



KEMENTERIAN  
PENDIDIKAN DAN KEBUDAYAAN

DAR2/Professional/157/3/2019

PENDALAMAN MATERI PROFESIONAL BAHASA INGGRIS

## Module 3 English for Social Communication

Penulis :

Dra. Titi Wahyukti, M. Pd



Kementerian Pendidikan dan Kebudayaan

2019

## **MODUL 3:**

### **ENGLISH FOR SOCIAL COMMUNICATION**

#### **INTRODUCTION**

Welcome to the Module 3 which entitles *English for Social Communication*. Based on the title, this module is aimed at helping the English Foreign Language teachers on how to learn as well as to teach English to their students as a means of social communication. English as a foreign language in Indonesia is not used for daily communication in society, but mostly found in literary context in many fields. That is the reason why English is considered as one of the compulsory learning subjects in schools. It is a necessity for EFL teachers in Indonesia to possess sound competence and performance in the English language that is the focus of school instructions. Such mastery is required to ensure the EFL teachers' effectiveness in planning, delivering as well as assessing their students' learning achievement. This module is aimed at engaging these teachers as the PPG participants in learning activities that should lead them to better understanding and command of the target language in EFL school instructions. This module is designed to provide learning activities for the PPG participants to promote their comprehension skills in written texts as well as spoken language. The activities will focus on the knowledge and skills required to comprehend and express explicit and implicit meanings in two text types: (1) *Descriptive text* and (2) *Report text*. These texts are made available to public to inform readers/viewers about the object being described or reported in relation to the sense, shape, sound, taste and other kinds of perception. In general both typical texts are categorized as "factual texts". It is often said as "twin brother" of descriptive text. But actually to distinguish between *Descriptive Text* and *Report Text* is easy, namely the first one gives a specific description ; whereas the latter explains description about objects in general. In other words descriptive text describes a specific object while the report text describes common object. Descriptive text is written based on opinions of what the author sees and feels. Then, report text is written scientifically based

on the result of deep research. It can be concluded that the report text provides information about an event or situation after the holding of investigation and through various consideration. The objects of report text are almost the same as those of descriptive text, but the way how the information is given in report text, it can be grouped into four types, those are classifying report, compositional report, comparative report, and historical report. These typical report texts will be studied deeply in this module 3 besides the typical descriptive texts.

This module has four learning activities which can be distributed as follows:

- 1. Learning Activity 1 : Exploring Descriptive Text 1 → Person & animals**
- 2. Learning Activity 2 : Exploring Descriptive Text 2 → Things & places**
- 3. Learning Activity 3 : Exploring Report Text 1 → Classifying report & compositional report**
- 4. Learning Activity 4 : Exploring Report Text 2 → Comparative report & historical report**

Having completed learning this module 3 the PPG participants are expected to know more about the various types of descriptive texts and report texts. Their knowledge and comprehension about both text types will be a big help for them to create both kinds of text and to teach their students meaningfully. When they master the materials, they are supposed to know the similarity and the difference of both texts and have good skills in reading and writing of descriptive and report texts so that their writing is very readable and easy to understand. Therefore, if they were able to master this lesson well, they might be able to become a great writer.

**LEARNING ACTIVITY 1**  
**EXPLORING DESCRIPTIVE TEXT 1**  
**(Person & animal)**

**A. INTRODUCTION**

In Learning Activity 1, you are going to learn *descriptive texts* that describes the particular objects in relation to person and animals. The texts are made available to public to inform readers or viewers about the characteristics of a specific person/family or animals, the visual experience related to the sense, shapes, sounds, etc. You will be exposed to some examples of descriptive texts about person/family and animals. From the examples you have to read with a good understanding of the contents and analyse the elements that make up descriptive texts and see how different language features are employed to meet certain purposes from the texts.

**1. Short Description**

Descriptive Text is a text that explains about what a person or an animal, is like. It is about sensory experience, how something looks, sounds, shapes. Mostly it is about visual experience, but description also deals with other kinds of perception. It can be said that *the descriptive text* is a meaningful text that describes particular person or animals. It reveals the experience related to the sense, such as appearance, shape, sound, taste is. In particular, it is a text which says what a person or an animal is. Its purpose is to give a visual picture of person, or animal being described, such as *My favourite teacher*; *Cockatoo* (a specific bird) by explaining the characteristics, appearance, physical features, or anything relate to what the writer describes.

**2. Relevance**

The main objective of Learning Activity 1 is to assist you in understanding the definition of *descriptive text*, specifically in describing what people and animals look like. You should also know the benefit of the text as its social function. Beside that you, are expected to identify the language features (words, phrases, sentences) that are mostly applied in this kind of text. Having such knowledge you will be able to write descriptive texts meaningfully. This module tries to meld theory and practice with clear pedagogic intent of equipping you with a generative set of knowledge of *descriptive text*.

### **3. Learning Guide**

The Learning Activity 1 is divided in three sections. Those are : (A) Introduction that introduces the topic, (B) Main section that leads readers to observe and study: 1. learning outcomes, 2. learning material and learning activities, and 3. discussion. (C) Closing section that expects the readers to make summary of material and make reflection, then do formative test as an exercise after doing each activity.

## **B. MAIN SECTION**

### **1. Learning Outcomes**

#### **Attitude**

To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism.

#### **Knowledge**

- a. To analyse the contextual differences and similarities between a number of descriptive texts in regard to the social functions, by showing the evidence from the texts (expressions, sentences, paragraphs, etc) in fluent and lexicographically accurate spoken and written English.

- b. To analyse the contextual differences and similarities between a number of descriptive texts in regard to the text structures, by showing the evidence from the texts (expression, sentences, paragraphs, etc) in fluent and lexicogrammatically accurate spoken and written English

**Skill**

- a. To get detailed information of the descriptive texts with contextually different social functions, text structures, and lexico-grammatical features
- b. To make inferences of the descriptive texts with contextually different social functions, text structures, and lexico-grammatical features
- c. To evaluate the descriptive texts with contextually different social functions, text structures, and lexico-grammatical features
- d. To construct the descriptive texts with contextually different social functions, text structures, and lexico-grammatical features.

**2. Learning Material and Learning Activities**

**a. Definition.**

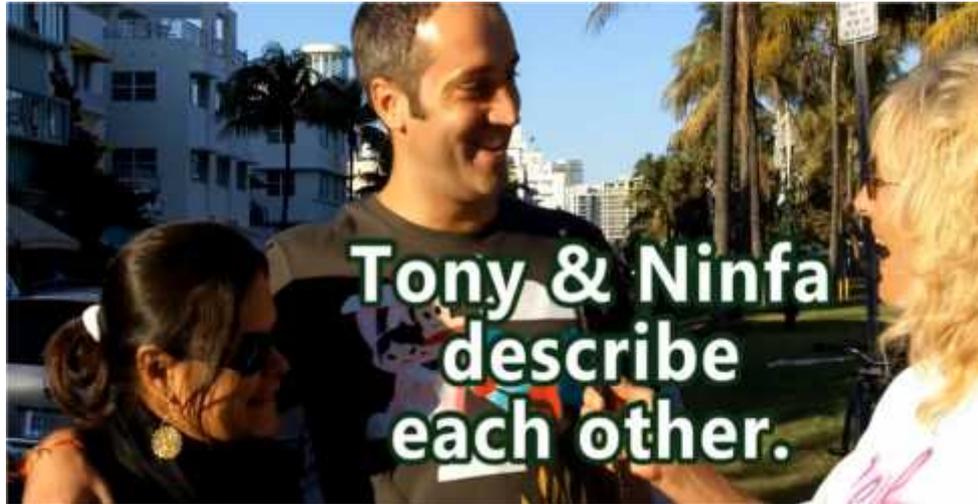
What is the definition of descriptive text ? Where can you usually find such texts ? Do you think descriptive texts are in spoken or written forms?

Now , the following videos will give you some information and clarification about descriptive texts.

### Task 1

Watch video 1 below. What are being described in the video?

Video 1



Source: [https://www.youtube.com/watch?v=5n2ma\\_4sy\\_8](https://www.youtube.com/watch?v=5n2ma_4sy_8)

### Task 2

Watch video 2 below. What is being described in the video?

Video 2



Source: <https://www.youtube.com/watch?v=5IyCB5V2bQ>

Please identify the difference and the similarity between the first two and the last two descriptions of animals based on the video 2:

	<b>Spoken text 1 &amp; 2</b>	<b>Spoken text 3 &amp; 4</b>
<b>Similarity</b>	<i>Talking about animals</i>	.....
<b>Difference</b>	.....	.....

**b. Social Function**

- To give information about a particular entity by describing its features, history, and special characteristics.
- To give information about things by describing physical attributes, behaviors, uses, etc.

**c. Generic Structure**

The generic structure of this text consists of :

- Identification or general statements. It introduces or identifies specific object (a person and animal).
- Descriptions: The parts of a text describe the object characteristics, appearances, personality, habits or qualities (Derewianka, 2004; Butt et.al., 2000; Gerot & Wignell, 1994; Knapp and Watkins, 2005, p. 149; Emilia & Christie, 2013)

<b>Generic Structure</b>	<b>Function</b>
Identification	Identifies phenomenon to be described
Description	Describes or explains personality, qualities, or characteristics

**Examples of Descriptive Texts about People**

## Text 1

Read the text below!

### THE CHANGING FAMILY



**A**merican families are changing. One important change is that most married women now work outside the home. What happens when both parents work? Read about the Morales family.

Judy and Steve Morales have three children: Josh, 12; Ben, 9; and Emily, 6. Steve is a computer programmer. This year, Judy is working again as a hospital administrator. The family needs the money, and Judy likes her job. Everything is going well, but there are also some problems.

Now that Judy is working, Steve has to help her more with the housework. He doesn't enjoy it.

Judy loves her work, but she feels too tired and busy. She also worries about the children. Judy has to work on Saturdays, so Steve and Judy don't have a lot of free time together.

Emily is having a great time in her after-school program. When Judy comes to pick her up, she doesn't want to leave.

Unfortunately, Ben's school doesn't have an after-school program. Right now, he's spending most afternoons in front of the TV.

Josh is enjoying his new freedom after school. He's playing his music louder and spending more time on the phone. He's also doing a few household chores.

Source: Richards, J.C., Hull, J., Proctor, S. (35)

## Task 3

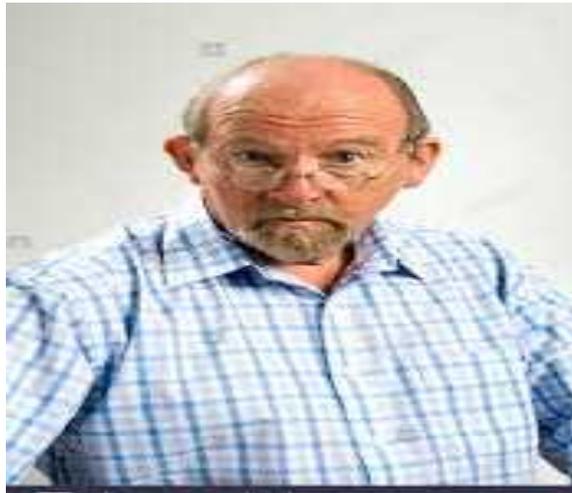
Which paragraph that identifies the topic of Text 1 ?

Mention the paragraphs that describe the characteristics of the family?

## Text 2

Read the text below!

### My Favourite Teacher



My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new person, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his

shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even wanting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see, hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.

Source : "Descriptive Essay My Favorite Teacher" Scholaradvisor.com. 27 April 2015. <http://www.scholaradvisor.com/essay-examples/descriptive-essay-my-favorite-teacher>

#### Task 4

Fill in the table with suitable information from the text 2!

Part of text	Purpose	Details from the text
General Identification	..... ..... .....	..... ..... .....

Description	.....	.....
	.....	.....
	.....	.....

**Task 5**

**Complete the gaps in these police pictures!**

**WANTED!. MISSING!.**

<p><b>WANTED FOR MURDER</b></p>  <p>Ian Prowse White, height 6ft, .....-faced, ..... hair, ..... skin</p>	<p><b>Wanted for Armed Robbery</b></p>  <p>Sandra King White, height 5ft 4, ..... hair, ..... build, .....-faced</p>	<p><b>Missing</b></p>  <p>Louise Fox age 7, Asian appearance ....., ....., hair.</p>	<p><b>Wanted dead or alive</b></p>  <p>Jack 'Dagger' Flagstone 6ft ....., with ..... and .....; ..... build.</p>
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**Follow up:**

**Make a collection of descriptions of people from newspapers and magazines. Court/crime reports, celebrity and gossip pages, and the personal columns where people are seeking partners are good places to start!**

**Examples of Describing Animal**

**Descriptive texts are used to describe animals with their characteristics, qualities, and other phenomena that can be explained. Observe the following examples of Descriptive texts.**

### Text 3

Read the text carefully and analyze the text structure !

#### Cockatoo



Do you like birds?. Do you have one at home?. I have one. It's a cockatoo. It's the most beautiful bird I have ever had. I call it BB.O Well, BB is originally native to the Philippines. BB has a stiff feathered crest and powerful hooked beak. Her body size lies between 30 and 32 centimeters. You see, BB is a clever cockatoo. She is clever at mimicking a human's speech. She can say, "Good morning, how are you today?" or sing "Twinkle, twinkle little star.". She whistles very loudly when she is cheerful. Everybody finds her amusing. BB has wonderful feathers. She has blue feathers with bright markings. The combination of blue, orange, and pink makes her look cute. You know what, she can finish up two wars of corn everyday and she drinks a lot of water.

Source: <http://dikbud.ntbprov.go.id/BahanAjar>

### Task 6

- Which one is the general identification of the text 3 above!
- Which part belongs to description. Please identify it!

## Task 7

Look at the poster for a lost cat below and write a complete description of the lost cat



Source: <https://www.petsreunited.com/help/posters-and-flyers>

### LOST CAT REPORT

Cat's name	:	_____
Date cat was lost	:	_____
Time cat was lost	:	_____
Place cat was lost	:	_____
Description cat was lost	:	_____
Money offered for finding cat	:	_____

## Task 8

Watch the video below, then answer the following questions!

Video 3



Source: <https://www.youtube.com/watch?v=vSZc6V5QYZA>

- 1) What is being described?
- 2) What are the specific features of cat being described in the video?
- 3) What is the generic structure of the video 3?

### **d. Language Features**

1. Focus on specific participants as the main character;
2. Use present tense as dominant tenses;
3. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena;
4. Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text;
5. Use mental verb or mental process when describing feelings;
6. Use nominal group frequently to describe;

7. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic;
8. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances

### **Task 9**

**Now, identify the language features used in text 2 and text 3 above by giving some examples from both texts !**

### **Task 10**

**Watch the video below. Compare your answer in task 10 with the explanation from the video.**

Video 4



Source: [https://www.youtube.com/watch?v=jIdHHAJ\\_hGQ](https://www.youtube.com/watch?v=jIdHHAJ_hGQ)

### 3. Discussion Forum

Dear participants, you have learned the materials in L.A.1. Please give your own ideas to response on the topics / threads given in this Discussion Forum. You are also expected to comment on other participants' responses.

- 1) How will you teach your students about *descriptive text* (describing people and animal)?

Feel free to create the process of teaching and the reasons why you have the idea

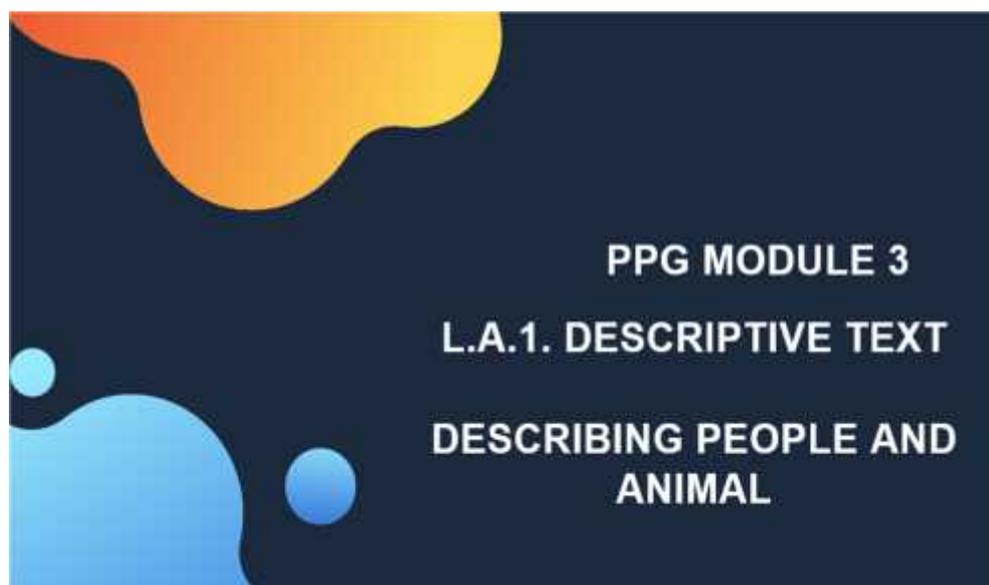
- 2) What did you learn in L.A.1?

Feel free to give response to your friends' answer

## C. CLOSING SECTION

### 1. Summary

In this Learning Activity 1, we have learned how to identify *descriptive text* (describing people and animal). We also have identified stages and language features of *descriptive text*. In discussion forum, we have learned how to explore descriptive text (describing people and animal) in the classroom context. Read the summary of L.A.1 in this powerpoint below.



**2. Reflection**

**Please write your reflective summary below!**

a) In this Learning Activity 1, I have learned

.....  
.....  
.....

b) The key features of descriptive text (describing things and places) are

.....  
.....  
.....

c) What I like most about Learning Activity 1 is/are

.....  
.....  
.....

d) I like it because

.....  
.....  
.....

e) What I need to improve or learn more is/are

.....  
.....  
.....

### 3. Formative Test

Read the text below and answer the correct answer

The following text is for questions number 1-5!

#### Someone I Admire



Someone I admire is my cousin, Laura. She is five years older than me, so she's 19 now and she lives in Bristol. She is very friendly and confident and she's got long, wavy, brown hair and greeny-brown eyes. She is medium height, slim, and very fit because she is dancer.

She's been dancing since she was six years old and trains every day at her dance school. She wants to be a professional dancer, but it's a very difficult profession because it's so competitive. She often dances in shows and I've been to watch her several times. Her favourite type of dance is modern, which is sometimes a bit strange, but I love watching her dance.

Laura is very busy because she also studies photography at university. She's a really good photographer and has taken lots of amazing photos of me and my family. Her photos have won a few prizes and last year one of her photos was in an exhibition at an art gallery in London.

Laura doesn't have a lot of free time and she's also trying to learn German because she wants to go to Germany next year to do a photography course. I think Laura is very hard-working and she deserves to become a professional dancer one day.

Source:

<https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/someone-i-admire>

- 1) What is the social function of the text above?
  - a. To give information about someone by describing physical attributes and behaviors
  - b. To entertain the readers about the story
  - c. To tell the readers how to make friend
  - d. To report someone's behaviors
  
- 2) The language feature used in the text above is, EXCEPT
  - a. Present tense
  - b. Mental verbs
  - c. Adjectives
  - d. Past tense
  
- 3) Laura currently lives in .....
  - a. London
  - b. Bristol
  - c. Germany
  - d. America
  
- 4) Laura started dancing when she was ....
  - a. 5
  - b. 6
  - c. 19
  - d. 20
  
- 5) Laura goes to university and studies .....
  - a. German
  - b. Dance
  - c. Language
  - d. Photography

The following text is for questions number 6-10!



I have a Persian cat as a pet. We call it Molly. I had seen one such cat at my neighbour's place and just loved the way it looked. I also wanted to pet one. I told my father about the same and he agreed to bring one home. Molly is 5 years old and has been with us since it was just 2 months. We are all extremely fond of her and she loves us all too. She is particularly fond of me.

Molly is pure white in colour. It has long hair that are super soft and a delight to touch. However, its furry hair requires a lot of grooming. It needs to be combed gently every day. It has a small, round face and a snub nose. Its cheeks are chubby and it has small rounded ears. Its eyes are big and full of innocence. It is generally quiet however it also enjoys playing.

Persian cats are considered to be the most beautiful cats in the world and Molly is no exception. It is a treat for the eyes. Her behaviour is as good as her looks. She is very warm and friendly. She did not take long to mingle with me and my family members. She does not detest the entry of anyone in the home. However, she is often quite indifferent towards our guests. She

creeps into a quiet corner in our house when some unfamiliar person arrives. My mother never wanted to keep a cat as a pet however she is glad that we brought Molly home. She has grown quite fond of this tiny little creature over the time just like my father and grandparents. She takes care of all her needs.

Molly has long white hair which make her look beautiful but we also require taking care of it. We make sure we bathe her once a week to keep her hair clean and tidy. I love shopping for Molly's bathing products. My mother conducts her bathing sessions and I also love helping her with it. Molly remains quiet during this time and lets us clean it thoroughly. We comb its hair everyday to keep them smooth. It is done with the help of a special wide-tooth comb. Molly loves it when my mother runs comb through her hair. It sits in her lap to get it done. Molly loves eating fish. We give her fish twice a week. On other days, my mother gives her cat food. We have fixed her lunch and dinner time and serve her food at the same time every day. Molly also loves having milk. She finishes her bowl of milk very quickly and often demands for more.

Molly is an inseparable part of our family. I love spending time with it. We also take her along on outings. She is well-behaved and thus it doesn't seem difficult to take her along on holidays.

Source: <https://www.indiacelebrating.com/essay/essay-on-my-pet-cat/>

- 6) What is described in the text above?
  - a. Persian cat
  - b. Molly, Persian cat
  - c. The writer's neighbour
  - d. The writer's experience
  
- 7) The second paragraph describes about .....
  - a. Molly's grooming and feeding
  - b. Molly has a pleasant disposition
  - c. The features of Molly
  - d. General identification

- 8) The third paragraph describes about .....
- a. The features of Molly
  - b. General identification
  - c. Molly has a pleasant disposition
  - d. Molly's grooming and feeding
- 9) The fourth paragraph describes about .....
- a. Molly's grooming and feeding
  - b. General identification
  - c. The features of Molly
  - d. Molly has a pleasant disposition
- 10) These are the characteristics of Molly, EXCEPT .....
- a. She enjoys playing
  - b. The cheeks are chubby
  - c. It has short hair
  - d. It has furry hair

#### 4. References

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*. Australia: Oxford University Press.

Gerot, L. and Wignell, P. (1994). *Making Sense of Functional Grammar*. Australia: Gerd Stabler.

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press Ltd.

Richards, J.C., Hull, J., Proctor, S. *Interchange: Student's Book*. Cambridge

Oshima, Alice, and Ann Hogue. (2006). *Writing Academic English*. Longman: Peason

Descriptive Text Challenge

[https://www.youtube.com/watch?v=5n2ma\\_4sy\\_8](https://www.youtube.com/watch?v=5n2ma_4sy_8)

[https://www.youtube.com/watch?v=\\_5IyCB5V2bQ](https://www.youtube.com/watch?v=_5IyCB5V2bQ)

<https://www.youtube.com/watch?v=vSZc6V5QYZA>

<http://www.scholaradvisor.com/essay-examples/descriptive-essay-my-favorite-teacher>

<http://dikbud.ntbprov.go.id/BahanAjar>

<https://www.petsreunited.com/help/posters-and-flyers>

<http://www.petmd.com/>

#### Formative Assessment

- |      |       |
|------|-------|
| 1) A | 6) B  |
| 2) D | 7) C  |
| 3) B | 8) C  |
| 4) B | 9) A  |
| 5) D | 10) C |

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## LEARNING ACTIVITY 2

### EXPLORING DESCRIPTIVE TEXT 2

(Things & Places)

#### A. INTRODUCTION

In foreign language learning, specifically English, there are so many text types that should be mastered not only by elementary level but also advance level learners who love studying English. One of the text types is *description*.

In Learning Activity 2 you are still doing with *descriptive texts*. The texts, in this case, describe the particular objects in relation to things and places. You will be exposed to some examples of descriptive texts about things and places. A tourism site or a well-known historical building can be famous for domestic visitors or foreign visitors when there is promotion of the objects through the description of the place or building as interestingly as possible. Because after all, descriptive material is very necessary for increasing of learners' English proficiency such as in social communication.

This part of the module is designed to provide learning activities for all of you to promote your comprehension skills in spoken and written texts. The activities shall focus on the knowledge and skills required to comprehend and express explicit and implicit meanings in the following *descriptive texts*.

#### 1. Short Description

What is short description of a descriptive text?

*The descriptive texts* that you have learnt before dealt with descriptions of person and animals. Now, in this activity (LA) 2 you study the description of **things** and **places**. It can be said that *any descriptive text* is a meaningful text that describes and reveals particular thing or place. The purpose of the text to give a visual picture of a thing, such as *my favourite books* that describe specific books, or a picture of a tourism place, such as *Komodo National Park* by explaining its features, forms, types, location, or anything

related to what the writer describes. The purpose of the descriptive text is clear, that is to describe, represent or reveal an object, either abstract or concrete.

## **2. Relevance**

The objective of LA 2 is to assist you in understanding deeply the definition of genre text, that is *descriptive text*, specifically in describing things and places. Explanation and examples of this descriptive text can help you as English teachers who are still a long journey to learn English. By analyzing the social function, as well as the language features that are mostly used in this kind of text, you will understand it more. And it would be nice if you do not only understand mere, but also capable to write descriptive text yourselves. This module tries to meld theory and practice with clear explanation.

## **3. Learning Guide**

This module is organized as follows: in the first part (Introduction), we provide a brief of description, objectives, and guide about this module. In the second part (Main Section), it is essentially about learning outcomes, learning material, and learning activities. It is designed with clear explanation about *descriptive text* such as its definition, social function, and language features. The learning activities in this module are designed to help you in understanding written and spoken form of *descriptive text*. It also provides discussion forum as a media in which you can share your own ideas related to the topic given. In the third part, it is followed by formative assessment to check your comprehension about *descriptive text* related to things and places. In the final section, reflective summary is provided where you can reflect the result of your learning process using this module.

# **B. MAIN SECTION**

## **1. Learning Outcomes**

### **Attitude**

To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism.

### **Knowledge**

- a. To analyse the contextual differences and similarities between a number of descriptive texts in regard to **the social function**, by showing the evidence from the material (expressions, sentences, paragraphs, etc.), in fluent and lexicographically accurate spoken as well as written English.
- b. To analyse the contextual differences and similarities between a number of descriptive texts in regard to **the text structures** by showing the evidence from the given materials (expression, sentences, paragraphs, etc) in fluent, lexicographically accurate spoken and written English.
- c. To analyse the contextual differences and similarities between a number of descriptive texts in regard to the **lexicogrammatical features**, by showing the evidence from learning materials (expression, sentences, paragraph, etc) in fluent and lexicographically accurate spoken and written English.

### **Skills**

- a. To get detailed information of written or spoken descriptive texts with contextually different social function, text structures, and lexicogrammatical features.
- b. To make inferences of written or spoken descriptive texts with contextually different social function, text structure, and also lexicogrammatical features.
- c. To evaluate the written or spoken descriptive texts with contextually different social function, text structure, and also lexicogrammatical features.

- d. To produce or construct the written or spoken descriptive texts with contextually different social function, text structure, and also lexicogrammatical features.

## 2. Learning Material and Learning Activities

Learning materials in this activity will be divided into two parts. Those are Key Features of the text, such as : definiton, social function, generic structure, and Learning Activity. Study them carefully and do each of the tasks that follows.

Key Features of Descriptive Texts

### a. Definition

To know the definition of this kind of text, you are supposed to watch and listen attentively the given videos.

#### Task 1

Watch and analyse the videos below about describing thing and places in spoken form. In your opinion, what is descriptive text?

Video 1



Source: <https://www.youtube.com/watch?v=eZljBtEO6l8>

## Video 2



Source: <https://www.youtube.com/watch?v=CIWsSFSF1Wk&t=49s>

### **b. Social Function**

- To give information about a particular entity by describing its features, history, and special characteristics.
- To give information about things by describing physical attributes, behaviors, uses, etc.

### **c. Generic Structure**

A descriptive text is made up of identification or general statement and description element. Identification introduces and identifies specific objects (a person, thing, place, animal, or event) intended to be described. Description describes the intended objects using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities (Derewianka, 2004; Gerot & Wignell, 1994; Knapp and Watkins, 2005, p. 149)

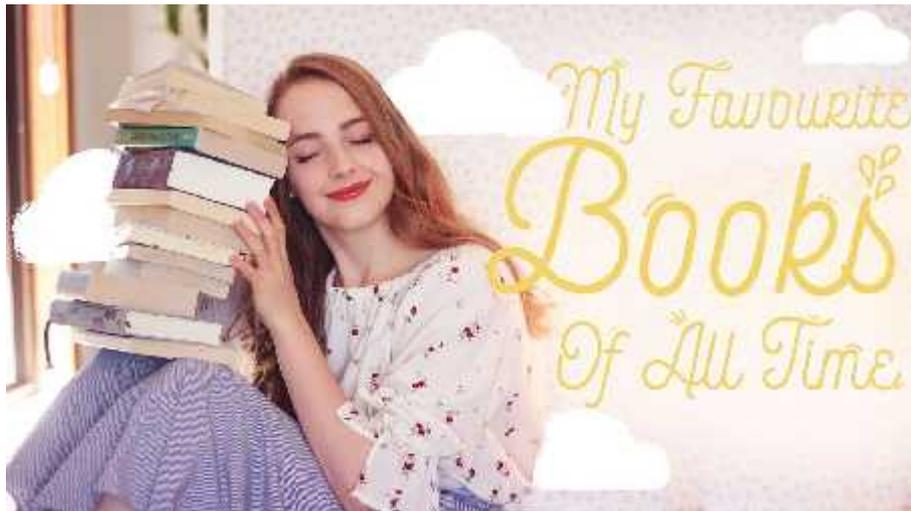
Generic Structure	Function
Identification	Identifies phenomenon to be described
Description	Describes parts, qualities, or characteristics

### Examples of written descriptive texts

#### **Text 1. (Describing Things)**

**Read and analyze each paragraph of the text !**

#### **My Favourite Books**



It's said that "Reading makes a full man, conference a ready man, and writing an exact man". There are many benefits of reading books. I like reading in my spare time and I really enjoy reading. I've read many kinds of books. And among many kinds of books, I have two kinds of favourite books.

My first favourite group is the classic novels of both Chinese and foreign books. The classic novels always have very big influence on history or society. They not only have attracting plot and highly literary values but also reflect the society and affect the society. They make readers think about their own lives and the social problems. For Chinese classic novels, I like the four masterpieces, in

which *The Romance of three Kingdoms* and *A Dream in Red Mansions* attract me most. The former contains more wisdom and military skills, while the later contains more sensitive feelings. As for foreign classic novels, I like *Pride and Prejudice*, *Notre-Dame De Paris*, and so on. They help me understand the western countries better and present new values. People need to read again and again these kinds of books to digest.

My second favourite book is the collection of poems and proses. For Chinese books, I like Shu Ting's collections of poems in which she uses the vivid images to honor the beautiful love and I like reading the annual collections of proses written by contemporary outstanding writers. For foreign books, I like Tagore's collection of poems, such as *Stray Birds*. Some words in his books become very famous. For example, what impresses me the most is the sentence that "If you shed tears when you miss the sun, you also miss the stars". It's beautiful and full of philosophy. I like Bacon's collections of proses, which are full of wisdoms and call for reader's meditation. When I read collections of poems or proses, I admire the amazing imagination of the writers and I enjoy the rhythm beauty of the poems and deep feeling of proses. These books touch the string of my heart and I can find the peace of my heart.

My third favourite group is comic books, especially Japanese comic books. I have been reading comic books since my primary school and I like them very much. The beautiful caricatures in comic books attract me first, for I love painting pictures. Maybe we can't learn much knowledge from this kind of books, but we can get a lot of fun from them. Japanese caricature industry is well developed, and it produces many excellent comic books for teenagers and even for adults. Comic books can get rid of the restraint family. Comic writers can use their amazing imaginations to create a fictitious world, in which perfectness can be possible. Comic books always use exaggeration to express, so reading comic books is interesting and funny. Besides, readers are always moved by the friendships, trust, or love between the characters in it. I like comic books, for it's a great way to relax ourselves.

These are three kinds of books I like best. They can help me to learn more

about history, understand the world better, broaden my horizons, and make me think about my own life and my own way. Besides, they help me relax and have fun from books. I really enjoy them and I will keep reading these kinds of books.

Source: Deng, Chen & Zhan, 2014, 152-153.

### **Task 2**

What is being described in Text 1? Identify the paragraph(s) that belong to *identification* and *description*! What does the last paragraph describe and what is it called?

### **Task 3**

**Watch the video below and answer the following questions!**

Video 2



Source: [https://www.youtube.com/watch?v=l\\_85vwRSuak](https://www.youtube.com/watch?v=l_85vwRSuak)

- 1) What is being described in the video?
- 2) What does the mobile phone look like?
- 3) What are the specific features of mobile phone being described in the video?

**Description of places can be in the written texts as the following :**

**Text 2. (Describing Places)**

**Read and observe the following texts!**

### **Komodo National Park**



Flores is one of the most fascinating and beautiful island, located in the Southern part of Indonesia in East Nusa Tenggara province. Geographically, Flores is part of Indonesia's Lesser Sunda islands. From west to east the main Lesser Sunda islands are Bali, Lombok, Sumbawa, Flores, Sumba, Timor, Alor archipelago, Barat Daya islands, and Tanimbar islands. Long hidden in the shadows of its more famous neighbor Bali, the island of Flores is finally emerging as a unique destination of its own.

So, after visiting the lair of Komodo dragons, take time to marvel at some

of the wonders of Flores. Here, you can swim in pristine lakes and waterfalls, dive at one of the 50 spectacular dive sites, go kayaking among craggy coasts and mangrove shores, explore mysterious caves and be warmly welcomed by the island's people in their rituals, dances and daily life. Flores spell adventure, diving, eco-tours, and mountain climbing interspersed with visits to prehistoric heritage sites, traditional villages and cultural events. Find some of the world's most exotic underwater life, dive in the pristine seas of Komodo, or swim along with huge manta rays, dolphins, and dugongs on the island of Flores!

There are 8 major ethnic groups in Flores, namely the Manggarai, Riung, Ngada, Nage-Keo, Ende, Lio, Sikka and Larantuka. There are also 8 regencies in Flores: West Manggarai, Manggarai, East Manggarai, Ngada, Nagekeo, Ende, Sikka and East Flores. Labuan Bajo is the capital of West Manggarai, the gateway to many splendors of Flores. You can watch Caci dance in Manggarai, a live war dance performed in numerous traditional ceremonies. The dance is also popular as a warm greeting to welcome important guests.

In East Manggarai, you can visit Rana Tonjong, a vast lake covered with giant lotus flowers that bloom from April to June. If you love beaches, don't forget to sunbathe at Laing Lewe! In Ngada, you can come by and explore Taman Laut 17 Pulau. Translates as The 17 Islands Ocean Park, it was also named in accordance to Indonesia's anniversary date on the 17th. Here, you can discover exotic wildlife on land and beneath the ocean's waters.

Nagekeo is famous for Pulau Pasir Putih Rii Taa, a pristine pearly white-pinkish sandy island located just around an hour boat ride from the Marapokot harbor in Mbay city. The renowned three colored Lake Kelimutu is located in Ende. An amazing natural wonders that you definitely must experience yourself. While in Ende, you can also visit the unique Pengganjawa beach. With black sand and plenty of stones in turquoise hues scattered on its shore, a sight that you don't see often!. Maumere is the capital of Sikka. Besides the museum and beaches, you can head to Tanjung Kajuwulu and Nilo hill, to enjoy the soothing view unfolding beneath you. Last but certainly not least is Larantuka, the capital of East Flores. The city is famous for its Easter

celebration named Semana Santa. A festive march carried off the day of Good Friday, across the heart of Larantuka.

Source: <https://www.indonesia.travel/gb/en/destinations/bali-nusa-tenggara/labuan-bajo/komodo-national-park>

#### **Task 4**

Please read and analyze text 1 and text 2 above by considering the difference of their text structure and fill following table:

Generic structure	Function Text 1	Function Text 2
Identification		
Description		

## Task 5

Watch the video below and answer the following questions!

### Video 4



Source: <https://www.youtube.com/watch?v=Icg2hdz84RY>

- 1) What is being described in the video?
- 2) What does the dorm look like?
- 3) What are the specific features of Straus Hall Dorm being described in the video 4?

#### d. Language Features

After watching several videos and reading the descriptive texts, it can be concluded some features of the language used in this text:

- Specific participant : it has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

- Action verb: verbs that show an activity (i.e, run, sleep, walk, cut etc....
- using passive voice
- using noun phrase
- using technical terms
- using general and abstract noun.
- using conjunction of time and cause-effect

**Task 5**

Read text 1 and text 2 again, then identify the language features used either in text 1 or text 2 as listed in the table with some examples from the text!

No	Language features	Examples from the text
1.	using passive voice	
2.	using noun phrase	
3.	using general and abstract noun	
4.	Using conjunction of time and cause effect	
5.	Using technical terms	

## Task 6

Compare your answers with the explanation from this video!

Video 5



Source: <https://www.youtube.com/watch?v=mwGWs-f6Mew>

### 3. Discussion Forum

Dear participants, you have learned the materials in L.A.2. Please give your own ideas to response on the topics / threads given in this Discussion Forum. You are also expected to comment on other participants' responses.

1) What did you learn in L.A.2?

Feel free to respond your friends' comment

2) How will you teach your students about *descriptive text* (describing things and places)?

Feel free to create the process of teaching and the reasons why you have the idea.

## C. CLOSING SECTION

### 1. Summary

In this K.B. 2, we have learned how to identify *descriptive text* (describing things and places). We also have identified stages and language features of *descriptive text*. In discussion forum, we have learned how to explore descriptive text (describing things and places) in the classroom context. Read the summary of K.B.2 in this powerpoint



**2. Reflection**

Please write your reflective summary below!

a) In this K.B.2 activities, I have learned

.....  
.....

b) The key features of descriptive text (describing things and places) are

.....  
.....

c) What I like most about K.B. 2 activities is/are

.....  
.....

d) I like it because

.....  
.....

e) What I need to improve or learn more is/are

.....  
.....  
.....

### 3. Formative Test

Choose the correct answers!

The following text is for questions number 1 to 3!

#### Northern Ireland



Northern Ireland is one of the four countries in the United Kingdom, with England, Scotland and Wales. It is to the north of the Republic of Ireland, on an island next to Great Britain. Around 1.8 million people live in Northern Ireland, which is about three per cent of the population of the UK. The capital city is Belfast. Another name for Northern Ireland is 'Ulster' or 'The Six Counties' because it is made up of six regions or counties.

In Northern Ireland you can find beautiful beaches, forests and mountains. You can visit the Giant's Causeway, a UNESCO World Heritage Site: here, about 40,000 columns were formed after a volcanic eruption. Most of them are hexagonal and some of them are 12m tall. Films and TV series such as *Dracula Untold* and *Game of Thrones* are filmed in Northern Ireland.

Northern Ireland was a place of conflict between people who wanted to be part of the Republic of Ireland, people who wanted to be part of the UK and people who wanted Northern Ireland to be a separate country. In the 1990s

there was an important peace process and the violence and conflict stopped. The Northern Ireland Assembly and the UK Parliament decide on the laws in Northern Ireland.

Nearly everyone in Northern Ireland speaks English. A small number of people speak Irish Gaelic, an old Celtic language which is very different from English. The other regional language is Ulster Scots, a variation of English which is spoken in Northern Ireland and is similar to Scots spoken in Scotland.

You can hear all types of music in Northern Ireland including traditional Irish music, jazz, rock or pop. In summer Belfast has music festivals like Belsonic and Belfast Vital. Many international artists play at these festivals, including bands from Northern Ireland like Snow Patrol, Ash and Two Door Cinema Club.

Northern Ireland is a popular place to go walking or do outdoor activities such as mountain biking, coasteering (climbing up rocks and jumping into the sea) or zorbing (rolling down a hill in a giant PVC ball). Football, rugby, cricket, hurling (a sport similar to hockey) and Gaelic football are all popular. Gaelic football is similar to rugby because players can touch and kick the ball. For most sports, Northern Ireland and the Republic of Ireland join together in the same team when they play in international competitions. However, football is different and Northern Ireland has its own national team and football league. Some players from Northern Ireland play for teams in the English or Scottish leagues.

The best-known dish from Northern Ireland is the Ulster Fry, which is bacon, eggs, sausages and soda bread. Some versions include tomatoes, mushrooms or baked beans. It's called the Ulster Fry because everything is fried in a pan. It is also eaten with Irish potato bread.

St Patrick is the patron saint of Ireland and Northern Ireland. St

Patrick's Day, on 17 March, is a very important celebration in both Northern Ireland and the Republic of Ireland with parades, concerts, music and dancing. Another important symbol is the shamrock, a green plant with three leaves. It is the symbol of the Republic of Ireland and Northern Ireland.

Source: <https://learnenglishteens.britishcouncil.org/uk-now/read-uk/northern-ireland>

- 1) What is described in the text above?
  - a. Game of Thrones
  - b. United Kingdom
  - c. Northern Ireland
  - d. UNESCO World Heritage
  
- 2) What is the function of the text above?
  - a. To give information about Northern Ireland by describing some aspects
  - b. To entertain the readers
  - c. To explain how to do something
  - d. To tell the readers about past event
  
- 3) What is described in the last paragraph?
  - a. Food
  - b. Sport
  - c. Symbol
  - d. Language
  
- 4) Which of the following are not normally used in descriptive texts?
  - a. Adjectives
  - b. Adverbs
  - c. Step by step action to be taken by the reader
  - d. Comparisons to enable the reader to picture something
  
- 5) Choose the most effective description from the four options below
  - a. I remember the old market clearly – it is always crowded with customers and traders bargaining. I usually watch the action from a distance. Sometimes I get an orange from the trader.
  - b. I remember the old market clearly – it is always crowded with customers and traders bargaining. The market is near to my school.

- c. I remember the old market clearly - it is always crowded with customers and traders bargaining. I usually watch the action from a distance. Sometimes I get an orange from the trader who is dealing in fruits and I usually suck the sweet, tangy flesh.
- d. I remember the old market clearly - it is always crowded with customers and traders bargaining. I usually watch the action from a distance.

6) What is the reason to write descriptive text?

- a. To allow the readers to grasp the writer's idea through the reader's sense of sight, smell, taste, sound, and touch
- b. To inform the reader about technical features
- c. To provide the reader with scientific details
- d. To appeal to the reader's liking for numbers

7) Which one is the most descriptive sentence in a text?

- a. Kodaikanal is different from Chennai
- b. Kodaikanal is 4.000 feet above mean sea level while Chennai is at the mean sea level
- c. Kodaikanal's population is 36.500 while Chennai's population is 4.680.000
- d. The breeze from Kodaikanal Hills feels chilly while the Chennai sea breeze is dry

The following text is for questions number 8 – 10.

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size. The flower is almost 100 centimeters in diameter and 140 centimeters in height. "Rafflesia" is derived from the name of British Governor General, Sir Thomas Stamford Raffles, who once governed and built botanical garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, an Italian botanist who visited Sumatra in 1928. Rafflesia consists of two parts: the stick-like part which grows in the middle and the petals around and below it. While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. **They** seem eager to explore the flower, but if the flies touch the bottom part of the sticklike centre, they die.

Source:<https://www.proprofs.com/quiz-school/story.php?title=descriptive-text-reading-quiz>

- 8) What is the suitable title for the text?
- Stamford raffles
  - Italian botanist
  - Rafflesia arnoldi
  - Botanical garden
- 9) Which statement is correct based on the text?
- Rafflesia arnoldi has a very nice smell
  - Beccary built the botanical garden
  - Stamford raffles is an Italian botanist
  - Beccari discovered rafflesia arnoldi
- 10) Rafflesia arnoldi is unusual because of its .... size
- Small
  - Tiny
  - Big
  - Long

#### 4. References

Deng, L., Chen, Q., and Zhang, Y. (2014). *Developing Chinese EFL Learners' Generic Competence*. London: Springer

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*. Australia: Oxford University Press.

<https://www.proprofs.com/quiz-school/story.php?title=descriptive-text-reading-quiz>

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<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/northern-ireland>

## 5. Key Answer

### Formative Test

- 1) C
- 2) A
- 3) C
- 4) C
- 5) C
- 6) A
- 7) D
- 8) C
- 9) D
- 10) C

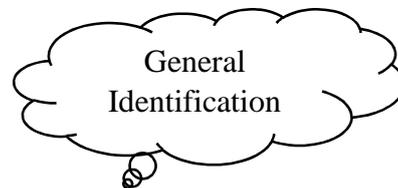
### Key answer of Tasks

#### Task 1

*A descriptive text:*

- Describes a particular person, place, or thing (Gerot and Wignel, 1994)
- Appeals to the senses, tells how something looks, feels, smells, tastes, and / or sounds; something like a word picture enabling readers to imagine the described objects, places, or persons (Oshima and Hogue, 1998)
- It is used to show, report, describe, and present information

#### Task 2



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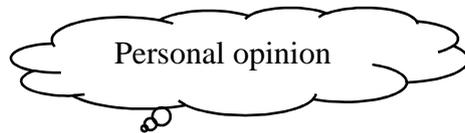


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### **Task 3**

- 1) Iphone 7+
- 2) It is rose gold color and it has a big screen
- 3) It has bigger screen, it has powerful battery, it has bigger storage than the previous version, it is expensive, it is water resistant, it has better camera which can shoot low-light photos
- 4) General Identification of Iphone 7+  
Description of the features of Iphone 7+

**Task 4 and so on are not provided.**

\*\*\*\*\*



**LEARNING ACTIVITY 3**  
**EXPLORING REPORT TEXT 1**  
**(Classifying and Compositional Reports)**

**A. INTRODUCTION**

English is one of compulsory subjects in schools and plays a very important role in digital era, especially in field of education and science. The highest level of English proficiency should have students who want to connect their lives with information technology. There are so many text types that should be learned and mastered not only by elementary level but also advance level learners who need studying English. One of the text types is *report*. The term report text is also known as information report. Report texts organize our experiences of the world for us; they are used to record, organise, and store information relating to categories of things. Information reports are closely connected to educational settings and workplaces; in particular, they are a major vehicle for apprenticing individuals into the discourse communities connected with science and technology. Report texts are divided into four types, those are : **classifying, compositional, comparative and historical** reports. The first two will be explained in Learning Activity 3, whereas the last two are given in Learning Activity 4 of this module.

This part of the module is designed to provide learning activities for you all, the PPG participants, to promote your comprehension skills about report text. The activities shall focus on the knowledge and skills required to comprehend and express explicit and implicit meanings in the following report texts.

**1. Short Description**

What is a report text? Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analyses. Report texts that we are going to learn in Learning Activity (LA) 3 deal with classifying report and compositional report. The texts are concerned with general categories of things rather than events and happenings and with

informing about technical and scientific topics. The purpose of the text is to organise and describe a field or topic into a class and subclass hierarchy. Moreover, it can be used to organise and describe a field or topic according to its part (a part or whole part). A technology report (e.g. electric cars) will have lots of information describing a general explanation of how they work and come into parts of cars (that is called an compositional report).

## 2. Relevance

The main objective of Learning Activity 3 is to help you in understanding the definition of genre text, that is *report text*, specifically in **classifying** report and **compositional** report. By observing and identifying report texts in spoken and written types, you will study the purpose of the report text or its social function, as well as the language features that are mostly found in this kind of text. This module tries to dissolve theory and practice with clear pedagogic intent of equipping you with a generative set of knowledge of *report text*.

## 3. Learning Guide

This module is organized as follows: in the first part (Introduction), you are provide with a brief of description, objectives, and guide about this module. In the second part (Main Section), it is essentially to know about learning outcomes, learning material, and learning activities. It is designed with some examples of explanation about *Report Text* such as its definition, social function, and language features. The learning activities in this module are designed to help you in understanding written and spoken form of *report text*. We also provide discussion forum as a media which you can share your ideas related to the topic given. In the third part, it is followed by formative assessment to check PPG participants' comprehension about *Report Text* (Classifying report and Compositional report). In the final section, we also provide reflective summary where you can reflect your learning process using this module.

## **B.MAIN SECTION**

### **1. Learning Outcomes**

#### **Attitude**

To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism.

#### **Knowledge**

- a. To analyse the contextual differences and similarities between a number of report texts in regard to **the social function**, by showing the evidence from the material (expressions, sentences, paragraphs, etc.), in fluent and lexicographically accurate spoken as well as written English.
- b. To analyse the contextual differences and similarities between a number of report texts in regard to **the text structures** by showing the evidence from the given materials (expression, sentences, paragraphs, etc) in fluent, lexicographically accurate spoken and written English.
- c. To analyse the contextual differences and similarities between a number of report texts in regard to the **lexicogrammatical features**, by showing the evidence from learning materials (expression, sentences, paragraph, etc) in fluent and lexicographically accurate spoken and written English.

#### **Skills**

- a. To get detailed information of written or spoken report texts with contextually different social function, text structures, and lexicogrammatical features.
- b. To make inferences of written or spoken report texts with contextually different social function, text structure, and also lexicogrammatical features.

- c. To evaluate the written or spoken report texts with contextually different social function, text structure, and also lexico-grammatical features.
- d. To produce or construct the written or spoken report texts with contextually different social function, text structure, and also lexico-grammatical features.

## 2. Learning Material and Learning Activities

Learning materials in this activity will be divided into two parts. Those are Key Features of the text, such as : definiton, social function, generic structure, and Learning Activity. Study them carefully and do each of the tasks that follows.

### Key Features of Report Text

#### a. Definition

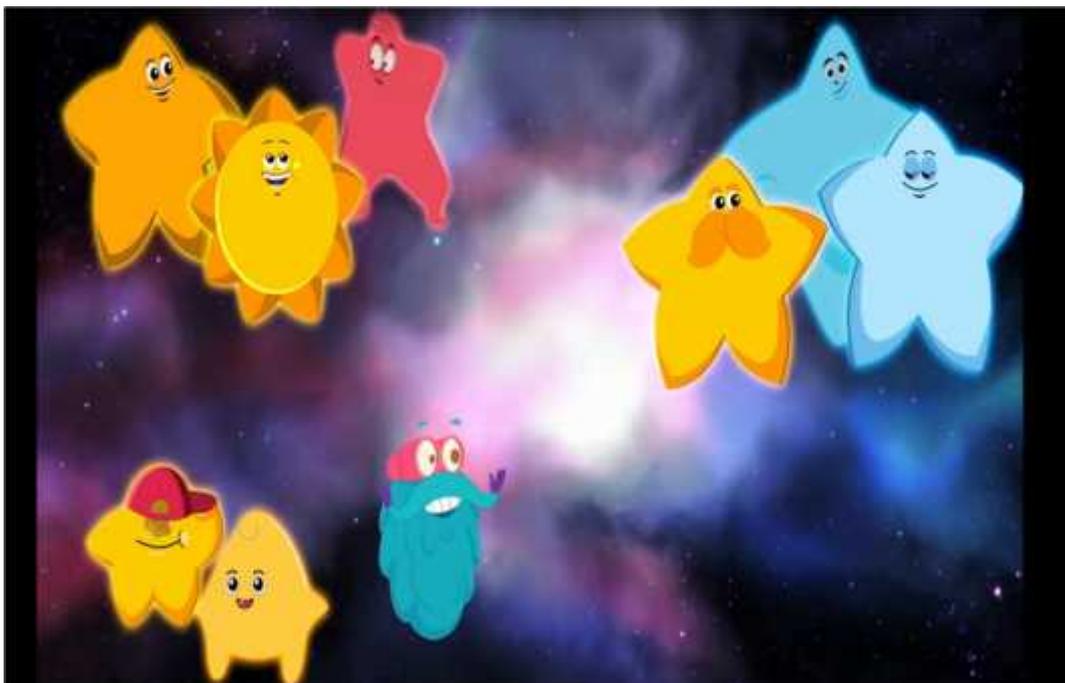
To know the definition of report text, you have to watch videos or read the provided texts in this learning materials.

#### Task 1

Watch the video below. This video is an example of *report text* in spoken form. In your opinion, what does this report text tell about?

Video 1

Stars



Source: <https://www.youtube.com/watch?v=ISuAPFMXcYM&t=156s>

**b. Social Function**

There are different types of report texts. In this Learning Activity 3, the report texts are *classifying report* and *compositional report*.

Genre	Social Function
Classifying report	To organise and describe a field or topic into a class and subclass hierarchy
Compositional report	To organise and describe a field or topic according to its part (a part or whole part)

**Task 2**

Watch *Video 1* above. What is the type of report (classifying or compositional report) and give the reason! What is the purpose of *Video 1*?

**Task 3**

Watch *Video 2* below. What type of report text is it? Classifying report or compositional report, give the reasons from *Video 2*?

## Video 2



Source: <https://www.youtube.com/watch?v=bgqea0E2eAY>

### c. Generic Structure

The major focus is on a “thing” (or, more accurately, a class of things whether natural or made) rather than a sequence. Report texts are often referred to as *information reports*. We use the term ‘information report’ as a general term to refer to all of different kinds of report texts.

The first part of the Report is usually introduced by an

#### **Opening general statement/general classification**

locating what is being talked about in the universe of things. It often takes the form of a classification or definition (e.g. Bikes are a popular form of transport). Sometimes the opening statement may also indicate a particular aspect of the topic that is being treated (e.g. There are many different types of bike in Australia).

The rest parts of the Report will consist of

### **Facts about various aspects of the subject**

These facts will be grouped into topic areas, each marked by a topic sentence to indicate the particular aspect of the subject being dealt with. Each aspect might be elaborated by referring to distinctive characteristics of the subject (color, shape, habits, behavior, etc.), or by giving examples, or by comparing, contrasting and classifying, or by describing components and their function.

Reports do not usually contain an “ending”, although sometimes the detailed information is rounded off by some general statement about the topic (e.g. Stamps can provide hours of enjoyment for young and old). Paragraphing should help to organise the information effectively. Sub-headings or other graphic devices may be used to introduce different areas of the topic.

### **Examples of *Classifying Report Text***

**Read the text below and do the exercise!**

#### **Text 1**

#### **Environmental Disasters**



A disaster is something that does a lot of damage. Sometimes, disasters hurt living things and the place where they live. These disasters are called environmental disasters. Water pollution can be an environmental

disaster. Water is polluted when people put things such as rubbish into it. Air pollution can also be an environmental disaster. Air can be polluted by things such as gas or smoke.

#### *Oil Spills*

Sometimes oil is spilled into water. Most oil spills are accidents. The most common accidents are when an oil tanker hits another oil tanker, or when an oil tanker hits the rocks.

#### *Toxic Gas*

Toxic means poisonous. Companies use toxic gas to make chemicals. Large amounts of toxic gas can be very dangerous. It can hurt or kill animals and humans.

#### *Nuclear Power*

Nuclear power can be very useful, but it can also be very dangerous if something goes wrong. If there is an accident, it can cause dangerous radioactive fallout. This cannot be seen, but it quickly spreads over a large area.

#### *Smog*

Smog is a big cloud of polluted air. It is like a very thick fog. It hangs just above the ground. In some big cities, a lot of coal and oil are used. These can make smog. In some cities, there are lots of cars and trucks on the road. The fumes from the cars and trucks can make smog. The more pollution there is, the worse the smog gets.

Source: Derewianka 2016, p. 165.

### **Task 4**

Identify the Generic Structure of *Environmental Disasters* text above!

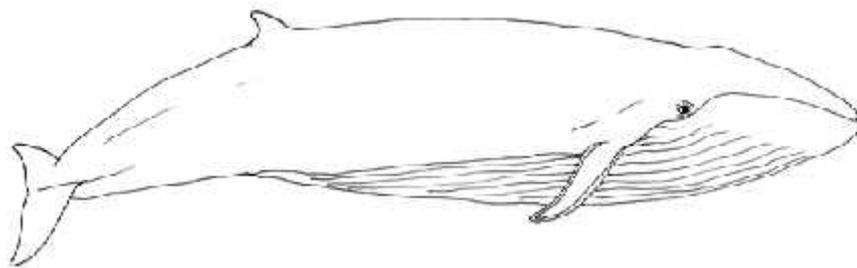
<b>Stages and phases</b>	
<b>Title</b>	Environmental disaster
<b>General Statement</b>	
<i>Definition</i>	

Identification of classes.	
<b>Description</b>	
<i>Water pollution</i>	
<i>Air pollution</i>	

## Text 2

Read and observe another example of *classifying report* text below!

### Types of Whales – Whale Species in Antarctica



Whales are not only the largest animals alive today, they are the largest animals to have ever lived. Hunted to the edge of extinction, they are making something of a comeback, though some species are recovering more quickly than others.

#### *Blue whale*

The largest animals ever to have lived, dwarfing even the largest dinosaurs, all figures about blue whales are awesome. Their circulatory system pumps 10 tonnes of blood through its body using a heart the size of a small car. A

child could crawl down the whales' main blood vessel, the aorta. In its development, a blue whale calf can drink 50 gallons of its mother's milk and gain 200 lbs per day. The largest individuals have been estimated at being 150-220 tonnes. Blue whales are light grey/blue to dark grey while at the surface, but seen underwater they are luminous aqua blue.

#### *Southern Right Whale*

The name was given by the early whalers because they were the "right" whales to kill. They have large amounts of oil, blubber and baleen or whalebone, they are slow swimming (easy to catch), are often found close to shore and float when killed. Right whales have a large bulbous head and lack the streamlined shape of other whales. The head has large callosities that are home to a whole colony of whale barnacles, parasitic worms and whale lice.

#### *Sei Whale*

These are among the most elusive of the larger whales, not coming very close to land at any time and not forming large groups or "schools". Sei is pronounced "Say". They are found like many whales in both Northern and Southern hemispheres following the best feeding at different times of year. Only the larger older individuals tend to go very far south, they are relatively rare in Antarctica.

#### *Humpback Whale*

Probably the best known of the large whales as they often collect in groups near to land and draw attention to themselves by their behaviour. Breaching, lob-tailing, and flipper-slap are common and often occur several times in a row. They are slow swimmers (allows tourist boats - and whalers - to get close). Males at breeding time sing the longest and most complex songs in the animal kingdom.

Source:

[https://www.coolantarctica.com/Antarctica%20fact%20file/wildlife/whales/whales\\_species.php](https://www.coolantarctica.com/Antarctica%20fact%20file/wildlife/whales/whales_species.php)

## Task 5

After reading text 2, please answer the following questions:

- What is the purpose of text 2 ?
- How many kinds of whale does the text explain ?
- What does each paragraph tell about? Give the proves!

Another kind of report text is *Compositional Report* text. Why is it called compositional? In what case is it different from Classifying Report?

Now, please read and observe the following examples of compositional report!

### Examples of *Compositional Report Text!*

#### Text 3

	<p style="text-align: center;"><b>The Acoustic Guitar</b></p> <p>The acoustic guitar as we know, it is a six- or 12-stringed instrument that is played with the fingers or a plectrum. There have been many forms of the guitar but the current form was developed in Spain and dates back to the Renaissance.</p> <p>The acoustic guitar consists of multiple parts that work together to create sound. It has a hollow body that amplifies the tone created by the vibration of the strings when strummed or plucked. The important parts are the body, the fretboard, the sound hole, the capstan, the tuning pegs, the strings, and the bridge.</p> <p>The body of the acoustic guitar is considered to be very important as it provides the resonance that shapes the tone of the guitar as well as the volume. The fretboard is commonly made from rosewood and has a number of metal frets embedded in it (20-24). Strings are pressed down behind a fret to change the note that the open string will produce. Most fretboards have markers inlays on the third, fifth, seventh, ninth, and</p>
--	---

	<p>twelfth frets; they function as a quick recognition indicator.</p> <p>The sound hole is where the soundwaves made by the strings via the bridge saddle exit the body leading to what is ultimately heard. The headstock, which is attached to the end of the guitar's neck, houses the tuning pegs. It can also be where the guitar identification or brand can be found. The tuning pegs are attached to the capstan, which allows the strings to be lowered or raised in pitch. The capstan has the strings tied though it. The bridge is found between the hole and the bottom of the body. Its function is to allow the strings to pass over it and sit at a certain height, which is called the action.</p>
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Source: Derewianka 2016, p. 168.

### Task 6

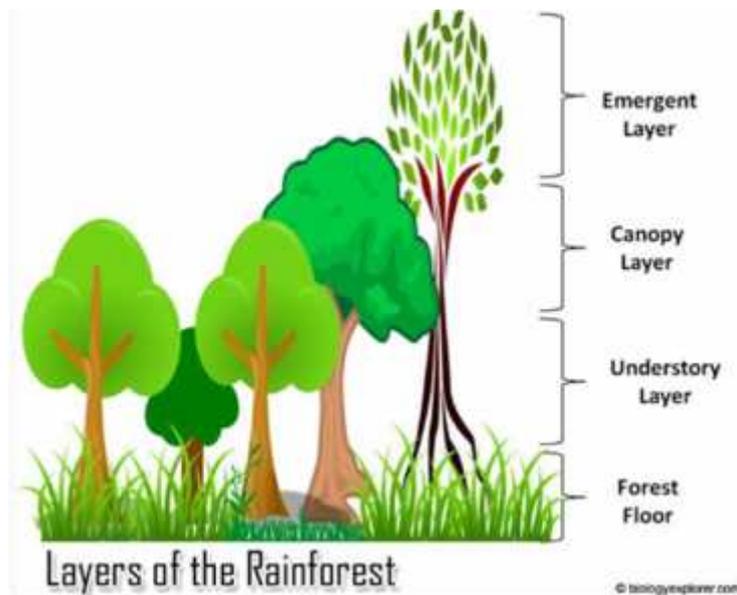
Complete the table below!

Stages and Phases	
<b>Title</b>	The Acoustic Guitar
<b>General Statement</b> <i>Entity Identification</i>	
<b>Description</b> <i>of parts and their functions, including mini explanation</i>	

## Text 4

Read another example of *compositional report text* below!

### Layers of the Rainforest



Among all biomes, tropical rainforests are considered to have the highest biodiversity. In a hectare plot of tropical rainforest land, about 40 to 100 tree species can already be found. Aside from this, the tropical rainforest biome is home to the most common species of the rarest organisms on our planet. The world's tropical rainforests are located in the warmest yet wettest places in the world (i.e., places close to the equator). Such conditions make these places ideal environments for life. The tropical rainforest is a complete environment from top to bottom. In general, it is divided into four layers: emergent layer, canopy layer, understory, and the forest floor.

The first layer of a tropical rainforest from the top is called the *emergent layer*. The emergent layer consists of towering trees (basically taller than most trees in the forest) that protrude out of the rest of the plants in the area. The average height is about 70-100 m from the ground level. Common animals in the emergent layer are birds (such as Harpy Eagles, Scarlet Macaw, etc), bats, some

insects, pygmy gliders, rainforest monkeys (such as capuchin monkeys, squirrel monkeys, etc) and morpheus butterflies (blue colored ones).

The next layer is the canopy layer, which is known to contain the majority (about 60 to 90) of living species in the whole rainforest. The canopy layer, which is about 100 feet above the ground, contains overlapping tall trees that act as a roof over the rest of the organisms below them. As canopy layer is rich with fruits and nuts, organisms such as insects, various species of birds, lizards, monkeys (such as Bornean Orangutan), rodents, and tree frogs thrive in here. It is believed that almost 90% of rainforest animal species reside in this layer of the rainforest.

As compared to the first two layers, the understory is rather more humid and damp. Such humidity level is what keeps the animals in this layer alive. Organisms in understory layer include insects, bees, beetles, butterflies, birds, geckos, bats, monkeys, snakes, lizards, jaguars, and tree frogs. Birds and geckos prey on insects and snakes prey on small mammals. The understory is basically a dark environment where sunlight is only about 2 to 15%. Hence, organisms living in this layer have become adapted to tolerate the low amount of sunlight.

Last but not least is the forest floor layer. This layer is often described as the darkest and most humid layer of a tropical rainforest as it receives less than 2% of the total sunlight. Animals in the forest floor are the tigers, jaguars, elephants, and tapirs. Another example is the bearded pigs. They scour the ground for everything fallen on the forest floor that includes fallen fruits, fungi, and carrion. In a way, they help to spread the tree density in the rainforest by dropping the seeds via their feces.

Source: <https://www.bioexplorer.net/rainforest-layers.html/>

### **Task 7**

**After reading text 4, please answer the following questions:**

- Why is it called a compositional report?
- What is the first paragraph called? Prove your answer!
- What do you think are the rest paragraphs? Give your reasons!

#### **d. Language Features**

What language features are commonly appeared in report texts? Observe and indentify the use of words, phrases, sentences, and technical terms which are mostly found in the text.

#### **Task 8**

Read text 1 and text 3 once again, then analyze the language features used in text 1 and text 3!

#### **Task 9**

Watch the video below!. Compare your answer in task 8 with the explanation from the video.

Video 3



Source: <https://www.youtube.com/watch?v=lvog40yuRcI>

### **3. Discussion Forum**

Dear participants, you have learned the materials in L.A.3. Please give your own ideas to response on the topics / threads given in this Discussion Forum. You are also expected to comment on other participants' responses.

1) What have you learned about the materials in L.A.3?

Feel free to respond your friends' comment

2) How will you teach your students about *report text* (classifying report and compositional report)?

Feel free to create the process of teaching and the reasons why you have the idea

## C.CLOSING SECTION

### 1. Summary

In this Learning Activity 3, you have learned how to identify *report text* (classifying report and compositional report). You also have identified stages and language features of *report text*. In discussion forum, you have learned how to explore report text (classifying report and compositional report) in the classroom context. Read the summary of L.A.3 in this powerpoint.



## 2. Reflection

Please write your reflective summary below!

a) In this L.A.3 activities, I have learned

.....  
.....  
.....

b) The key features of report text (classifying report and compositional report) are

.....  
.....  
.....

c) What I like most about L.A.3 activities is/are

.....  
.....  
.....

d) I like it because

.....  
.....  
.....

e) What I need to improve or learn more is/are

.....  
.....  
.....

### 3. Formative Test

Read the text below and choose the correct answer!

#### Different Forms of Water



Water is the most common compound on Earth, covering about 70 percent of the planet's surface. Most of that water is in liquid form, sloshing around in the oceans and other bodies of water. Because it's so common, and because it's easy to use for so many different purposes, liquid water is part of our everyday lives. We use water to nourish everything from ourselves to our pets to our yards. Like all liquids, water travels faster and increases in pressure as more of it is pressed through a tighter space. We can see this principle after we brush our teeth, using water flowing from the tap to push the toothpaste down the drain. By increasing the pressure, we use water to clean glasses in a dishwasher and cars in a carwash.

Water is great at cooling things down. To cool off our bodies, we go swimming at the pool on a hot summer day. To cool off our cars and factories, we force water through pipes to keep engines from overheating.

Water can also be a great way to travel. People have used sails, paddles and oars to propel boats through water for thousands of years. In modern times, one gallon of diesel fuel can pull one ton of cargo 59 miles by truck down a highway, 202 miles by train down a railroad track, and 514 miles in a boat through water.

Another traditional use for water is generating power. When water drops quickly in elevation, as over a waterfall, special gears called turbines can be placed inside the stream. Turbines can be used either directly to spin machines like sewing looms, or indirectly to capture that momentum as electricity. America has used this property of falling water to build giant electricity plants, including the ones at Hoover Dam and Niagara Falls.

When water freezes into ice, it becomes hard. Unlike most other frozen liquids, ice is actually less dense than water in its liquid form, which is why ice cubes float. These two properties explain the Antarctic ice pier, which has been constructed at America's McMurdo research station every summer since 1973. Workers pump seawater into a contained area and let it freeze. The pier becomes so sturdy it can support semi-trucks, which transport tons of food and equipment from supply ships to the station.

Ice also cools things down. The National Seal Sanctuary in Britain uses a machine to produce ice for the sea lions, because they fight less when they're cool. Zoos around the world buy ice machines to chill areas for polar bears and penguins. Humans like ice so much that large restaurants and hotels often spend more than \$10,000 on a single ice machine.

As the temperature rises, ice melts into water, which boils into steam. Perhaps the most common use of steam is electricity; about 90 percent of all electricity generated in the U.S. comes from steam turbines. Heat to boil the water is generated by many fuels, including coal, natural gas and nuclear fuel.

For thousands of years farmers have used steam to sterilize their fields and kill weeds and bacteria. You can see steam at work in many buildings and homes, where it is forced through pipes and radiators for heat. You can also see steam at work if your parents cook vegetables in a steamer.

Because we are constantly surrounded by water, ice and steam, it's easy not to pay attention to them. But all three are really just the same chemical compound that makes life on Earth possible.

Source: <https://www.readworks.org/article/Different-Forms-of-Water/dc7ae021-d6ae-4e61-ba0f-4820bbba540f#!questionsetsSection:427/vocabularySection:compound/articleTab:content/>

- 1) What are the three forms of water discussed in the passage?
  - a. Liquid, water, steam, and pressure
  - b. Steam, electricity, and liquid water
  - c. Ice, liquid water, and steam
  - d. Ice, steam, and pressure
  
- 2) What does the passage describe?
  - a. The passage describes different forms and uses of water
  - b. The passage describes different kinds of weeds that grow in fields
  - c. The passage describes how to cook vegetables using a steamer
  - d. The passage describes the effects of brushing your teeth
  
- 3) The type of report text above is.....
  - a. Classifying report
  - b. Compositional report
  - c. Historical report
  - d. Comparative report
  
- 4) What is the social function of the text above?
  - a. To describe how to do something
  - b. To describe the effects of nature
  - c. To organise and describe a field or topic according to its part
  - d. To organise and describe a field or topic into a class and subclass hierarchy
  
- 5) This is the language featured used in the passage, *except*.....
  - a. Use simple present tense
  - b. Use action verb
  - c. Use simple past tense
  - d. Descriptive language
  
- 6) What is this passage mainly about?
  - a. The National Seal Sanctuary in Britain
  - b. The uses of water, ice, and steam
  - c. An ice pier at America's McMurdo research station
  - d. How water can be used to generate electricity
  
- 7) Read the following sentences: " When water freezes into ice, it becomes hard. Unlike most other frozen liquids, ice is actually less dense than water in its liquid **form**, which is why ice cubes float.

What does the word “form” mean?

- a. A sudden increase in the number or amount of something
- b. A decrease in body temperature that occurs after going swimming on a hot day
- c. A change in the color or shape of an object
- d. The way in which something exists or appears

8) Water is used for many different things.

What evidence from the passage supports this statement?

- a. Seals are more likely to fight when they are hot than when they are cool
- b. As the temperature rises, ice melts into water, and water boils into steam.
- c. If you catch a cold, you may be given a cup of hot tea to drink.
- d. Water is used for cooling down engines, generating power, and traveling.

9) What is one difference between ice and steam?

- a. Ice is hot; steam is cold.
- b. Ice is cold; steam is hot.
- c. Ice is liquid; steam is solid.
- d. Ice is a gas; steam is liquid.

10) Choose the answer that best completes the sentence below.

Water has three forms, \_\_\_\_\_ liquid, ice, and steam.

- a. Namely
- b. But
- c. So
- d. Previously

#### 4. References

Deng, L., Chen, Q., and Zhang, Y. (2014). *Developing Chinese EFL Learners' Generic Competence*. London: Springer

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*. Australia: Oxford University Press.

<https://www.youtube.com/watch?v=CIWsSFSF1Wk&t=49s>

<https://www.youtube.com/watch?v=lSuAPFMXcYM&t=156s>

<https://www.youtube.com/watch?v=bgqea0E2eAY>

[https://www.coolantarctica.com/Antarctica%20fact%20file/wildlife/whales/whales\\_species.php](https://www.coolantarctica.com/Antarctica%20fact%20file/wildlife/whales/whales_species.php)

<https://www.bioexplorer.net/rainforest-layers.html/>

<https://www.youtube.com/watch?v=lvog40yuRcI>

[https://www.readworks.org/article/Different-Forms-of-Water/dc7ae021-d6ae-4e61-ba0f-](https://www.readworks.org/article/Different-Forms-of-Water/dc7ae021-d6ae-4e61-ba0f-4820bbba540f#!questionsetsSection:427/vocabularySection:compound/articleTab:content/)

[4820bbba540f#!questionsetsSection:427/vocabularySection:compound/articleTab:content/](https://www.readworks.org/article/Different-Forms-of-Water/dc7ae021-d6ae-4e61-ba0f-4820bbba540f#!questionsetsSection:427/vocabularySection:compound/articleTab:content/)

<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/northern-ireland>

#### 5. Key Answer

##### Formative Test

1. C
2. A
3. A
4. D
5. C
6. B
7. D
8. D
9. B
10. A

## Key answer of Tasks

### Task 1

#### Definition of Report Text

Report texts are texts which concerned with general categories of things rather than events and happenings and with informing about technical and scientific topics. Because of this, they can seldom be interpreted and constructed without knowledge of the field and its associated language (Derewianka 2016, p. 160).

### Task 2

Genre : Classifying report

Social Function : To organise and describe stars into a class and subclass hierarchy

### Task 3

Genre : Compositional report

Social Function : To organise and describe soil according to its part

### Task 4

Stages and phases	
<b>Title</b>	Environmental disaster
<b>General Statement</b>	A disaster is something that does a lot of damage.
<i>Definition</i>	Sometimes, disasters hurt living things and the place where they live. These disasters are called environmental disasters
Identification of classes.	Water pollution can be an environmental disaster. Water is polluted when people put things such as rubbish into it. Air pollution can also be an environmental disaster. Air can be polluted by things such as gas or smoke.
<b>Description</b>	
<i>Water pollution</i>	<i>Oil Spills</i> Sometimes oil is spilled into water. Most oil spills are accidents. The most common accidents are when an oil tanker hits another oil tanker, or when an oil tanker hits the rocks.

<i>Air pollution</i>	<p><i>Toxic Gas</i></p> <p>Toxic means poisonous. Companies use toxic gas to make chemicals. Large amounts of toxic gas can be very dangerous. It can hurt or kill animals and humans.</p>
	<p><i>Nuclear Power</i></p> <p>Nuclear power can be very useful, but it can also be very dangerous if something goes wrong. If there is an accident, it can cause dangerous radioactive fallout. This cannot be seen, but it quickly spreads over a large area.</p>
	<p><i>Smog</i></p> <p>Smog is a big cloud of polluted air. It is like a very thick fog. It hangs just above the ground. In some big cities, a lot of coal and oil are used. These can make smog. In some cities, there are lots of cars and trucks on the road. The fumes from the cars and trucks can make smog. The more pollution there is, the worse the smog gets.</p>

**Task 5 and so on are not provided.**





**LEARNING ACTIVITY 4**  
**EXPLORING REPORT TEXT 2**  
( **Comparative Report and Historical Report** )

**A. INTRODUCTION**

Language is at the heart of learning process. We learn through language. We interact with others and build our identities through language. Explanations from teachers, classroom discussion, assessment of student achievement and comprehension, composition, and evaluation of texts are all mediated by language. Our knowledge about the world is constructed in language.

In this Learning activity 4 we are still learning the report text that are dealt with *comparative* and *historical* report texts. Report texts organize our experiences of the world for us; they are used to record, organise, and store information relating to categories of things. Information reports are closely connected to educational settings and workplaces; in particular, they are a major vehicle for apprenticing individuals into the discourse communities connected with science and technology.

This part of the module is designed to provide learning activities for you to promote your comprehension skills about report text. The activities shall focus on the knowledge and skills required to comprehend and express explicit and implicit meanings in the following report texts.

**1. Short Description**

*The report texts* that we are going to learn in Learning Activity (LA) 4 deal with comparative report and historical report. The texts are concerned with general categories of things rather than events and happenings and with informing about technical and scientific topics. The purpose of the text is to organise and describe a field or topic into a class and subclass hierarchy. Moreover, it can be used to organise and describe a field or topic according to its part (a part or whole part).

## 2. Relevance

The main objective of LA 4 is to assist you in understanding the definition of genre text, that is *report text*, specifically in comparative report and historical report. The social function that is the function of the text in social communication, as well as the language features that are mostly found in this text type are great importance of language learners. This module tries to meld theory and practice with clear pedagogic intent of equipping you with a generative set of knowledge of *report text*.

## 3. Learning Guide

This module is organized as follows: in the first part (Introduction), we provide a brief of description, objectives, and guide about this module. In the second part (Main Section), it is essentially about learning outcomes, learning material, and learning activities. It is designed with clear explanation about *Report Text* such as its definition, social function, and language features. The learning activities in this module are designed to help you in understanding written and spoken forms of *report text* with some tasks to explore more insights into the learning materials. We also provide discussion forum as a media which you can share the ideas related to the topic given. In the third part, it is followed by formative assessment to check your comprehension about *Report Text* (Classifying report and Compositional report). In the final section, we also provide reflective summary where you can reflect your learning process using this module.

## B. MAIN SECTION

### 1. Learning Outcomes

#### Attitude

Having learnt the material, the students are hopefully able:

To internalize, uphold, and put into action religious, moral, and ethical values, integrity, accountability, independence, tolerance, care, mutual respect, peace, collaboration, and nationalism.

### **Knowledge**

- a. To analyse the contextual differences and similarities between a number of report texts in regard to **the social function**, by showing the evidence from the material (expressions, sentences, paragraphs, etc.), in fluent and lexicogrammatically accurate spoken as well as written English.
- b. To analyse the contextual differences and similarities between a number of report texts in regard to **the text structures** by showing the evidence from the given materials (expression, sentences, paragraphs, etc) in fluent, lexicogrammatically accurate spoken and written English.
- c. To analyse the contextual differences and similarities between a number of report texts in regard to the **lexicogrammatical features**, by showing the evidence from learning materials (expression, sentences, paragraph, etc) in fluent and lexicogrammatically accurate spoken and written English.

### **Skills**

- a. To get detailed information of written or spoken report texts with contextually different social function, text structures, and lexicogrammatical features.
- b. To make inferences of written or spoken report texts with contextually different social function, text structure, and also lexicogrammatical features.
- c. To evaluate the written or spoken report texts with contextually different social function, text structure, and also lexicogrammatical features.
- d. To produce or construct the written or spoken report texts with contextually different social function, text structure, and also lexicogrammatical features.

## 2. Learning Material and Learning Activities

Learning materials in this activity will be divided into two parts. Those are Key Features of the text, such as : definition, social function, generic structure, and Learning Activity. Study them carefully and do each of the tasks that follows.

### Key Features of Report Text

#### a. Definition

Do you still remember what report text is in general? As you have studied in LA 3 about classifying and compositional report texts, now you are learning other kinds of report texts dealing with comparative and historical reports.

#### Task 1

Watch the video 1 below. This video is an example of *report text* in spoken form. Can you identify what type of report text it is and what is the definition of the report text?

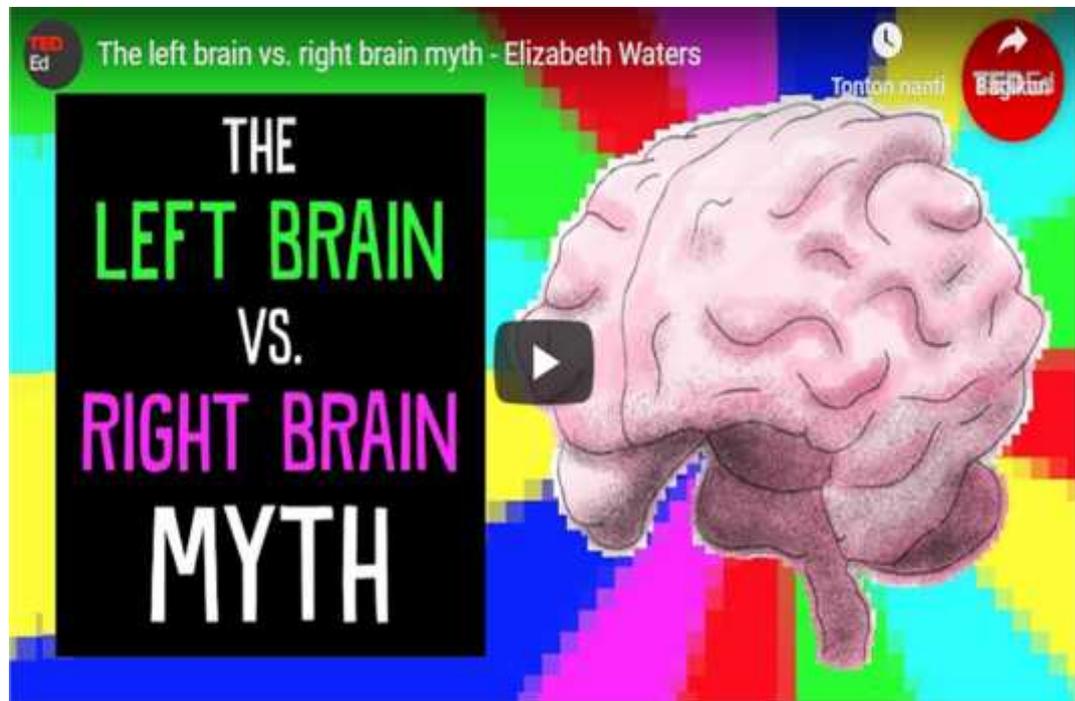
Video 1



Source: <https://youtu.be/OGqAM2Mykng>

This is another example of spoken report text given in Video 2.

Video 2



<https://youtu.be/ZMSbDwpIyF4>

## Task 2

After watching *Video 1* & *Video 2* above, now you answer these questions:

Are they comparative or historical reports?

What are the topics of spoken report texts in Video 1 & video 2?

Please identify the differences and similarities between Video 1 & Video 2 :

Report texts	Topic	Similarities	Differences
Video 1			
Video 2			

### **b. Social Function**

In regard to the purpose of a report text, there are different types of Report Texts 1 and Report Text 2. In this Learning Activity 4, the report texts are called *comparative report* and *historical report*. It can be differentiated through the following table :

Genre	Social Function
Comparative report	To identify the similarities and differences between two or more classes or things
Historical report	To give information about the way things were in relation to a particular historical period or site.

### **Task 3**

The following video 3 provides you another example of spoken report text. Please watch the video and analyse the content!

Video 3



Source: [https://youtu.be/fUDDsZ2I\\_gk](https://youtu.be/fUDDsZ2I_gk)

After watching *Video 3* below, answer the following questions:

- What is the type of report text ? Why do you think so?
- What is the purpose (social function) of *Video 3*?
- Who built Windsor Castle?

Do you think *Video 4* belongs the similar type of report text as *Video 3*?

Please identify the purpose of *Video 3* and *Video 4*.

Video 4



Source: <https://www.youtube.com/watch?v=R11MpMvleO0>

#### **Task 4**

After watching all videos (no. 1,2, 3 and 4) decide what information the speakers want to give to the listeners or viewers. Then complete the following table :

Type of text	Social Function			
	Video 1	Video 2	Video 3	Video 4
Comparative report				
Historical report				

**c. Generic Structure**

On the basis of content, *Comparative reports* are typically structured as follows:

- General Statement :  
It introduces entities to be compared
- Description:  
It contains the systematic analysis of similarities and differences

On the other hand, *Historical reports* are typically structured as follows:

- General Statement  
It Identifies historical period or site  
And it defines and locates in time and place
- Description
  - ✓ Features or characteristics
  - ✓ Activities
  - ✓ Behaviours
  - ✓ Artefacts
  - ✓ Historical significance

(Source: Derewianka 2016, p.168-171)

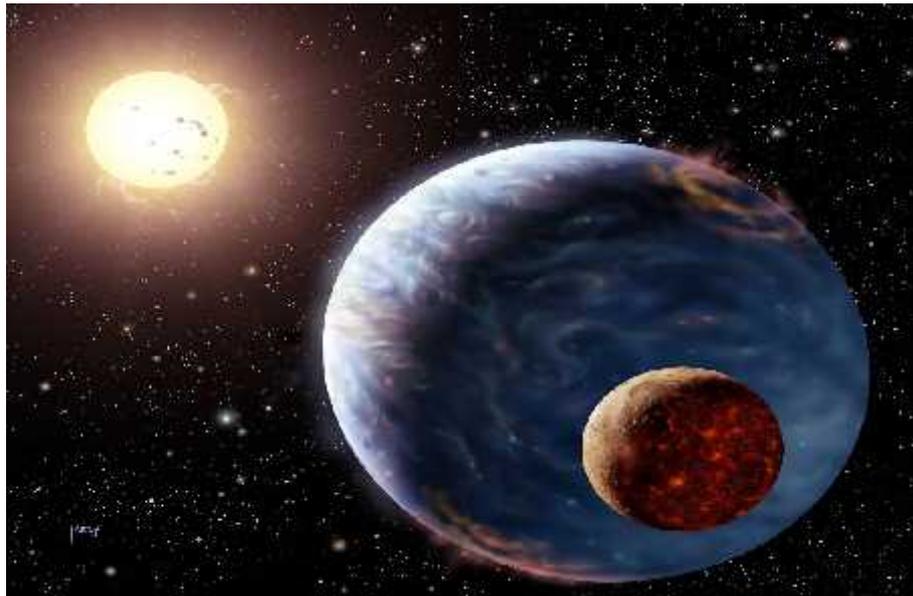
For further explanation, some examples of comparative and historical report texts are available below. Now you can observe the generic or text structure found in the following written report texts

### Example of Comparative Report Text

Please read and comprehend the content of the written text below and do the exercise! Why do they belong to comparative report text? Give your reason.

#### **Text 1**

##### **Stars and Planets**



Our solar system comprises the sun (a huge star) and all the planets orbiting it as well as other material. Have you ever wondered what the difference is between a star and a planet?

The basic distinction is that a star gives off light while a planet only reflects light. A star is a ball of gas. Pressure at the centre of the star causes a nuclear fusion reaction to start. This fission burns and creates light for millions of years. A planet is a spherical ball of rock or gas that is usually found orbiting a star. Over time a star will eventually change properties and become a planet but a planet will remain relatively unchanged.

When observing planets and stars through a telescope, several differences can be seen. Stars appear to twinkle whereas brighter planets don't. The closer, larger planets appear as disk-shaped; in contrast, the stars tend to be points of light.

Source: Derewianka 2016, p.169.

## Text 2

Read the other example of *comparative report* text below!

### Yoga and Pilates



What is the difference between pilates and yoga?. It is a question asked by many, as they seem so similar in a number of ways. They are both extremely popular.

Pilates and yoga offer stress relief, build physical strength, improve endurance and balance and promote flexibility, coordination, and good posture. They both are similar in part because the creator Pilates studied yoga and was inspired by the concept of unifying mind, body, and spirit. However, as similar as they are, they do have differences.

Yoga offers more of a spiritual component by creating a meditative environment during classes, and while yoga poses will develop core strength, yoga is more stretch and flexibility oriented. Pilates also has a mind-body component, but it places an emphasis on the core of the body and how the core impacts the rest of the body.

Movements are different as well. Movement through yoga asanas (poses) improves flexibility, coordination, and balance. Pilates is a more structured workout where we will be moving through a series of exercises that focus on toning the body with low-impact exercises. All pilates movements initiate from the “powerhouse”, which is the pilates term for the abdominals, lower back, hips and buttocks.

In addition to Pilates mat work, Pilates offers exercise movements with pilates exercise machines, such as the reformer, a spring-based resistance machine. There are no machines in yoga, although yoga has introduced some equipment into classes, such as straps, blocks, and bolsters.

Both yoga and pilates coordinate breathing with their movements, but they differ in their methods. Yoga uses various breath control techniques, the most common being inhaling and exhaling through the nose. Pilates also encourages awareness of breathing, but there are not different breathing techniques. Practitioners consistently inhale through the nose and exhale through the mouth throughout the exercise movements.

Yoga offers diversity in its presentations. There are many different styles of yoga, ranging from relaxing meditative to more physically demanding movements. There are different levels of pilates from beginner to advanced, but there are no different styles involved.

Source:

[https://www.tampabay.com/news/health/Pilates-Yoga-A-look-at-the-similarities-differences\\_169861951/](https://www.tampabay.com/news/health/Pilates-Yoga-A-look-at-the-similarities-differences_169861951/)

### **Task 5**

Identify the Generic Structure of text 1 (*Stars and Planets*) above by filling the paragraphs of the text

Stages and phases	Content
<b>Title</b>	Stars and Planets
<b>General Statement</b> <i>Entities</i>	
<b>Description</b>	
<i>Similarities and differences in terms of light production movement</i>	
<i>Appearance</i>	

### Task 6

Identify the text structure of report text 2! Fill the following table based on the content of the text 2

Stages and phases	Content
<b>Title</b>	Yoga and Pilates
<b>General Statement</b> <i>Entities</i>	
<b>Description</b>	
<i>Similarities and differences in terms of .....</i>	
<i>Appearance</i>	

### **Example of Historical Report Text!**

Read and observe the text 3 below and give the reason why it is called *Historical Report text* !

#### **Text 3**

#### **The Australian Goldrushes**



The Australian goldrushes are significant in Australian nineteenth-century history. The first verified discovery of gold was around Bathurst, New South Wales, in 1851. Goldfields were then established in areas around the nation. People came from all over the world with the intention of striking it rich. Between 1845 and 1896 Australia's population more than doubled, going from 400.000 to 1.000.000 people.

At first, goldfields were established in rough environments alongside rivers. As the claims of success and wealth grew, the sites became busy. The surroundings became huge campsites housing prospectors and their families as well as tradespeople attracted by other work prospects. People lived in tents at first; later, huts made from wood, canvas, and bark were common. Over time the goldfields became towns and cities. At the start of goldrush site, there were very few roads, meaning that everything had to be carried in from the surrounding townships. As the site developed, people traveled on horseback or

wheeled their possessions in barrows.

While it was the opportunity of striking it rich that attracted many, other people stayed for the other job opportunities. Mostly, the people who flourished at the goldfields were the tradespeople selling food and equipment and the landowners selling land to people for homes. The diggings also provided employment in services, such as laundry, inns, boarding houses, and even hospitals. Health and hygiene became an issue on the diggings. People lived on a basic diet of damper, tea, and mutton, which didn't provide the necessary nutrition and variety. Sewage was not correctly disposed of, and as a result, clean drinking and washing water became contaminated. In addition to this, diseases and epidemics were brought to the diggings by the people arriving from overseas by ship. While there were doctors and nurses, they could not deal with the numbers so many people died from illnesses such as dysentery and typhoid. The goldrushes played an important role in building the Australian nation. They were responsible for diversifying an economy formerly based on wheat and sheep. The influx of immigrants contributed to a multicultural society. The heritage of the goldrush era is still apparent in many of the public buildings in cities such as Bathurst and Ballarat.

Source: Derewianka 2016, p. 172

#### Text 4

Read another example of *historical report* text below!

##### A Brief History of Bandung City



Bandung city is one of developed cities in Indonesia. The progress of the development in Bandung not only supported by good infrastructure, but also from the world of education, tourism, and the world of fashion. For most of both local and foreign tourists, Bandung is a lovable place that should be the list of places to visit.

The word “Bandung” comes from the word *bendung* or dam since the Citarum river covered by lava of mount Tangkuban Perahu. Then, it formed a lake. The legend told by old people in Bandung said that the name “Bandung” taken from water vehicle consisting of two boats which were tied side by side called the Bandung Boat used by the Regent Bandung, R.A. Wiranatakusumah II. It was used to navigate Citarum in searching new district to replace the old capital of Dayeuhkolot.

Originally Bandung regency capitalized in Krapyak (now Dayeuhkolot) which is located about 11 kilometers to the south from the center of Bandung now. When the district of Bandung was led by the 6<sup>th</sup> bupati, RA Wiranatakusumah II (1794-1829) who known as “Dalem Kaum I”, the power of Indonesia was moved to the Dutch Government, with the first general governor

was Herman Willem Daendels (1808-1811). To smoothly carry out its duties in Java, Daendels built the Post Road (*Groote Postweg*) from Anyer in West Java to Panarukan in East Java (approximately 1000 km). The construction of the highway was carried out by the local people of Indonesia under the leadership of their respective district heads.

For the ease of the road construction, Daendels via letter dated on May 25, 1810 requested the Regent of Bandung and the Regent of Parakanmuncang to move the district capitals, respectively to Cikapundung and Andawadak (Tanjungsari), approaching Jalan Raya Pos. Apparently Daendels didn't know that long before the letter came out, the regent of Bandung had planned to move the capital district of Bandung. He had even found a good enough and strategic place for the central government. The chosen place is an empty field of forest, located on the western edge of the Cikapundung River, the southern edge of Jalan Raya Pos being built (the downtown Bandung now). The reason for the removal of the capital is the unfitted Krapyak as the capital of government, because it is located on the southern side of Bandung area and often hit by flooding when the rainy season.

Paris van Java is the name in the Dutch colonial era for the city of Bandung which was given around 1920 – 1925. Historically, the city of Bandung was famous for its natural beauty and coolness of the air. This atmosphere is highly favored by the Dutch colonial people. Moreover, the equal geographical similarity between Bandung and the southern region of France had successfully attracted the European. Finally, the Dutch make the development of the city of Bandung to be a beautiful settlement complete with the means to meet the needs of its citizens.

Bandung today has made a lot of difference. Several tourist areas including shopping centers and factory outlets are also scattered in this city, such as in the area of Jalan Braga, Cihampelas area, Cibaduyut with craftsmen shoes and Cigondewah with textile traders. Dozens of shopping centers are spread across the city of Bandung, some of which are Plaza Bandung Palace, Bandung Supermal, Cihampelas Walk, Paris Van Java Mall, and Bandung

Indah Plaza. While some areas of traditional markets are quite famous in this city include Pasar Baru, Gedebage Market and Andir Market.

Source: <https://factsofindonesia.com/history-of-bandung-indonesia>

### Task 7

Identify the language features of text 4 by considering the following aspects and give the evidences from the text

#### d. Language Features

- Generalised participants are initially represented in simple noun groups (E.g: *Stars and Planets* in text 1)
- **Relating verbs** that link an entity with its attributes
- Timeless **present tense** (with the exception of an historical report)
- Attitudinal vocabulary is unusual as the emphasis is on facts rather on opinions

Language features	Examples from Text 4
Participants ( title)	
Relating verbs	
Present tense and past tense	
Vocabulary as the emphasis on facts rather on opinions	

### Task 8

In English class, as a teacher you want to teach listening skill. Please make a scrip of a report text about animals. You want to compare *a cat and a tiger* in your

comparative report. First, you introduce entities to be compared. Then, you describe the systematic analysis of similarities and differences between a cat and a tiger. At last you record your voice using audio file by considering the following speaking descriptors and send it to your instructor.

No	Speaking elements	Descriptors
1.	Fluency	<ul style="list-style-type: none"> <li>a. Speaking normally</li> <li>b. Speaking without hesitation</li> <li>c. Spaking without too many stops</li> <li>d. Speaking without too many fillers</li> </ul>
2.	Acuracy	<ul style="list-style-type: none"> <li>a. Speaking with full range of structure naturally and appropriately</li> <li>b. Speaking with full flexibility of vocabulary</li> <li>c. Speaking with natural and accurate idiomatic language</li> </ul>
3.	Appropriateness	<ul style="list-style-type: none"> <li>a. Speaking with a right topic</li> <li>b. Speaking with right phrase</li> <li>c. Speaking with a right way</li> </ul>

### Task 9

In another way, you can use your script above to be a well organized written report text that will be used for reading exercise. You need to elaborate the descriptions of the animals ( a cat and a tiger) systematically and scientifically and consider the following writing descriptors.

No	Writing Elements	Descriptors
1.	Task Response	<ul style="list-style-type: none"> <li>a. fully addresses all part of the task</li> <li>b. presents a fully developed position</li> <li>c. fully extended and well-supported ideas</li> </ul>
2.	Coherence and Cohesion	<ul style="list-style-type: none"> <li>a. skillfully manages paragraphing</li> <li>b. sequences information and ideas logically</li> </ul>
3.	Lexical Resource	<ul style="list-style-type: none"> <li>a. provides wide range of vocabulary</li> <li>b. rare minor errors occur only as “slips”</li> </ul>
4.	Grammatical Range and Accuracy	<ul style="list-style-type: none"> <li>a. provide wide range of structure with full flexibility and accuracy</li> <li>b. rare minor errors occur only as “slips”</li> </ul>

### 3. Discussion Forum

Dear participants, you have learned the materials in L.A.4. Please give your own ideas to response on the topics or threads given in this Discussion Forum. You are also expected to comment on other participants' responses.

1) What have you learned about the materials in L.A.4?

Feel free to respond your friends' comment

2) How will you teach your students about *report text* (comparative report and historical report)?

Feel free to create the process of teaching and the reasons why you have the idea

## C. CLOSING SECTION

### 1. Summary

In this Learning Activity 4, we have learned how to identify *report text* (comparative report and historical report). We also have identified stages and language features of *report text*. In discussion forum, we have learned how to explore report text (comparative report and historical report) in the classroom context. Read the summary of L.A.4 in this powerpoint.



## 2. Reflection

Please write your reflective summary below!

a) In this L.A.4 activities, I have learned

.....  
.....  
.....

b) The key features of report text (comparative report and historical report) are

.....  
.....  
.....

c) What I like most about L.A.4 activities is/are

.....  
.....  
.....

d) I like it because

.....  
.....  
.....

e) What I need to improve or learn more is/are

.....  
.....  
.....

### 3. Formative Test

Read the text below and choose the correct answer!

#### The History of Graffiti



The first drawings on walls appeared in caves thousands of years ago. Later the Ancient Romans and Greeks wrote their names and protest poems on buildings. Modern graffiti seems to have appeared in Philadelphia in the early 1960s, and by the late sixties it had reached New York. The new art form really took off in the 1970s, when people began writing their names, or 'tags', on buildings all over the city. In the mid seventies it was sometimes hard to see out of a subway car window, because the trains were completely covered in spray paintings known as 'masterpieces'.

In the early days, the 'taggers' were part of street gangs who were concerned with marking their territory. They worked in groups called 'crews', and called what they did 'writing' – the term 'graffiti' was first used by *The New York Times* and the novelist Norman Mailer. Art galleries in New York began buying graffiti in the early seventies. But at the same time that it began to be regarded as an art form, John Lindsay, the then mayor of New York, declared the first war on graffiti. By the 1980s it became much harder to write on subway trains without being caught, and instead many of the more established graffiti artists began using roofs of buildings or canvases.

The debate over whether graffiti is art or vandalism is still going on.

Peter Vallone, a New York city councillor, thinks that graffiti done with permission can be art, but if it is on someone else's property it becomes a crime. 'I have a message for the graffiti vandals out there,' he said recently. 'Your freedom of expression ends where my property begins.' On the other hand, Felix, a member of the Berlin-based group Reclaim Your City, says that artists are reclaiming cities for the public from advertisers, and that graffiti represents freedom and makes cities more vibrant.

For decades graffiti has been a springboard to international fame for a few. Jean-Michel Basquiat began spraying on the street in the 1970s before becoming a respected artist in the '80s. The Frenchman Blek le Rat and the British artist Banksy have achieved international fame by producing complex works with stencils, often making political or humorous points. Works by Banksy have been sold for over £100,000. Graffiti is now sometimes big business.

Source: <https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/history-graffiti>

- 1) The type of report text above is.....
  - a. Classifying report
  - b. Compositional report
  - c. Historical report
  - d. Comparative report
  
- 2) What is the social function of the text above?
  - a. To give information about the way things were in relation to a particular historical period or site.
  - b. To describe the effects of nature
  - c. To organise and describe a field or topic according to its part
  - d. To organise and describe a field or topic into a class and subclass hierarchy
  
- 3) Why was the seventies an important decade in the history of graffiti?
  - a. That was when modern graffiti first appeared.
  - b. That was when modern graffiti first became really popular.
  - c. That was when graffiti first reached New York.
  - d. That was when street gangs were concerned with marking their territory.

- 4) What is a 'masterpiece' in graffiti?
  - a. A really high-quality piece of graffiti.
  - b. A work of graffiti showing the artist's name.
  - c. A new art form from U.S
  - d. A full piece of graffiti, like those seen on Subway trains.
  
- 5) Who coined the phrase "graffiti"?
  - a. The man who was the mayor of New York in the late seventies
  - b. New York gangs who had a lot of Italian immigrant members
  - c. U.S president
  - d. A newspaper and an author.
  
- 6) How did things change after the first war on graffiti?
  - a. It was considered a more serious crime
  - b. Graffiti artists had to find different places to paint
  - c. New York looked a lot cleaner
  - d. It appeared in Philadelphia.
  
- 7) The language feature used in the text above is, EXCEPT...
  - a. Present tense
  - b. Past tense
  - c. Relating verbs link to entity
  - d. Attitudinal vocabulary is unusual as the emphasis is on facts rather on opinions.
  
- 8) What does New York city councillor Peter Vallone say about graffiti?
  - a. Graffiti can be good for cities as long as it is tasteful and conveys positive messages.
  - b. Graffiti can be beautiful if it is done by a skilled artist.
  - c. Graffiti is a crime if the artist does not have permission
  - d. Graffiti is a creativity for young people.
  
- 9) What do the Berlin-based group Reclaim Your City say about graffiti?
  - a. Involving young people in graffiti stops them getting involved with serious crime.
  - b. Graffiti helps the public to own the streets and take control away from advertisers
  - c. Graffiti actually increases the value of property by making the area more attractive.
  - d. Graffiti does represent freedom of speech.

- 10) What is the author's final point?
- Graffiti is not a good way to become a respected artist.
  - Some of the most popular graffiti artists end up being exploited by the art world.
  - Graffiti does represent freedom of speech
  - Graffiti has now become mainstream and can make artists a lot of money.

#### 4. References

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*. Australia: Oxford University Press.

<https://youtu.be/OGqAM2Mykng>

[https://youtu.be/fUDDsZ2I\\_gk](https://youtu.be/fUDDsZ2I_gk)

[https://www.tampabay.com/news/health/Pilates-Yoga-A-look-at-the-similarities-differences\\_169861951/](https://www.tampabay.com/news/health/Pilates-Yoga-A-look-at-the-similarities-differences_169861951/)

<https://factsofindonesia.com/history-of-bandung-indonesia>

<https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/history-graffiti>

#### Formative Test

- C
- A
- B
- D
- D
- B
- A
- C
- B
- D

## SUMMATIVE TEST

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**Read the following text to answer questions number 1-4!**

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. ***It*** is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

Source: <https://englishclas.com/latihan-soal-descriptive-text/>

1. What does the text tell about?
  - a. Gardening
  - b. Rose species**
  - c. How to grow rose plant
  - d. Where to plant rose
  
2. This statement is correct, EXCEPT .....

  - a. Rose is native to Asia
  - b. Rose can be used as ornamental plant
  - c. Rose can be used in perfume
  - d. Rose only has one variant of shape and size**

  
3. It is typically grown.... (paragraph 2). The word “It” refers to .....

  - a. Commercial perfumery
  - b. Beauty
  - c. Rose species**
  - d. Asia

  
4. Based on the text, which statement is TRUE?
  - a. Rose has minor benefit for medicinal uses**
  - b. People grow rose only for beauty
  - c. Rose is not a popular flowering plant
  - d. Rose has less than 100 species

**Read the following text for questions number 5 to 7**

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world’s largest archipelago country. Also called as Nusantara, this country

has more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

Source: <https://englishclas.com/latihan-soal-descriptive-text/>

5. What makes Indonesia one of most populous countries in the world?
  - a. It is located in South East Asia
  - b. Indonesia has more than 17.000 islands
  - c. Indonesia has more than 261 million people**
  - d. Indonesia is rich
  
6. What is the main idea of the paragraph?
  - a. Indonesian is an Asian country which has many cultures, ethnics, as well as people**
  - b. Indonesia is located between Pacific and Indian ocean
  - c. Indonesia is 4th most populous country
  - d. Ethnics and languages make Indonesia rich
  
7. The word “located” can be best replaced by .....

  - a. Situated
  - b. Surrounded**
  - c. Happened
  - d. Allocated

**Read the following text for questions number 8 to 10**

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

Source: <https://englishclas.com/latihan-soal-descriptive-text/>

8. My cat.... (in line 2). The word “my” refers to .....

  - a. Cat
  - b. Mother
  - c. Reader
  - d. Writer**

  
9. Which breed is Shorty?

- a. Half-breed
- b. Persian**
- c. Egypt
- d. Angora

10. What does the writer tell about?
- a. Writer's new hobby
  - b. Family
  - c. Job
  - d. New cat named Shorty**

**Read the following text for questions number 11 and 12**

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a lay including ear to keep the animals warm. It uses its tail for story joy fact. It has webbed feet and the large robbery's net. These are species that are be closer to those of ducks, then to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length whiles the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

Source: <https://englishadmin.com>

11. What animal is being described in the text?
- a. Octopus
  - b. Rhinoceros
  - c. Platypus**
  - d. Mosquitos
12. How much does the Platypus weight?
- a. 0.7 to 2.4 kg**
  - b. 0.7 to 2.5 kg
  - c. 0.7 to 2.6 kg
  - d. 0.7 to 2.7 kg

**Read the following text for questions number 13 to 16**

Snakes are reptiles (cold-blooded creatures). They belong to the same group

as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes).

Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit *burrows*, in thick, long grass and in old logs. A snake's diet usually consists of frogs, lizards, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

Source: <https://englishadmin.com>

13. Since the snakes are cold-blooded, they...
  - a. live on the ground in deserted burrows
  - b. avoid sun-bathing to their skins
  - c. **require the sun's warmth to heat their bodies**
  - d. like sucking the cool blood
  
14. We know from the text that snakes...
  - a. **use their claws to slither along the ground**
  - b. use their legs to climb the tree
  - c. have two legs and claws
  - d. do not like sunlight
  
15. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows,...(paragraph 4). The word "burrows" has the similar meaning with...
  - a. Plough
  - b. Culture
  - c. **Dig**
  - d. Cultivate
  
16. How do flying snakes protect themselves?
  - a. **They fly away**
  - b. They use their fangs they scare their enemies.
  - c. They stretch out their skin
  - d. They eat the other animals.

**Read the following text for questions number 17 and 18**

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D' Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit.

Source: <https://englishadmin.com>

17. What is the monologue about?
- The crowded city
  - The city of light
  - Paris**
  - Notre Dame
18. What has become the symbol of Paris?
- The Louvre
  - The Eiffel Tower**
  - The Cathedral
  - The lovely garden

**Read the following text for questions number 19 and 20**

This museum is located in Ambarawa in central Java. The museum focuses on the collection of steam locomotive. Ambarawa was a military city during the dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport it's troops to Semarang. On may the 21st 1873, the Ambarawa railway station was built on 100,027,500 squares meter land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotive. They were coming to the end of their useful life when the 3 feet 6 inches gauge railway or the Indonesian state railway or Perusahaan Negara Kereta Api was closed. The steam locomotives are parked in the open air next to the original station.

Source: <https://englishadmin.com>

19. What was the Ambarawa called during the dutch colonial government?
- A railway museum
  - A new railway town
  - Steam locomotives station
  - A military city**

20. Why was the Ambarawa railway museum established?
- To build new railway museums.
  - To transport government troops.
  - To preserve the steam locomotives**
  - To build a new government station.

**Read the following text for questions number 21 to 23**

Napoleon is a favorite fish for divers in many regions of the world. The fish can instantly be recognized by its size, color and shape. It is one of the largest reef fish in the world. They can grow up to 230 cm and weigh 190 kg. They have fleshy lips and a hump over the head that is similar to a napoleon hat. The Hump becomes more prominent with age.

Colors vary with age and sex. Males range from a bright electric blue to green or purplish blue. Mature males develop a black stripe along the sides, blue spots on their body scales, and blue scribbles on the head. Juveniles can be identified by their pale greenish color and two black lines running behind the eye. Females, both old and young, are red-orange on the upper parts of their bodies and red-orange to white yellow.

Napoleon fish are carnivorous and eat during the day. They can be seen feasting on shellfish, other fish, sea stars, sea urchins and crabs, crushing the shells to get the animal within. They also crush large chunks of dead coral rubble with peg-like teeth to feed on the burrowing mussels and worms. Pairs spawn together as part of a larger mating group that may consist of over 100 individuals. The planktonic eggs are released into the water, and once the larvae have hatched they will settle out on the substrate. Adult females are able to change sex but the triggers for this development are not yet known.

The Napoleon is mainly found on coral reef edges and drop-offs. They move into shallow bays during the day to feed, and tend to move into deeper waters as they grow older and large. Adults, therefore, are more common offshore than inshore.

Source: <https://englishadmin.com>

21. What is the text about?
- The description of Napoleon fish**
  - The physical characteristics of carnivorous fish
  - The divers' favorite animals
  - Napoleon's family
22. Where do Napoleon fish move during the day to feed?
- Offshore
  - Onshore**
  - Deeper water
  - Shallow bays
23. Which of the following statements is mentioned in the text?

- a. Napoleon fish tend to move into shallow waters as they grow older and large
- b. Napoleon fish move into deep bays during the day to feed
- c. Adult females are not able to change sex
- d. **The male has more attractive colours than the females**

**Read the following text for questions number 24 to 26**

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Source: <https://englishadmin.com>

24. What is the main idea of the text?
- a. Losari beach is a awful place.
  - b. **Losari beach is a good place to visit.**
  - c. No body visit Losari beach.
  - d. Many visitor on Pantai Gapura Hotel.
25. How many hotels does the writer mention?
- a. Two hotels
  - b. Three hotels

- c. **Four hotels**
  - d. Five hotels
26. Where is Losari beach located?
- a. **Located only about 3 km from the center of Makassar (Karebosi Park).**
  - b. Far away from Losari Beach Inn.
  - c. Near Makassar City.
  - d. Somewhere at Makassar City.

**Read the following text for questions number 27 to 30**

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive. It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red moth, it shows row of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons. Lizard digs a cave with its strong claws in the cave at night.

Source: <https://englishadmin.com>

27. The main idea of paragraph 4 is ...
- a. komodo dragons feed on young dragons.
  - b. **komodo dragons are carnivorous and also cannibals**
  - c. komodo dragons are cannibals because they hunt other animals.
  - d. komodo dragons are carnivorous because they eat eggs, meat and rodents
28. Which of the following is not the characteristic of a komodo dragon?

- a. **Rows of red teeth**
  - b. Short, strong legs
  - c. A long heavy tail
  - d. Strong claws
29. The writer's purpose in writing the text is ...
- a. to retell the events in Komodo Island.
  - b. to inform about classification of komodo.
  - c. **to describe about komodo dragon in general.**
  - d. to persuade reader to keep komodo habitat
30. Komodo dragons are cannibals because ...
- a. they hunt deer, wild pigs, water buffaloes and even horses.
  - b. **they prey on young ones as well as old and sick dragons**
  - c. they feed on eggs, lizards, snakes and rodents.
  - d. they eat anything they meet.

#### ANSWER KEY

- |       |       |       |
|-------|-------|-------|
| 1. B  | 11. C | 21. A |
| 2. D  | 12. A | 22. B |
| 3. C  | 13. C | 23. D |
| 4. A  | 14. A | 24. B |
| 5. C  | 15. C | 25. C |
| 6. A  | 16. A | 26. A |
| 7. B  | 17. C | 27. B |
| 8. D  | 18. B | 28. A |
| 9. B  | 19. D | 29. C |
| 10. D | 20. C | 30. B |

# FINAL ASSIGNMENT

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## Modul 3 : English for Social Communication

1. Make a description of your best teacher colleague with regard to her/his physical and mental appearances.
2. Write a description of one of the tourism places in your region that you like best. And describe the place as interestingly as possible in order to attract the local visitors to come. Record your voice as if you were a tourism guide who wants to promote the place in your region.
3. Make an informational report of an animal in general, for example: bird, cat, dog or others. Choose one of them that you like better. Find the classification of the animal by getting more information through observation of the pets in a bird market or reading books.

This informationa report is given as an example :

Stages and phases	cotent
<b>Title</b>	Red-bellied piranha
<b>General statement</b> <i>Entity classification</i>	The red-bellied piranha is a type of fish that lives in the Amazon River
<b>Description</b> <i>Features</i>	It has an orange belly, grey back, and very sharp teeth set in strong jaws. It grows up to 33 centimetres in length
<i>Diet</i> <i>Behaviour</i>	The red-bellied piranha hunts in shoals of 20–30 fish. They feed on a diet of fish, insects, snails, plants, and river animals. They hide in vegetation in order to ambush prey, and they also chase

	prey and scavenge for food. The younger, smaller fish hunt by day, and the older, bigger fish hunt at dawn and dusk
<i>Reproduction.</i>	The female lays a clutch of up to 1000 eggs.
<i>Life expectancy</i>	Piranhas can live for about 10 years.

