects in 5 scales (of excellent-good-fair-poor-very poor) :

- Clarity (Pronunciation, Articulation)

- Fluency (Natural pauses, Ideas flow well)

- Criticality (Depth and Breath of ideas, Comprehensive)

REFLECTION: WHAT DID YOU LEARN ABOUT GO GREEN?

TASK 7. VIDEO RECORD YOURSELF SHARING PERSONAL REFLECTION BY ANSWERING THE QUESTIONS BELOW.

1. How does the slogan "Go green" influence your behaviour?

2. What practical actions you can do in support of environmental sustainability?

3. What new vocabulary did you learn on the topic?

4. How do you think the new vocabulary can benefit you in improving your speaking skill?

5. Can you now describe the environmental condition around you spontaneously?

UNIT 2. HEALTHY LIFE

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Make themselves familiar with the lexical resources about healthy lifestyle

2. Demonstrate the use of the lexical resources about a healthy lifestyle appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about a healthy lifestyle spontaneously and critically in response to the actual cases given

4. Inculcate moral values related to a healthy lifestyle

WARM UP: TALKING ABOUT A HEALTHY LIFE

TASK 1. SEARCH ON THE INTERNET AND TALK ABOUT THE FOLLOWING ISSUES.

1. What does a healthy life mean?

2. Look at the following photo and discuss it with your partner based on the questions given in the box.

> a) Who are they in the picture? Can you describe them!
>
> b) What are they doing? Is it good or bad?
>
> c) How do they look like? (happy, sad, enjoyed, etc.)
>
> d) Are their parents or teachers in favor of that?
>
> e) Why do you think they do it?

3. Can you share what is your opinion about today's students' healthy lifestyle? What about you?

4. What do you think of the following quotation?

    "Good health is an essential to happiness, and happiness is an essential to good citizenship."

    Charles Horace Mayo (1865 - 1939)

    U.S. physician (Journal of the American Dental Association)

5. Does it make sense "a good health results in a good citizenship"? Why?

VOCABULARY IN CONTEXT: HEALTHY LIFE

TASK 2. COMPLETE THE FOLLOWING PASSAGE WITH THE APPROPRIATE WORDS ON THE TABLE.

condemnation	came up	combustion	injurious	degeneration
effects	filament	wrapper	cigarette	permanent

While spending some time in Florida with Mr. Thomas A. Edison, the noted electrical genius, and Mr. John Burroughs, **the eminent naturalist**, the question of _____ smoking and its evil effects, particularly upon boys and young men, _____ for discussion.

Mr. Edison **advanced** some pronounced views in _____ of the cigarette. For several years he had been experimenting with _____ of various substances for the purpose of discovering a suitable _____ for use in **incandescent** lamps, and it was

during this research that the harmful effects of acrolein were observed. I asked Mr. Edison to put his conclusions in writing. He did so…

A letter from Thomas A. Edison to Henry Ford:

April 26, 1914

Friend Ford,

The _____ agent in Cigarettes comes principally from the burning paper _____. The substance thereby formed is called "Acrolein." It has a **violent action** *on the nerve centers, producing _____ of the cells of the brain, which is quite rapid among boys. Unlike most narcotics this* **degeneration** *is _____ and* **uncontrollable**. *I* **employ** *no person who smokes Cigarettes.*

Yours,

Thos. A. Edison

Following receipt of this letter I **authorized** an interview in which I went **squarely** on record as opposed to cigarettes, making it plain that "I do not feel called upon to try **to reform** any person over 25 years of age because by that time the habit has been formed. Then it is only a question of the strength of will or mind of the smoker which will enable him to stop. He knows the injurious _____ and controls his own destiny.

(Adapted from an article written by Henry Ford, Microsoft Encarta ®)

LET'S SPEAK! TALKING ABOUT SMOKING RISKS

TASK 3. DISCUSS YOUR UNDERSTANDING ON THE TEXT IN TASK 2 WITH YOUR PARTNER BY FOLLOWING THE QUESTIONS BELOW.

1. Based on the text above, who did the research on the smoking effects?

2. What is the most important finding of the research? What is *acrolein*?

3. How did Thomas A. Edison emphasise the effects of smoking cigarettes in his letter?

4. What is the key to stopping smoking cigarettes highlighted by the writer?

6. What do you think is the purpose of the writer in writing the article?

TASK 4. LOOK AT THE PICTURES BELOW AND SHARE YOUR OPINION ON THE SMOKING RISKS TO THE HUMAN BODY.

PHOTO DESCRIPTION:

This dissection of human lung tissue shows light-colored cancerous tissue in the center of the photograph. At bottom center lies the heart. While normal lung tissue is light pink in color, the tissue surrounding the cancer is black and airless, the result of a tarlike residue left by cigarette smoke. Most lung cancer begins in the cells lining the main air passages, or bronchi. In their cancerous state, these cells lack the cilia that normally catch and eliminate foreign particles inhaled into the lung. Mucous ordinarily cleared by bronchial cilia becomes trapped, blocking air passages. Lung cancer accounts for the largest percentage of cancer deaths in the United States, and cigarette smoking is directly responsible for the majority of these cases.

(Phototake NYC/Martin Rotker, Microsoft ® Encarta)

LET'S ACT OUT! OBSERVING THE LITERATURE

TASK 5. WORK IN A GROUP OF 4 OR 5 STUDENTS, OBSERVE THE INTERNET SOURCES AND PREPARE A SHORT PRESENTATION FOR A SEMINAR BASED ON THE ISSUES GIVEN BELOW.

NO 1 IS DONE TO GIVE AN EXAMPLE.

1. What are the effects of smoking cigarettes? Explain.

There are two important steps to preparing for a presentation of an idea: brainstorming and developing ideas. In this case, reading habits will be essential to support the quality of your materials.

a. Brainstorming/mind mapping
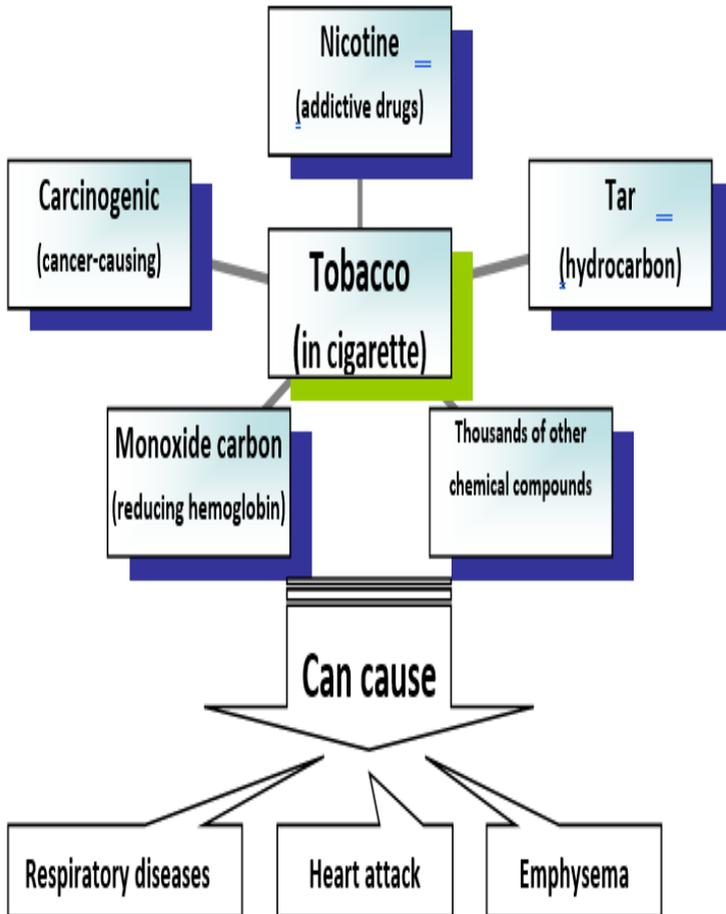
b. Developing the ideas. Pay attention to how to express *cause-effect*.

Tobacco smoke contains more than 4,000 *chemical compounds*, including *cancer-causing compounds* (*carcinogenic*), nicotine, tar, and monoxide carbon. These chemical compounds have contributed to many health problems across the age. Forms of tobacco that are smoked, say, cigarettes, pipes, and cigars, cause *respiratory diseases*, *heart attack* and *emphysema*. Smoking also *contributes to* vary health problems for *pregnant* women who smoke and low *birth weight* of *newborns* that can give worse consequences to both.

Several studies have estimated that smokers are four to five times more likely to develop oral and *laryngeal cancer* than are *nonsmokers*. Studies have also linked smoking with the development of cancer in distant organs—that is, in organs not directly *exposed to* the smoke, such as the *bladder, pancreas, kidney, stomach, liver*, and *uterus*. Smoking also causes health problems in nonsmokers. Each year about 3,000 nonsmoking adults die of lung cancer as a result of breathing the *secondhand* smoke from others' cigarettes.

Emphysema, the *chronic* narrowing and *clogging* of the *airway passages* in the lung, is the most common chronic lung disease. Its *victims* are almost exclusively smokers; it very seldom occurs in nonsmokers. However, not all smokers are *susceptible to* this disease; only 20 percent of heavy smokers will develop it.

2. Fast foods are unhealthy. Support this statement with evidence and reasons. Come up with what types of call for action you might suggest and support with reasons.

Brainstorming	Development of Idea

3. Having breakfast is important for work performance and productivity. Support this statement with evidence and reasons. Come up with what types of call for action you might suggest and support with reasons.

Brainstorming	Development of Idea

TASK 6. PRESENT THE MATERIALS YOU HAVE PREPARED IN TASK 5 WITH YOUR GROUP IN THE CLASS SEMINAR.

REFLECTION: WHAT HAVE YOU LEARNED SO FAR?

TASK 7. SHARE YOUR PERSONAL REFLECTION WITH YOUR PARTNER FOLLOWING THE QUESTIONS BELOW.

1. How do you personally interpret healthy life?

2. Is your life healthy? Can you tell it briefly to your partner?

3. What new vocabularies did you learn about the topic?

4. Dealing with your speaking skill, how did you present *a cause-effect presentation*?

5. What component of your oral presentation need to be improved?

UNIT 3. THE WORLD CULTURES

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Make themselves familiar with the lexical resources about the world cultures

2. Demonstrate the use of the lexical resources about the world cultures appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about the world cultures spontaneously and critically in response to the actual cases given

4. Inculcate moral values relevant to the world cultures

WARM UP: TALKING ABOUT CULTURE

> **TASK 1. SEARCH ON THE INTERNET AND TALK ABOUT THE FOLLOWING ISSUES.**

1. Look at the following picture and discuss with your partner the questions given on the box.

> a) What picture is it? What is the woman doing?
>
> b) Have you ever known that typical clothing? Can you explain?
>
> c) Do you know the meaning behind the dance?
>
> d) Can a dance be categorized into a culture?

2. What does the word "culture" mean?

3. Would you share your what is your opinion about the cultures in Indonesia?

4. How do you see culture and its role in a nation's life?

5. What do you think of the following quotation?

   "Culture being a pursuit of our total perfection by means of getting to know, on all the matters which most concern us, the best which has been thought and said in the world."

   Matthew Arnold (1822 – 1888), British poet and critic

6. How does the quotation above represent human life in the world?

VOCABULARY IN CONTEXT: THE CONCEPT OF CULTURE

TASK 2. COMPLETE THE FOLLOWING PASSAGE WITH THE APPROPRIATE WORDS ON THE BOX.

anthropology	interchangeable	evolution	culture	features
crude stone	vocal tract	Share	distinguishes	ancestors

Encarta Encyclopedia, Liaison Agency/Collection Viollet

Culture, in anthropology, is the patterns of behavior and thinking that people living in social groups learn, create, and share. Culture _____ one human group from others. It also makes different humans from animals.

A people's culture includes their beliefs, rules of behavior, language, rituals, art, technology, styles of dress, ways of producing and cooking food, religion, and political and economic systems.

Culture is the most important   concept   in _____, a study of all aspects of human life, past and present. Anthropologists commonly use the term _____ to refer to a society or group in which many or all people live and think in the same ways. Likewise, any group of people who _____ a common culture—and in particular, common rules of behavior and a basic form of social organization—constitutes a society. Thus, the terms *culture* and *society* are somewhat _____. However, while many animals live in societies, such as herds of elk or packs of wild dogs, only humans have culture.

Culture developed together with the _____ of the human species, *Homo sapiens,* and is closely related to human biology. The ability of people to have culture comes in large part from their physical _____: having big, complex brains; an upright posture; free hands that can grasp and manipulate small objects; and a _____ that can produce and articulate a wide range of sounds. These distinctively human physical features began to develop in African _____ more than four million years ago. The earliest physical evidence of culture is _____ tools produced in East Africa over two million years ago.

TASK 3. READ AGAIN THE TEXT IN TASK 2, AND DISCUSS IT WITH YOUR PARTNER BY FOLLOWING THE QUESTIONS BELOW.

1. Based on the text above, how does culture distinguish humans from animals?

2. How does human culture begin?

3. How does the text differentiate the terms culture and society?

4. How does culture develop?

5. What is the first indication of the relation between culture and human biology?

TASK 4. READ THE FOLLOWING PASSAGE, MAKE A NOTE ON THE NEXT OF EACH PARAGRAPH WHETHER YOU ARE FAMILIAR AND UNFAMILIAR WITH, AND DISCUSS THEM WITH YOUR PARTNER.

Indonesian Arts and Cultures

Written literature **exists** for very few of Indonesia's languages, although oral traditions, including prose and poetry, are very strong. Indian literature is **influential**, particularly in Old Javanese writings, which date from about ad 1000. Modern Javanese literature dates from the early 1700s

Notes:

and combines native, Indian, and Muslim traditions. Writing in Malay **flourished** after becoming the official language of the Indonesian people in 1928. Malay writings were closely **associated with** growing nationalism, and Sumatran writers of the time, such as Muhammad Yamin, were particularly influential. After **independence**, a group of writers known as the Generation of 1945 (Angkatan 45) **emerged**. They were direct and **fierce** and were **epitomized** by the poet Chairil Anwar. In the 1950s and 1960s ideological politics **polarized** the writing community and Lekra succeeded in pushing writers to adopt the style of socialist realism.

Perhaps the most famous writer of modern Indonesian literature is Pramoedya Ananta Toer. After the failed 1965 **coup** the government **imprisoned** Pramoedya because of his Communist links; he was released from jail in 1979 but placed under **city arrest** in Jakarta. His Buru Quartet, composed of Bumi Manusia (1980; This Earth of Mankind, 1991), Anak Semua Bangsa (1980; Child of All Nations, 1993), Jejak Langkah (1985; Footsteps, 1994), and Rumah Kaca

Notes:

(1988; House of Glass, 1992), tells the story of Indonesian nationalism through the character Minke, a Dutch-educated Javanese. The quartet, which was **banned** in Indonesia, became well known internationally.

Another **internationally acclaimed** writer is Romo Mangun. His Burung-Burung Manyar (The Weaverbirds, 1991) won the Southeast Asia Writers' Award but was **frowned on** by the government for its critical view of Indonesian history. Mochtar Lubis's Sendja di Djakarta (1970; Twilight in Djakarta, 1983) tells a story of corruption and decline in Jakarta in the 1960s. Other well-known writers include Achdiat Karta Mihardja, Umar Kayam, and Budi Darma. Indonesia's best-known poets include Rendra, Subagio Sastrowardojo, Goenawan Mohamad, Sapardi Djoko Damono, and Sutardji Calzoum Bachri.

Indonesian modern art is an adaptation of modern art in other parts of the world, flavored with Indonesian cultural influences. Modern Indonesian art is often **traced to** the formation, in 1937, of the Union of Indonesian Artists, or Persagi

Notes:

(Persatuan Ahli Gambar Indonesia), and to important artists of the time such as Sudjojono. Artists were important in the nationalist movement in the 1930s and 1940s.

Indonesian artists **clustered around** several institutions such as the Taman Ismail Marzuki Art Center in Jakarta, a center of **avant-garde** art in the 1970s. The painter Djoko Pekik is known for his **hard-edged** expressionist paintings of the problems of daily life in Indonesia, particularly for the poor. The New Art Movement (Gerakan Seni Rupa Baru) in the 1970s and 1980s **emphasized** making art relevant to society by examining socioeconomic problems. Practitioners of this art included Hardi, Nanik Mirna, Jim Supangket, Dedi Eri Supria, Gendut Riyanto, Haris Purnama, and Bonyong Munni Ardhi. Contemporary artists such as Heri Dono, Agus Suwage, Tisna Sanjaya, and Arahmaiani create **daring depictions** of Indonesia's social issues. Basuki Resobowo paints somber scenes from contemporary Indonesia, often based on themes of struggle and resistance. The more liberal environment in Indonesia since May 1998 has brought a surge of

Notes:

contemporary paintings dealing with these topics, which were **forbidden** during the Suharto era. Many of Indonesia's contemporary artists, such as Basuki Resobowo, spent long periods in **exile** during Suharto's rule.

Indonesia has a long and grand architectural tradition. Indian influence is evident in the large Buddhist monument of Borobudur and the Hindu temple of Prambanan, both in central Java. Borobudur is Indonesia's most famous tourist attraction. Built in the 9th century, it is a representation of the Buddhist vision of the cosmos. Prambanan, the largest Hindu temple complex in Java, was built during the 8th and 10th centuries. Arabic and Chinese Muslims have influenced the architectural style of mosques throughout Java.

The government, with international aid, has worked **to preserve** much of its architectural **heritage**, including Borobudur. Some sites, however, are **threatened** by rapid economic development. Meanwhile, many of the new structures in Jakarta, particularly in the city's business center, show the modernist and

Notes:

postmodernist influences of contemporary architecture. Indonesian architect Soejoedi Wirjoatmodjo has played a **prominent** role in modern designs.

The **sprawling** Indonesian archipelago is home to many different ways of life, reflecting the region's history. Before independence, the only factor uniting the islands was Dutch colonialism. Although the kingdoms of Sri Vijaya, Majapahit, and Mataram **spread** their influence widely throughout the islands, none of the native **empires** ever controlled the whole region. Nor did Buddhism or Hinduism have a significant impact in the far eastern **stretches**. As the country has modernized and urbanized, life in the cities has evolved new patterns, adding additional diversity to Indonesian life.

The status of women in Indonesia is varied, and opinions about women's roles are polarized. Most Indonesians **concede** that women have limited formal opportunities in social institutions, but many claim women **exert** considerable power within families. The Minangkabau society in western Sumatra is **matrilineal**—that

Notes:

is, property and lineage are passed down and traced through the mother's family. However, the Minangkabau are an isolated example. In the mid-1990s women **comprised** less than 10 percent of managers and administrators. Feminism is largely an urban ideology in Indonesia, **pursued** by younger, educated women.

Men and women who live in cities generally adopt Western dress. Regionally, there are many styles of traditional dress, but most women wear a *sarong* (**wraparound** skirt or dress) and a *kebaya*, a **fitted blouse**. When participating in ceremonies, men often wear a batik shirt and a sarong skirt, along with a *songkok*, a black Muslim cap.

The most popular sports in Indonesia are badminton and soccer. Tennis has also gained a growing following. Several forms of martial arts, including forms that use sticks and knives, are popular in Java and Sumatra.

Rice is the **staple food** of most Indonesian dishes and its preparation varies between regions. The hot, spicy food from the Padang region can be

Notes:

found in specialized Padang restaurants throughout most of Indonesia. Sundanese food is served in West Java, while most places have a local specialty, such as **grilled fish** and seafood in Makassar. Traditional Indonesian drinks include an alcoholic wine (tuak) made from the red sugar of a palm tree. Islam forbids the consumption of alcohol, however, so most Indonesians drink weak black tea with food. In cities, bottled water is popular.

Notes:

LET'S ACT OUT! OBSERVE YOUR CULTURE

TASK 5. READ THE TEXT BELOW AND DO THE ACTIVITY GIVEN AFTER IT.

In the 1980s and 1990s some anthropologists turned to an even more radical interpretive perspective on culture, known generally as postmodernism. Postmodernism questions whether an objective understanding of other cultures is at all possible. It developed as a reaction to modernism, which was the scientific and rational approach to understanding the world found in most ethnographies. Postmodern anthropologists suggest that all people construct culture through an ongoing process that

resembles the writing, reading, and interpretation of a text. From this view, people continually create and debate with each other about the meaning of all aspects of culture, such as words, rituals, and concepts. People around the world have long debated over cultural issues such as *what constitutes a family*, *what women's and men's roles in society should be*, and *what functions the government should perform*.

1. Observe your society to answer the questions given in the last sentence of the text above (*in italic*).

2. Pay more attention to the role of women and men and get the statistic about the share of the labor force between them.

3. Present your statistic on the share of the labor force in front of the class and gain feedback from your friends.

REFLECTION: DID YOU KNOW YOUR OWN CULTURE?

TASK 6. SHARE YOUR REFLECTION WITH YOUR PARTNER FOLLOWING THE QUESTIONS BELOW.

1. How did you personally interpret Indonesian culture before reading the texts provided in the lesson?

2. How does the information presented change your understanding of it?

3. What vocabularies did you consider essential in talking about your own culture?

4. How do you feel when you have many new vocabularies and the opportunity to use them?

5. How does it help you improve your speaking skill?

UNIT 4. E-LIFE STYLE

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Make themselves familiar with the lexical resources about E-Life Style

2. Demonstrate the use of the lexical resources about E-Life Style appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about E-Life Style spontaneously and critically in response to the actual cases given

4. Inculcate the moral values relevant to E-Life Style

WARM UP: THINKING OF WHY COMPUTER

TASK 1. SEARCH ON THE INTERNET AND TALK ABOUT THE FOLLOWING ISSUES.

1. Do you know the first computer in the world? How big do you think of its' size? See the photograph below.

Photo Researchers, Inc./Dale E. Boyer

DESCRIPTION:
The Cray-2 Supercomputer (designed by Seymour Cray of Cray Research, Eagan, MN) was first introduced in 1985, nine years after the first model, the Cray-1, was introduced. This type of supercomputer is used for mathematical studies of very complex problems, such as speech analysis, weather forecasting, and fundamental questions in physics and chemistry.
(Photo Researchers, Inc./Dale E. Boyer)

2. What do you think of the following quotation?

   "As computers come to provide wonderful tools for information processing the emphasis is shifting back to the importance of ideas...the ideas that make sense of the computer output."

   Edward de Bono (1933 - 2021) Maltese-born British psychologist and writer

3. How do you think information technology has changed human life?

4. Do you think the development of technology has made traditional skills and ways of life die out?

VOCABULARY IN CONTEXT: READING ABOUT THE INTERNET

TASK 2. COMPLETE THE FOLLOWING PASSAGE WITH THE APPROPRIATE WORDS ON THE BOX.

information	Interconnected	centralized	tremendously	flexibility
databases	computer-based	automated	electronic mail	span

Internet, _____ global information system, is composed of many _____ computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share _____ with one another and to share computational resources such as powerful

supercomputers and _____ of information. The Internet has made it possible for people all over the world to communicate with one another effectively and inexpensively. Unlike traditional broadcasting media, such as radio and television, the Internet does not have a _____ distribution system. Instead, an individual who has Internet access can communicate directly with anyone else on the Internet, make information available to others, find information provided by others, or sell products with a minimum overhead cost.

The Internet has brought new opportunities to government, business, and education. Governments use the Internet for internal communication, distribution of information, and _____ tax processing. In addition to offering goods and services online to customers, businesses use the Internet to interact with other businesses. Many individuals use the Internet for communicating through_____, reading news, researching information, shopping, paying bills, and banking. Educational institutions use the Internet for research and to deliver courses and course material to students.

Use of the Internet has grown _____ since its inception. The Internet's success arises from its _____. Instead of restricting component networks to a particular manufacturer or

particular type, Internet technology allows interconnection of any kind of computer network. No network is too large or too small, too fast or too slow to be interconnected. Thus, the Internet includes inexpensive networks that can only connect a few computers within a single room as well as expensive networks that can _____ a continent and connect thousands of computers.

(The text is adapted from Comer, Douglas E. "Internet." Microsoft® Encarta® 2006 [DVD]. Redmond, WA: Microsoft Corporation, 2005)

LET'S SPEAK! DISCUSSING THE INTERNET

TASK 3. SHARE YOUR UNDERSTANDING OF THE TEXT IN TASK 1 WITH YOUR PARTNER BY FOLLOWING THE QUESTIONS BELOW.

1. Based on the text above, how does the internet enhance human life?

2. What practical benefits does the individual get from the internet?

3. What institutional benefits do organizations across different fields get from the internet?

4. How do you interpret the sentence *"No network is too large or too small, too fast or too slow to be interconnected"* (in paragraph 3)?

5. What do you think about how the internet will change human life in the future?

TASK 4. READ THE FOLLOWING PASSAGES AND RETELL THEM TO YOUR PARTNERS.

No	Passages	Outline to guide
1	To access the Web, a user must have a computer connected to the Internet and **appropriate** software. The **connection** between the user's computer and the Internet can consist of a permanent, **dedicated connection** or a temporary, **dial-up connection**. A dial-up connection uses a modem to send data over the telephone system to another modem. It offers the lowest cost but requires the user to wait for the connection to be established each time the modem is used. A permanent connection uses a technology such as Asymmetric Digital Subscriber Line (ADSL, also known as DSL), a cable modem, or a **dedicated leased circuit**. It **remains** in place and is	

ready to use at all times. Permanent Internet connections cost more but offer higher **capacity**—that is, they can send more data at a faster speed.

2　The amount of information on the Web **continues** to grow rapidly, as does the number of users around the world and the amount of online commerce. For many businesses, the Web is **replacing** traditional catalog ordering. In addition, people continue **to extend** and improve Web technology. Several research efforts are **underway to generate** new methods that search the Web for information, new methods for **restricting** access to intellectual property, and new technologies that will permit live Webcasts similar to television broadcasts.

3　A network has three **layers** of components: application software, network software, and network hardware. Application software consists of computer

programs that **interface** with network users and permit the sharing of information, such as files, graphics, and video, and resources, such as printers and disks. One type of application software is called **client-server**. Client computers send **requests** for information or requests to use resources to other computers, called servers that control data and applications. Another type of application software is called **peer-to-peer**. In a peer-to-peer network, computers send messages and requests directly to one another without a **server intermediary**.

4   Network software consists of computer programs that **establish protocols**, or rules, for computers to talk to one another. These protocols are carried out by sending and receiving formatted instructions of data called packets. Protocols make logical connections between network applications, direct the movement of packets through the physical network,

and minimize the possibility of **collisions** between packets sent at the same time.

5   Network hardware is made up of the physical components that connect computers. Two important components are the **transmission media** that carry the computer's signals, typically on wires or **fiber-optic cables**, and the network adapter, which accesses the physical media that link computers, receives packets from network software, and transmits instructions and requests to other computers. Transmitted information is in the form of **binary digits**, or bits, which the computer's electronic **circuitry** can process.

(Taken from Microsoft Encarta)

LET'S ACT OUT! INFORMATION TECHNOLOGY

TASK 5. DEVELOP YOUR TEAM ARGUMENTS AND HAVE A DEBATE ON THE FOLLOWING ISSUES.

1. Government should put heavy restrictions on internet freedom.

2. Employers should strongly prohibit their employees from using *social media* during working hours.

3. The development of technology has led to the extinction of traditional skills and ways of life.

Use the following table to plan your arguments and anticipate the opposite position.

Issues	**Argument for**	**Opposite Argument**
Government should put a heavy restriction on the internet freedom.		

Employers should strongly prohibit their employee from using social media at working hours.		
The development of technology has led to the extinction of traditional skills and ways of life.		

REFLECTION: HOW DID YOU LEARN?

TASK 6. SHARE YOUR REFLECTION WITH YOUR PARTNER FOLLOWING THE QUESTIONS BELOW.

1. What do you personally think of the development of information technology for human life?

2. What human responsibilities are implied behind the rapid growth of information technology?

3. How did you retell any information to others? What difficulties did you face?

4. Did you perform your team arguments well? How did you do?

5. What vocabularies do you consider essential in stating arguments?

UNIT 5. GLOBAL WORKPLACE

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Familiarize themselves with the lexical resources about Global Workplace

2. Demonstrate the use of the lexical resources about the Global Workplace appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about Global Workplace spontaneously and critically in response to the actual cases given

4. Inculcate the moral values relevant to Global Workplace

WARM UP: THE INTERNATIONAL LABOR

TASK 1. SEARCH ON THE INTERNET AND TALK ABOUT THE FOLLOWING ISSUES.

1. What is in your mind when you are hearing the terms international labor force, free market and globalization? Share!

2. What do you think should the people do in preparing for it now?

3. What do you think of the following quotation?

   "The only preparation for prospering in the global economy is investing in ourselves."

   Bill Clinton (1946 -) Ex. U.S. President.

   Putting People First: How We Can All Change America (co-written with Al Gore)

4. The following photograph reflects the potentials of Indonesia in agriculture and agrotourism. What do you think of their prospect in the future?

VOCABULARY IN CONTEXT: READING ABOUT BUSINESS

> **TASK 2. READ THE TEXT BELOW AND COMPLETE THE TABLE OF WORDS GIVEN AFTER IT.**

Business is defined as an **organized** approach to providing customers with the goods and services they want. The word business also refers to an organization that **provides** these goods and services. Most businesses seek to make a profit—that is, they **aim to** achieve **revenues** that **exceed** the costs of operating the business. **Prominent** examples of **for-profit** businesses include Mitsubishi Group, General Motors Corporation, and Royal Dutch/Shell Group. However, some businesses only seek to earn enough **to cover** their operating costs. Commonly called **nonprofits**, these organizations are primarily **nongovernmental** service providers. Examples of nonprofit businesses include such organizations as social service agencies, foundations, advocacy groups, and many hospitals.

Business plays a vital role in the life and culture of countries with industrial and **postindustrial** free-market economies such as the United States. In **free-market** systems, prices and wages are primarily determined by competition, not by governments. In the United States, for example,

many people buy and sell goods and services as their primary occupations. In 2001 American companies sold in excess of $10 trillion worth of goods and services. Businesses provide just about anything consumers want or need, including basic **necessities** such as food and housing, **luxuries** such as whirlpool baths and wide-screen televisions, and even personal services such as caring for children and finding **camaraderie**.

WORDS ON THE TEXT		SYNONYMS	MEANING
1.	organized		
2.	free-market		
3.		companionship	
4.		supplies	
5.	nonprofit		
6.		go beyond	
7.			Setelah periode industri
7.	to cover		
9.		intend to	

10.	Well-known	
11.		Barang mahal
12.	offer	
13.	commercial	
14.	independent	
15. *revenues*		

LET'S SPEAK! DISCUSSING BUSINESS

TASK 3. SHARE YOUR UNDERSTANDING OF THE TEXT IN TASK 2 WITH YOUR PARTNER BY FOLLOWING THE QUESTIONS BELOW.

1. Based on the text above, how does the writer define the term "business"?

2. What is the difference between for-profit and non-profit businesses?

3. What happens to countries which apply a free market system?

4. How can for-profit companies survive in a free market system?

5. If you are a graduate seeking a job, which one do you think you will choose, for-profit or non-profit companies? Why?

> **TASK 4.   READ THE FOLLOWING PASSAGES AND RETELL THEM TO THE CLASS.**

No	Passages	Outline to guide
1	Very few people, groups, or governments **oppose** globalization in its **entirety**. Instead, critics of globalization believe aspects of the way globalization operates should be changed. The debate over globalization is about what the best rules are for governing the global economy so that its advantages can grow while its problems can be solved.	
2	On one side of this debate are those who stress the benefits of removing **barriers** to international trade and investment, allowing capital to be **allocated** more efficiently and giving consumers greater freedom of choice. With **free-market** globalization, investment funds can move **unimpeded** from where they are **plentiful** (the rich countries) to where they are	

most needed (the developing countries). Consumers can benefit from cheaper products because reduced tariffs make goods produced at low cost from faraway places cheaper to buy. Producers of goods gain by selling to a wider market. More competition keeps sellers on their toes and allows ideas and new technology to spread and benefit others.

3   On the other side of the debate are critics who see neoliberal policies as producing greater poverty, **inequality**, social conflict, cultural destruction, and environmental damage. They say that the most developed nations—the United States, Germany, and Japan—succeeded not because of free trade but because of **protectionism** and subsidies. They argue that the more recently successful economies of South Korea, Taiwan, and China all had strong **state-led development** strategies that did not follow neoliberalism.

These critics think that government encouragement of "infant industries"—that is, industries that are just beginning to develop—enables a country to become **internationally competitive**.

4   Furthermore, those who **criticize** the Washington Consensus suggest that the **inflow** and **outflow** of money from speculative investors must be limited to prevent *bubbles*. These bubbles are characterized by the rapid inflow of foreign funds that bid up domestic **stock markets** and property values. When the economy cannot **sustain** such expectations, the bubbles burst as investors panic and pull their money out of the country. These bubbles have happened **repeatedly** as liberalization has allowed speculation of this sort to get out of hand, such as in Indonesia, Malaysia, and Thailand in 1997 and since then in Argentina, Russia, and Turkey. According to critics, a

strong active government is needed to assure stability and economic development.

5 Protests by what is called the **antiglobalization** movement are seldom directed against globalization itself but rather against abuses that harm the rights of workers and the environment. The question raised by **nongovernmental organizations** and protesters at WTO and IMF gatherings is whether globalization will result in a rise of living standards or a race to the bottom as competition takes the form of lowering living standards and **undermining environmental regulation**. One of the key problems of the 21st century will be determining to what extent markets should be **regulated** to promote fair competition, honest dealings, and fair distribution of public goods on a global scale.

LET'S ACT OUT! ANALYZING BUSINESS PROSPECT

TASK 4. OBSERVE THE ACTUAL ISSUES ON "THE MOST PROMINENT AND PROSPECTIVE FIELDS OF BUSINESS" IN YOUR PROVINCE/REGENCY/CITY AND REPORT THE RESULT TO THE CLASS THROUGH A 10-15 MINUTE PRESENTATION.

Cover these in your presentation:

1. Introduction

2. Points in the Body
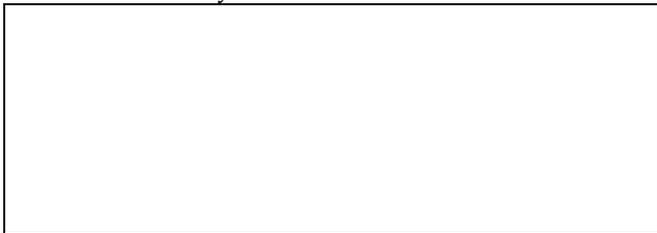
3. Conclusion
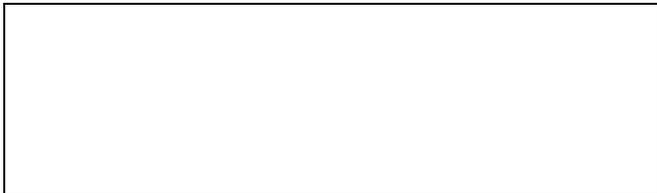
REFLECTION: FOR A BETTER PRESENTATION

TASK 5. SHARE YOUR REFLECTION WITH YOUR PARTNER FOLLOWING THE QUESTIONS BELOW.

1. Do you think your field of study is relevant to the industry's demand?

2. What future challenges do you think will emerge in the global workplace?

3. What will you do in preparing for that while you are studying?

4. How did you learn the importance of retelling information in a presentation?

5. What do you think you need to spend more for a better presentation?

UNIT 6. SPACE EXPLORATION

Photo Researchers, Inc. /NASA/Science Source

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Familiarize themselves with the words (lexical resources) about Space Exploration

2. Demonstrate the use of the lexical resources about Space Exploration appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about Space Exploration spontaneously and critically in response to the actual cases given

4. Inculcate the moral values relevant to Space Exploration

WARM UP: THE FIRST PERSON IN SPACE

TASK 1. SEARCH ON THE INTERNET AND TALK ABOUT THE FOLLOWING ISSUES.

1. Look at the following picture. Have you ever heard about who the guy in the picture is?

Encarta Encyclopedia, Archive Photos

Neil Armstrong
Commander of the 1969 *Apollo 11* lunar mission, Neil Armstrong was the first person to walk on the moon. An aeronautical pioneer, Armstrong also took part in the first in-space docking of two vehicles. He was the first civilian to enter NASA's astronaut program.

Look at the description at glance and continue to no 2.

2. What do you think about his contribution to human life and science? Share with your partner.

3. Many countries have invested a huge amount of money in space research. Do you think this research is relevant to be prioritized?

4. What benefits can be gained by the world from space research?

5. What do you think of the following quotation and its meaning for current space research?

"That's one small step for man, one giant leap for mankind."

Neil Armstrong   (1930 -)

U.S. astronaut. Remark after having stepped onto the moon. Armstrong later claimed that he had said, "small step for a man...," but that the "a" had been lost in the radio transmission.

VOCABULARY IN CONTEXT: SPACE TO EXPLORE

TASK 2. COMPLETE THE FOLLOWING PASSAGES WITH THE APPROPRIATE WORDS PROVIDED AND MATCH THEM WITH THE PICTURES GIVEN ON THE LEFT.

1.

Canada-France-Hawaii Telescope/J.-C.Cuillandre/Coelum/2001

A   ***farthest, visible, spiral, naked eye, constellation***

The Andromeda Galaxy, a _____ galaxy similar to our own Milky Way Galaxy, is the _____ object from Earth _____ to the _____. Its whirlpool of stars can be seen from the Northern Hemisphere in the _____ Andromeda. The Milky Way and Andromeda galaxies are part of a group of galaxies called the Local Group, which in turn is part of larger group called the Virgo Cluster.

2.

Main focus (thumbscrew)

Independent focus

Ocular lenses (eyepiece)

Prisms

Objective lens

Light path
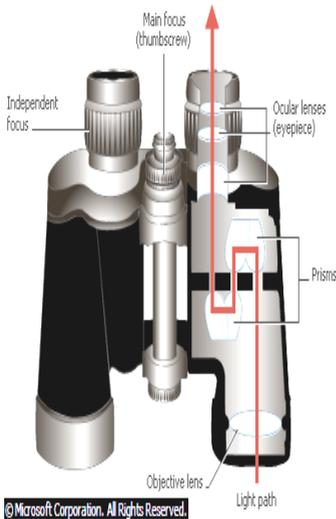
B **blocks, behind, stars, over, enormous**

The Horsehead Nebula, located

_____

1,000 light-years away in the constellation Orion, is an

_____

interstellar cloud of gas and dust. This dark nebula is visible from Earth only because it

_____

light emanating from young

_____

located

_____

the nebula.

3.

Photo Researchers, Inc./Morton-Milon/Science Source

C   *gaseous, spinning, cloudlike, exploding, expanding*

An _____ supernova star leaves behind a rapidly _____ cloud of _____ material called a nebula. The Crab Nebula was produced when a star in the Milky Way Galaxy exploded. Light from the supernova reached Earth in 1054. At the center of the Crab Nebula, a _____ pulsar star emits light of varying brightness. This illuminates the gaseous particles of the nebula, giving a _____ appearance.

4.

Photo Researchers, Inc./Hale Observatories/Science Source

...ped, false-
bright,
...exists
...wn solar

_____

one of the
...rms of the

_____

galaxy called the Milky Way. This _____ image looks toward the center of the Milky Way, located 30,000 light-years away._____ _____ star clusters are visible along with _____ areas of dust and gas.

5.

E... features, distant, reveal, astronomical, telescope

Amateur astronomers can get a clear view of some _____ objects even without a _____. Binoculars can make _____ on the Moon visible and _____ some detail in more _____ objects such as nebulas and some of the planets.

NASA/Robert Gendler

LET'S SPEAK! THE MEANING OF SPACE EXPLORATION

TASK 3. DISCUSS WITH YOUR PARTNER THE FOLLOWING QUESTIONS.

1. What is exciting implied in the above texts?

2. Do you think space research is easy or not? Why?

3. Do you think the content of the texts is important and beneficial for humans? Why?

4. What do you think should be done by humans for future life sustainability?

5. What do you think of the existence of other living things in other galaxies?

TASK 4. READ THE FOLLOWING PASSAGE AND ARGUE FOR "WHAT IS A WISE ACTION SHOULD BE DONE BY COUNTRIES IN THE WORLD?"

Encarta Encyclopedia, NASA
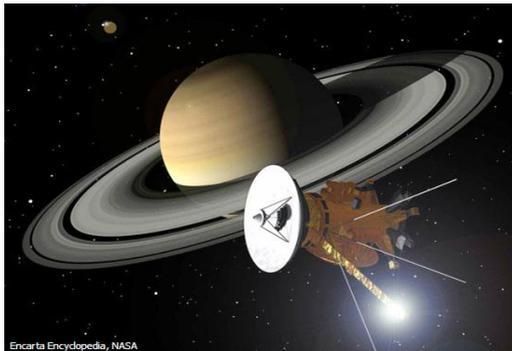
One aspect of space exploration that has changed little over time is its cost. **To some extent** the ability to carry out a **vigorous** space program is a measure of a nation's **economic vitality**. For example, Russia has had difficulties staying on schedule with its contributions to the International Space Station-a reflection of the **unstable** Russian economy.

Cost has always been a central factor in the political standing of space programs. The **enormous** expense of the Apollo Moon program (**roughly** $100 billion in 1990s dollars) **prompted** critics to say that the program could have been carried out far more cheaply by robotic missions. While that claim is **oversimplified**—no robot has yet equaled the performance of a skilled observer—it **reveals** how **vulnerable** space programs are to budget cuts. The **reusable space shuttle** failed to significantly lower the cost of placing satellites in low Earth orbit, as compared with throwaway launchers like the Saturn V and the Titan III. Cost, not scientific potential, is usually the most significant factor for a nation in deciding whether to adopt a major space program. In the United States **budgetary process**, space funding must compete in a very visible way with **expenditures** for social programs and other concerns. Taking inflation into account, Congress has steadily **trimmed** NASA's **allotments**, forcing the agency to reduce its number of employees to pre-Apollo levels by the year 2000.

In response to the high cost of space access, the late 1990s saw renewed efforts to develop a **single-stage**, reusable space vehicle. The situation also strengthened arguments that in the future, the most expensive space programs should be carried out by a consortium of nations. Most scientists **envision** a program for sending humans to Mars as an international one, primarily as a **cost-sharing**

measure. Still, the mix of scientific, political, and other motivations has yet to bring about such a venture, and it may be years or even decades before **international piloted interplanetary voyages** become reality.

Space exploration experts have long hoped that as international **tensions** eased, an increasing number of space activities could be undertaken on an international, cooperative basis. One example of this cooperation is the International Space Station (ISS). The United States, Russia, Canada, Japan, and the European Space Agency (ESA) have all contributed to the station's construction. In 1998, however, countries and agencies such as Japan and the ESA began **to reassess** their commitments to space exploration because of economic **uncertainty**.

In addition to the economic savings that could result from nations pooling their resources to explore space, the new perspective gained by space voyages could be an important benefit to international relations. The Apollo astronauts have said the greatest discovery from our voyages to the Moon was the view of their own world as a precious island of life in the void. Ultimately that awareness could help to improve our lives on Earth.

LET'S ACT OUT! COUNTRIES EXPLORING THE SPACE

TASK 5. OBSERVE ANY SOURCES TO FIND OUR COUNTRY'S ACCOMPLISHMENT IN SPACE EXPLORATION, WHO, WHAT BENEFITS, AND REPORT IT IN FRONT OF THE CLASS. USE THE FOLLOWING TABLE TO HELP YOU.

Year	Name of Program	Partner Country	Benefits	Astronauts

TASK 6. MAKE A VIDEO ARGUING YOUR POSITION ON THE FOLLOWING ISSUE

People currently have considered that countries should use their money to make more meaningful changes in human life (e.g. environmental recovery, health programs, education for the poor, etc.) rather than doing space research. On the other hand, many believed that serious space exploration can give valuable benefits to human life including providing data to predict any possible threats from outer space that endanger all living things on the Earth and formulate a strategy to anticipate them.

What is your opinion? State your position by giving relevant and appropriate examples and pieces of evidence.

REFLECTION: WHAT HAVE YOU LEARNED ABOUT SPACE?

TASK 7. MAKE A VIDEO ARGUING YOUR POSITION ON THE FOLLOWING ISSUE

1. How does the information given in the unit change your assumption of the universe?

2. How do you see the significance of space research to humans?

3. What new terminologies did you learn in this lesson?

4. How do you feel about having new words in support of the improvement of your speaking skill?

5. What do you think are the most difficult barriers to speaking critically? How to cope with it?

UNIT 7. HERO TO ZERO?

Encarta Encyclopedia, Hulton Deutsch

LEARNING OBJECTIVES

The unit is aimed to help the students:

1. Familiarize themselves with the words (lexical resources) about the world Hero to Zero

2. Demonstrate the use of the lexical resources about the world Hero to Zero appropriately in speaking in any given specific context with the appropriate and clear pronunciation without imposing the message delivery

3. Express their ideas about the world Hero to Zero spontaneously and critically in response to the actual cases given

4. Inculcate the moral values related to the world Hero to Zero

WARM UP: WHO IS A HERO?

TASK 1. DISCUSS THE FOLLOWING QUESTIONS IN CLASS. IF NECESSARY, YOU MIGHT WANT TO SEARCH ON THE INTERNET TO GET MORE INFORMATION.

1. In your opinion, what kind of person can be considered a "hero"?

2. Do you have a person you regard as a hero? Why? Can you tell it?

3. Do you think a hero can have weaknesses? How far do you think we can tolerate the weaknesses?

4. Look at the following photo and read the note given in the box.

Adolf Hitler

Adolf Hitler was one of the most powerful dictators of the 20th century. His attempts to conquer territory for German *Lebensraum* (living space) brought about World War II (1939-1945). He caused the slaughter of millions of Jews, Sinti and Roma (Gypsies), Slavic peoples, and others in the name of racial purification.
(Bruce Coleman, Inc.)

Do you think this person can be considered a hero? Why?

5. The following quotation revealed who he is and his ambition. What do you think of it?

"Only constant repetition will finally succeed in imprinting an idea on the memory of the crowd."

Adolf Hitler   (1889 - 1945)

Austrian-born German political and military leader (Mein Kampf)

VOCABULARY IN CONTEXT: LEARNING ABOUT HITLER

TASK 2. COMPLETE THE FOLLOWING PASSAGES WITH THE APPROPRIATE WORDS PROVIDED AND MATCH EACH TEXT WITH AN APPROPRIATE HEADLINE GIVEN ON THE RIGHT.

1. *instituted, converted, inferior, slaughter, militarized, propaganda, conquer*

   Adolf Hitler (1889-1945) is German political and military leader and one of the 20th century's most powerful dictators. Hitler _____ Germany into a fully _____ society and launched World War II in 1939. He made anti-Semitism a keystone of his _____ and policies and built the Nazi Party into a mass movement. He hoped to _____ the entire world, and for a time dominated most of Europe and much of North Africa. He _____ sterilization and euthanasia

A. *The origin of Anti-Semitism terminology*
B. *Desperate life of Hitler prior to his political calling*
C. *The difficulties faced by Hitler to become a powerful German leader*
D. *The first book exposed Hitler's racial superiority is written in jail*
E. *Hitler's idea to expand German Territory*
F. *Who is Adolf Hitler?*

measures to enforce his idea of racial purity among German people and caused the _____ of millions of Jews, Sinti and Roma (Gypsies), Slavic peoples, and many others, all of whom he considered _____.

2. *descendants, developed, derogatory, agitation, incorporating, superior, persecution*

At the time, anti-Semitism is used as political, social, and economic _____ and activities directed against Jews. The term is now used to denote speech and behavior that is _____ to people of Jewish origin, whether or not they are religious. The word *Semitic* originally was applied to all _____ of Shem, the eldest son of the biblical patriarch Noah. In later usage, it refers to a group of peoples of southwestern Asia, including both Jews and

Arabs. The word anti-Semitism was coined about 1879 to denote hostility toward Jews only. This hostility is supposedly justified by a theory, first _____ in Germany in the middle of the 19th century, that peoples of so-called Aryan stock are _____ in physique and character to those of Semitic stock. Books _____ anti-Semitic doctrines were written by such men as the French diplomat and social philosopher Comte Joseph Arthur de Gobineau and the German philosopher and economist Eugen Dühring. The theory of racial superiority was used to justify the civil and religious _____ of Jews that had existed throughout history.

3. *pretended, inferiority, exhausted, wandered, homeless, equate, rejected*

A. *The origin of Anti-Semitism terminology*
B. *Desperate life of*

Hitler had hoped to become an artist but was _____ as unqualified by the Vienna Academy of Fine Arts in October 1907. His mother died in 1908, and Hitler _____ to continue his studies in Vienna in order to receive an orphan's pension. In reality, he mostly _____ about the city admiring its public buildings and frequently attending operas, especially those of Richard Wagner, whom Hitler adored for his heroic portrayals of German mythology.

When he had _____ ___ his inherited funds, Hitler, unwilling to take a job, ended up in a _____ shelter. It was there that he was first exposed to extreme political ideas, particularly the racial concepts of Lanz von Liebenfels. Liebenfels published a periodical about the supposed superiority of *Aryans*, an ill-defined race

Hitler prior to his political calling
C. *The difficulties faced by Hitler to become a powerful German leader*
D. *The first book exposed Hitler's racial superiority is written in jail*
E. *Hitler's idea to expand German Territory*
F. *Who is Adolf Hitler?*

which included Germans, and the _____ of other races, especially Jews. At the same time Hitler acquired a hatred for socialism and came to _____ it with the Jews.

4. *victor, aroused, struggles, contained, mobilizing, awareness, ruled*

While in prison, Hitler dictated the first volume of *Mein Kampf* (My Struggle, translated 1939); after his release he continued with a second volume. This work _____ many of his basic ideas. Hitler believed that history was the record of _____ among races. He held that the superior Aryan race, centered in Germany, would be the final _____ and would rule the world. But to win this struggle, Germany would have to be _____ by a dictator and would have to be racially aware. Racial _____ would

come through a process of _____ the masses with propaganda that appealed to their feelings, not their reason, and _____ their hatred for all other allegedly inferior races, especially Jews. No class or other distinctions in German society mattered.

5. *territory, conquer, stretches, expelling, settlers, denounced, required*

Another of Hitler's major ideas was the concept of *Lebensraum* (living space). He _____ as hopelessly stupid those German political parties and movements that wanted to reverse the 1919 Treaty of Versailles and reclaim what Germany had then lost. Instead, Hitler argued that Germany needed large amounts of _____ in which to expand, a need that he would meet by conquering territory and

A. The origin of Anti-Semitism terminology

B. Desperate life of Hitler prior to his political calling

C. The difficulties faced by Hitler to become a powerful German leader

D. The first book exposed Hitler's racial superiority is written in jail

E. Hitler's idea to expand German Territory

F. Who is Adolf

_____ or **_Hitler?_** killing the local populations. Such measures naturally _____ wars, but not for political or economic objectives. Hitler's wars would be fought to win vast _____ of land on which German _____ would raise large families. Eventually more land would be needed, but the population would have grown sufficiently to provide the soldiers needed to replace the losses caused by war and to _____ more land. What would happen when the German settlers met on the other side of the globe was not explained.

LET'S SPEAK! DISCUSSING LESSONS FROM HITLER!

TASK 3. BASED ON THE PASSAGES IN TASK 3, DISCUSS THE FOLLOWING QUESTIONS IN GROUPS.

1. Based on the passages above, what made Hitler successful became a leader?

2. What had influenced his political ideology?

3. Did he surrender when he was sent to jail? What did you learn from him?

4. How were the persecutions of other races he did consider criminal?

5. What legacy did he finally leave in history?

LET'S ACT OUT! INVESTIGATING THE ZERO FIGURES

TASK 4. COMPARE AND CONTRAST THE CHARACTERISTICS OF ADOLF HITLER AND SUHARTO, INDONESIAN FORMER PRESIDENT BY USING THE TABLES BELOW. FIND ANY RELEVANT SOURCES TO HELP YOUR GROUP GET ACCURATE DATA.

	Adolf Hitler	Suharto
SIMILARITIES		Encarta Encyclopedia, Liaison Agency/Alain Morvan
Leadership		

Past Life	
Personality	
Career Path	
Family	
Ideology	

DIFFERENCES	Adolf Hitler 	Suharto Encarta Encyclopedia, Liaison Agency/Alain Morvan
Leadership		
Past Life		
Personality		
Career Path		
Family		
Ideology		

TASK 5. IS IT CRUEL TO CONSIDER THE FIGURES YOU HAVE INVESTIGATED ABOVE CRIME AND CRUEL? TAKE YOUR STANCE AND HAVE A GROUP DEBATE ABOUT IT.

Brainstorm your arguments here.

ARGUE	It is cruel to label the figures crime and cruel	It is not cruel; it is a reality that the figures are crime and cruel.
1		
2		
3		

REFLECTION: WHAT HAVE YOU LEARNED?

TASK 6. SHARE IN PAIRS WHAT DID YOU LEARN DURING THE UNIT.

1. Which one do you prefer "Zero to Hero" to "Hero to Zero"? Why?

2. How talking about "hero" is beneficial for you personally?

3. What kinds of legacy do want to leave to become a hero to your family, relatives, friends, affiliation, profession, etc.?

4. How did you present a contrast and comparison presentation?

5. What terminologies were helpful in doing contrast and comparison presentation?

LIST OF 300 RELEVANT VOCABULARIES

Important clue to make use of the words in the workbook:

Acquiring a relevant and sufficient number of vocabularies is essential for speaking skill improvement. The first step is to make your selves familiar with the words. The next one is to use it in real communication.

Remember this!

300 words are difficult if you learn them "sometimes" within a short time. But if learn them gradually, meaningfully, and within the actual situations, it will be interesting and will result in better achievement. This is more effective and practical to mediate successful vocabulary learning than learning them sporadically. By employing this way, additionally, learning vocabulary will be very easy! You only need to acquire 2 words every day. Then, within a month, you will have gained 60 words. Finally, within 5 months, you will have gained 300 words.

What do you think?

Suggested plan (6 months)

Month	Word Number	Topics/Units covered
1	60 words	Unit 1 and 2
2	60 words	Unit 2, 3 and 4
3	60 words	Unit 4 and 5
4	60 words	Unit 5 and 6
5	60 words	Unit 6 and 7
6	**300 words (total)**	**Unit 1, 2, 3, 4, 5, 6, and 7**

Good luck!

UNIT 1 GO GREEN

No	Words	No	Words
1.	harmful	15.	heat
2.	substances	16.	extreme
3.	result in	17.	average
4.	occurs	18.	acid rain
5.	promotes	19.	crops
6.	pollutants	20.	continents
7.	corrode	21.	landfill
8.	unsuitable	22.	overflows
9.	insulator	23.	degrade
10.	escape	24.	contaminants
11.	lead to	25.	darkens
12.	predict	26.	severe
13.	refer to	27.	smokestacks
14.	alter	28.	inversion

UNIT 2 HEALTHY LIFE

No	Words	No	Words
1.	filament	21.	chronic
2.	wrapper	22.	victims
3.	cigarette	23.	susceptible to
4.	permanent	24.	airway passages
5.	chemical	25.	respiratory diseases
6.	cancer-causing	26.	emphysema
7.	compounds	27.	heart attack
8.	contributes to	28.	nonsmokers

No	Words	No	Words
9.	newborns	29.	pregnant
10.	oral cancer	30.	birth weight
11.	laryngeal cancer	31.	the eminent naturalist
12.	exposed to	32.	advanced
13.	bladder	33.	incandescent
14.	pancreas	34.	violent action
15.	kidney	35.	degeneration
16.	stomach	36.	uncontrollable
17.	liver	37.	employ
18.	uterus	38.	authorized
19.	secondhand	39.	squarely
20.	clogging of	40.	to reform

UNIT 3 THE WORLD CULTURES

No	Words	No	Words
1.	anthropology	25.	traced to
2.	interchangeable	26.	clustered around
3.	evolution	27.	avant-garde
4.	culture	28.	hard-edged
5.	features	29.	emphasized
6.	crude stone	30.	daring depictions
7.	vocal tract	31.	forbidden
8.	share	32.	exile
9.	distinguishes	33.	to preserve
10.	ancestors	34.	heritage
11.	exists	35.	threatened
12.	influential	36.	prominent
13.	flourished	37.	sprawling

No	Words	No	Words
14.	associated with	38.	spread
15.	independence	39.	empires
16.	emerged	40.	stretches
17.	fierce	41.	concede
18.	epitomized	42.	exert
19.	polarized	43.	matrilineal
20.	imprisoned	44.	pursued
21.	city arrest	45.	wraparound
22.	banned	46.	fitted blouse
23.	internationally acclaimed	47.	staple food
24.	frowned on	48.	grilled fish

UNIT 4 E-LIFE STYLE

No	Words	No	Words
1.	information	20.	to extend
2.	appropriate	21.	underway
3.	interconnected	22.	to generate
4.	centralized	23.	restricting
5.	capacity	24.	layers
6.	continue	25.	interface
7.	tremendously	26.	client-server
8.	flexibility	27.	requests
9.	databases	28.	peer-to-peer
10.	computer-based	29.	server intermediary
11.	automated	30.	establish
12.	electronic mail	31.	protocols
13.	replace	32.	collisions

No	Words	No	Words
14.	span	33.	transmission media
15.	connection	34.	wires
16.	dedicated connection	35.	fiber-optic cables
17.	dial-up connection	36.	accesses
18.	dedicated leased circuit	37.	binary digits
19.	remains	38.	circuitry

UNIT 5 GLOBAL WORKPLACE

No	Words	No	Words
1.	organized approach to	26.	reduced tariffs
2.	provides	27.	faraway places
3.	aim to	28.	wider market
4.	revenues	29.	Inequality
5.	exceed	30.	developed nations
6.	for-profit	31.	protectionism
7.	to cover	32.	state-led development
8.	operating costs	33.	internationally competitive
9.	nonprofits	34.	criticize
10.	nongovernmental	35.	inflow
11.	postindustrial	36.	outflow
12.	free-market	37.	to prevent
13.	basic necessities	38.	bubbles
14.	luxuries	39.	characterized
15.	camaraderie	40.	rapid
16.	oppose	41.	bid up

No	Words	No	Words
17.	entirety	42.	stock markets
18.	to govern	43.	sustain
19.	barriers	44.	repeatedly
20.	allocated	45.	Anti-globalization
21.	investment	46.	nongovernmental organizations
22.	funds	47.	undermining
23.	unimpeded	48.	environmental regulation
24.	plentiful	49.	regulated
25.	developing countries	50.	plentiful

UNIT 6 SPACE EXPLORATION

No	Words	No	Words
1.	farthest	25.	telescope
2.	visible	26.	to some extent
3.	spiral	27.	vigorous
4.	naked eye	28.	economic vitality
5.	constellation	29.	unstable
6.	blocks	30.	enormous
7.	behind	31.	expense
8.	stars	32.	roughly
9.	over	33.	prompted
10.	enormous	34.	oversimplified
11.	gaseous	35.	reveals
12.	spinning	36.	vulnerable
13.	cloudlike	37.	reusable space shuttle
14.	exploding	38.	budgetary process

No	Words	No	Words
15.	expanding	39.	expenditures
16.	disk-shaped	40.	trimmed
17.	false-color	41.	allotments
18.	bright	42.	single-stage
19.	darker	43.	envision
20.	exists	44.	cost-sharing
21.	features	45.	piloted interplanetary voyages
22.	distant	46.	tensions
23.	reveal	47.	to reassess
24.	astronomical	48.	uncertainty

UNIT 7 HERO TO ZERO

No	Words	No	Words
1.	instituted	25.	contained
2.	converted	26.	mobilizing
3.	inferior	27.	awareness
4.	slaughter	28.	ruled
5.	militarized	29.	territory
6.	propaganda	30.	conquer
7.	conquer	31.	stretches
8.	descendants	32.	expelling
9.	developed	33.	settlers
10.	derogatory	34.	denounced
11.	agitation	35.	required
12.	incorporating	36.	keystone
13.	superior	37.	dominated
14.	persecution	38.	sterilization

15.	pretended	**39.**	hostility
16.	inferiority	**40.**	unqualified
17.	exhausted	**41.**	inherited
18.	wandered	**42.**	shelter
19.	homeless	**43.**	release
20.	equate	**44.**	struggle
21.	rejected	**45.**	appealed
22.	victor	**46.**	allegedly
23.	aroused	**47.**	to reverse
24.	struggles	**48.**	settlers

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