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A P P E N D I C E S



STAY HEALTHY

Learning Materials :

- Asking for and giving advice
- Modal: should
- Words related to health problems

STARTING UP

What do you do to stay healthy? Put a check by the activities you usually do.

- ☐ Eat fruits and vegetables
- ☐ Do jogging every morning
- ☐ Do exercise twice a week
- ☐ Drink lots of water every day
- ☐ Play basketball
- ☐ Consume less salt and sugar
- ☐ Eat breakfast





D. READ

1. Do you know what to say when you ask for and give advice? Read the dialog below carefully.

Hans : What's up, Eni?

Eni : I feel horrible. I have a cold.

Hans : Is your throat sore?

Eni : Yes. I think it's because I have a bad cough.

Hans : Have you taken any medicine?

Eni : Yes, I have. What should I do now?

Hans : If you still don't feel well tomorrow, you should go to the doctor.

Eni : Okay.



2. Based on the dialog above, put a check mark (✓) by the correct answers.

- Eni has a

☐ toothache
 ☐ cold
 ☐ stomachache
- Eni's throat is sore because

☐ she eats too much
 ☐ her stomach is sick
 ☐ she has a bad cough
- Hans urges Eni to

☐ go to the doctor
 ☐ go to the dentist
 ☐ eat healthy foods

3. Did you notice the phrases used for asking for and giving advice in the dialog above? What are they? Write those phrases below.

- Ask for advice : _____
- Give advice : _____

4. Now, read the dialog below and answer the questions. Discuss the answers with your friends and teacher.

Ria : I have a headache.

Randi : Oh, dear. You're too tired. You should relax for a while.

Ria : I'm afraid I can't. I've gone to sleep so late every night these past several weeks to prepare for the exam. I also take some additional courses almost every afternoon.

Randi : But you look so tired. Your face is very pale, and your eyes look so dull.



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Ria : I know. Don't worry. I can still handle it. Thanks for your concern.
 Randi : Alright, then. Take a break as soon as you can.
 Ria : Sure.
 Randi : I think you should also eat some nutritious food to keep yourself healthy.
 Ria : I will.

Questions

- Who gets a headache?
- What causes the headache?
- What does Ria look like?

5. Again read the complete dialog above. Then, identify which phrases express giving advice. Discuss them with your friends and teacher.



COMMUNICATION STEPS

Asking for Advice

Read and study the dialog below again.

Eni : Yes, I have. What should I do now? (Ask for advice)

Hans : If you still don't feel well tomorrow, you should go to the doctor. (Give advice)

Here are the other expressions you can say to ask for and give advice.

Asking for advice	Responses (Giving advice)
• What do you think I should do?	• I think you should go to the doctor.
• What do you suggest?	• If I were you, I would go to the doctor.
• What should I do?	• Maybe you should go to the doctor.
• What's your advice.	• Why don't you go to the doctor to check your health?

6. Discuss other expressions used to ask for and give advice. Do it with your friends and teacher.

7. Practice giving advice by matching the problem with the solution.

Problem	Solution
(1) I have a toothache.	(a) You should take some painkillers.
(2) I have a headache.	(b) You should go to bed.
(3) I have cut my finger.	(c) You should drink some hot milk.
(4) I can't sleep.	(d) You should see a dentist.
(5) I have a cold.	(e) You should put on a bandage.

Answer the question correctly.
 The following dialog is for questions number 17 to 20.

Via : Oh, I hate my hair. Every day is a bad day!
 Jane : What's wrong with your hair? I think it looks good.
 Via : No, it isn't, Jane. It's so dry and it's never shiny.
 Jane : Well, how about trying a different shampoo?
 Via : I have a new one and it doesn't work. Oh, what should I do, Jane?
 Jane : Why don't you check The Teenage Years website? They always have a lot of advice about health and beauty problems. Wait a moment. I'm sitting in front of my computer. I'll look it up for you.
 Via : Thanks, Jane. That would be great.
 Jane : Here is something. It says to use baking soda. Try using baking soda when you wash your hair next time.
 Via : Baking soda! It sounds horrible!
 Jane : Well, then, if I were you, I'd stop worrying about it.

Source: www.eslprintables.com/grammar/worksheets/instructions/giving_advice/Giving_Advice_18.pdf

17. What's wrong with Via?

18. Jane uses different ways to advise Via. What are they?

19. Try to change Jane's phrases of giving advice using 'should'.

20. When you have a problem, do you ask your friends for advice? Why? Why not?

UNIT 2

ANY MESSAGE?

Learning Materials :

- Short messages
- Imperative
- Words related to public places

STARTING UP

Look at the examples of text speak and match them to their translations.

☐ 2DAY	☐ NO1	a. no one	e. love
☐ B4	☐ SUM1	b. laugh out loud	f. before
☐ LUV	☐ THNX	c. someone	g. today
☐ LOL		d. thanks	

Source: d12jofbmge05s.cbudf

B. READ AND DISCUSS

1. Read the email message below.

New message

To: Clare123@mesg.com

Subject: Birthday party invitation

Hi, Clare. It's me. How's it going? I guess you're at school and you don't have your phone on, right? First of all, I would like to say thank you. Thank you for the birthday card and message. I received it this morning. That's so nice of you. I'm organizing a little party for my birthday. It's nothing very big – only a few of my best and closest friends. That includes you of course! We're going to have it at a restaurant near my house. I'd love to see you there. It's going to be this Friday. See the attachment for how to get to the station near the restaurant. OK? Call me when you get there, and somebody can pick you up in a car. I can't wait. This is going to be so great!

Anyway, have fun at school. Talk soon.

Warm hug,
Vivian

Send
A
📎
🖼️
🗑️
☰

2. Answer the questions below based on the email above.

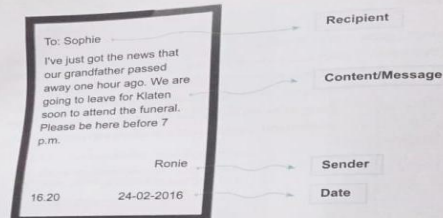
- Who is the email from?
- Who is the email for?
- What is the email about?
- When will the birthday party be held?
- Where will the birthday party be held?
- What should Clare do when she gets to the station?

Unit 2 Any Message?

3. A short message is a form of written communication similar to a letter, but without any formal address at the beginning. Its purpose is to communicate in a brief format. Pay attention to the general structure of a short message given below.

A short message must contain:

- Sender's name
- Recipient's name
- Date
- Content



4. Read the message below and discuss the answers to the questions.

To : 987-9876

Dear, sir. My name is Andy. I'm one of the winners of your event at Ambarukmo Plaza. I'd like to claim my prize. The announcement said that the prizes could be collected on any weekday. I want to collect mine today. What is a convenient time to do so?

Please, reply. Thank you,

10.15 17-10-2017

Questions:

- Who is the sender of the short message?
- What is the tone of the short message? (Formal, informal, angry, or happy)
- Can you guess roughly when the short message was sent?
- Is the sender of the short message in a hurry? How do you know?
- What is the purpose of the first paragraph of the short message?

C. GRAMMAR

1. Read the short message below. Then, answer the questions.

334 100%

Are you still in the supermarket, Dewi?

3:37

Yes, Mum? What's up?

3:38

Buy me a kilo of flour, please.

3:38

Sure. What else?

3:39

That's all. Thanks, dear.

3:40

Type a message

Questions:

- Where is Dewi?
- What does Dewi's mother ask Dewi to do?
- What does Dewi's mother say to ask for help from Dewi?

2. Read and study the following explanation about imperative sentences.

Look at the message "Buy me a kilo of flour, please." The sentence "Buy me a kilo of flour, please." is called an imperative sentence. An imperative sentence typically begins with the base form of a verb (verb-1), as in:

Get me some water.
Leave that cat alone!
Go to the store for me.

Pattern: V-1+ Object/Adverb

The subject of an imperative is always "you", but it is only implied rather than written.

You) get me some water.
You) leave the cat alone!
You) go to the store for me.

Complete the sentences with the correct words.
The following text is for questions number 13 to 16.

Nov. 29, 2022

Mike
I'm so sorry, Diana. I must make you disappointed today due to my absence from your birthday party. I had to accompany my mom to have her health checked at the hospital. She just had a mild heart attack. But you don't have to be worried. Everything has been handled. Thanks for your understanding.

13:14

13. Mike sent his message at
14. Mike went to the
15. Mike could not go to Diana's
16. Mike could go because

Answer the questions correctly.
The following text is for questions number 17 to 20.

2:23
Hello Ryan, thanks for coming to our English tryout yesterday. The Monday class is full but there are spaces on Wednesday or Thursday at 9:15 - 11:45. The classes start next week. Please reply to let us know which class you want to come to.
Thank you, Aaron, Haltown English Course.
10:15 Mon, July 29, 2019

17. Who texts the message?
18. To whom was the message texted?
19. What is the message about?
20. When was the message read?

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UNIT 3

ANIMALS ARE ADORABLE

Learning Materials -
- Adjectives to describe animals
- Descriptive text
- Words related to animals

STARTING UP

There are many kinds of animals. Some are taken care of at home and some are raised on farms. Others live in seas, deserts, or forests as wild animals. Categorize the following animals as pet, farm, and wild animals.

rabbit duck goat chicken
cat dog tiger parrot lion
horse elephant snake gold fish cow crocodile

• **Description**
It contains a description of a person, place, animal, or object by describing its features, forms, colors, or anything related to what is being described.

4. Now, look at the table below. It is the structure of the descriptive text above.

Text Structure	Text
Identification: Giraffe	Hi! My name is Melisa. Last Sunday, my family and I went to the zoo. I saw a giraffe and its kid. The baby giraffe is called a calf.
Descriptions:	
Feature 1: <i>Characteristics</i>	A giraffe has a very long neck and four long legs. This helps it to eat the leaves of tall trees. It has a unique brown and white pattern on its coat. It has two small ears. Giraffes do not have wings. They cannot fly. They also cannot swim.
Feature 2: <i>Food</i>	Giraffes are plant eaters. They can reach leaves at the top of trees. But they do not eat grass. It is very hard for them to reach the ground because their neck is stiff. To drink, a giraffe must spread its legs far apart to reach down.

5. Read the text below. Try to identify its text structure. You may discuss the following questions with your friends and teacher.

The tiger is the largest of the cats. Tigers are very strong and fierce hunters. Tigers are found in the wild only in parts of Russia, China, and South and Southeast Asia. They live in forests, grasslands, and swamps.

The fur of most tigers can range from light yellow on the belly to deep yellow or orange on the back. Dark stripes cover the head, body, and legs. There are also black rings on the tail.

They can eat other animals, such as deer and wild hogs. They generally avoid large animals, such as elephants and bears. They also try to stay away from people. However, sometimes they attack people to save themselves or because they cannot find other food.

A tiger crouches in the grass and watches its prey before attacking it. It grabs the prey with its paws and bites the animal's neck. Then the tiger drags the dead animal to a safe place and eats it over several days.

Source: www.kids.britannica.com

Questions:

- What animal does the text describe?
- Does the text provide identification?
- Does it create clear identification?
- Does the text describe parts and characteristics of the animal? Identify those sentences from the text.

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Andrew : Yes he's big but very friendly. Do you want to stroke him?
 Ted : Yes, as long as he won't bite me.
 Andrew : Yes, as long as he likes meeting new people.
 Ted : No, he won't. He likes meeting new people. Does he eat a lot?
 Andrew : He is lovely and his fur is so soft. Does he eat a lot?
 Ted : Yes, all the time. I need to go to the pet shop now to buy him more food.
 Andrew : Yes, all the time. I need to go to the pet shop now to buy him more food.
 Ted : Yes, that would be interesting. Let's go.

13. The dog belongs to
 14. The dog's name is
 15. The dog is very
 16. The dog's body is

Answer the questions correctly.
 The following text is for questions number 17 to 20.

This tiger's name is Zigi. It is a male tiger. It belongs to a zoo. Zigi has a long body and a short neck. He has a firm head with a short muzzle that contains a set of sharp teeth. His length is about 2 meters long and with a tail length of one meter. Zigi's fur is orange with black and white strips. He has large front paws with long sharp claws. He uses his paws to bring down his prey. Zigi also makes lots of sounds. He chuffs and chuffing to me. In human speech, when a tiger chuffs at you, he is greeting you. A friend would say, "Hello! I am happy to see you!" Zigi likes to prance with his tail.

17. What do Zigi's claws look like?
 18. How long is Zigi?
 19. Where does Zigi live?
 20. Do you think the zoo is the best place for Zigi? State your reasons.

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LEISURE ACTIVITIES

Learning Materials :

- Inviting others
- Ask for and give permission
- Modal "may"

STARTING UP

What do you like doing in your free time?

☐ Painting	☐ Taking photos
☐ Listening to music	☐ Going to the movies
☐ Meeting friends	☐ Singing
☐ Hanging out	☐ Riding a bicycle
☐ Dancing	☐ Playing the guitar



Source: iStock

4. Read the dialogs below.

Dialog 1

Winda : Have you had breakfast yet?
 Vera : No. Have you?
 Winda : No, I haven't. Are you hungry?
 Vera : Yes, I am. Let's go out and get something to eat.
 Winda : OK, that sounds good. My aunt has a breakfast cafe nearby.
 Vera : Great. Let's go there.
 Winda : OK, let's go.

Dialog 2

David : Would you like to go with me to Diana's birthday party next Sunday?
 Terry : Sure, I'd like to.
 David : Great.
 Terry : What time is the party?
 David : The party is at 7.00 p.m., so I will pick you up at 6.30.
 Terry : Okay. Do I need to bring a present with me?
 David : No, I'll take care of it.
 Terry : Okay, then. See you next Sunday.

5. Based on the dialog above, answer the following questions. You may discuss the answers with your friends and teacher.

- Who is doing the inviting in the Dialog 1?
- What does Winda ask Vera for?
- What is Vera's response?
- What does David say to invite Terry?
- What does David invite Terry for?
- What is Terry's response?
- If you are Vera and Terry, what would you say if you refused Winda and David's invitations?

6. Read again the following expressions taken from the dialogs above. Rewrite the expressions in other ways to invite someone to do something.

- Let's go out and get something to eat.
- Would you like to go with me to Diana's birthday party next Sunday?

Unit 4 Leisure Activities





F. LISTEN AND IDENTIFY

1. Listen to the following dialog. Then, answer the questions.

Mom : Can you wash the dishes, please?
 Liza : I'm sorry, I can't. I have to do my homework.
 Mom : Oh, Well, go and start doing your homework now.
 Liza : Mom ... May I go to the movies with Kerry later?
 Mom : Sorry, you can't. You just told me that you have to do your homework!
 Liza : But I don't have much homework to do.
 Mom : Of course! But can I go out with her after that?
 Liza : Of course! But can I go out with her after that?
 Mom : Mmm ... OK. Yes, you can.
 Liza : Thanks, Mom.



Questions:

- What does Liza's mother ask her to do?
- Why can't Liza wash the dishes?
- Where is Liza going to go?
- Does her mother permit her to go? Why not?
- What does Liza's mother ask her to do first?

2. Identify how Liza asks for permission from her mom. Write the expressions of asking for permission and their responses.



COMMUNICATION STEPS

Asking for Permission

Asking for permission means you want to do something, but you need someone else to say that you can.

Asking for permission	Responses	
	Giving permission	Refusing permission
May I sit here?	Of course.	I'm sorry, but you may not.
Can I borrow your phone to make a call?	Yes, here you go.	I'm afraid that's not possible.
Could I leave now?	No problem.	No, please don't.
Is it okay if we play basketball together?	It's okay. I don't mind.	That's not a good idea.
Would it be okay if I play a computer game now?	Sure.	I have to say no, I'm sorry.

3. Find other expressions for asking for permission. You may discuss them with your friends and teacher.

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Interactive English 2

Complete the sentences with the correct words.
 The following dialog is for questions number 13 and 16.

Made : Would you like to go to the movies?
 Farhan : Yes, I'd love to go. Thank you.
 Made : Are you free on Saturday?
 Farhan : No, sorry. I'm busy on Saturday. But Sunday I'm free.
 Made : OK, we can go on Sunday.

- In their free time, they like to
- Farhan's response to the invitation is
- Farhan is busy on
- They decided to go to the movies on

Answer the questions correctly.

The following dialog is for questions number 17 and 20.

Erni : Oh, no! I forgot to bring my pencil case. May I borrow a pencil, Linda?
 Linda : Sure, Erni, no problem.
 Erni : Is it OK if I borrow your calculator?
 Linda : Not again, Erni! No, sorry. It isn't OK.
 Erni : But Linda, Can I use it, please?
 Linda : I'm joking, Erni. Of course, no problem.
 Erni : Oh, where is my dictionary? It isn't in my bag. May I borrow your dictionary?
 Linda : No, sorry, you can't. I only have this one. And anyway, I will use it in English class today.
 Erni : Well, that's okay.

- What did Erni ask Linda for her permission to borrow?
- Why did Erni borrow Linda's pencil?
- Did Linda permit Erni to use her calculator, too?
- Why didn't Linda permit Erni to use her dictionary??

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Interactive English 2

**UNIT
5**

ATTENTION, PLEASE!

Learning Materials : - Asking for and giving attention
 - Asking for and giving clarification
 - Giving appreciation and compliments
 - Adjectives for giving compliments

STARTING UP

1. You know Garfield, don't you? He is so hilarious! He is so ridiculously funny. Now, enjoy one of Garfield's comic strips below.

2. Why do you think Garfield says, "May I have your attention, please!" What is his intention?

3. "When you own pets, there's never a dull moment." Do you agree?

4. So, do you want to own some pets? What animals would you love to own?

B. READ AND IDENTIFY

1. Read the dialog below. What is the dialog about? Discuss it with your friend.

Teacher : Attention, class!
 Students : Yes, ma'am.
 Teacher : I have an announcement about a Talent Show at our school. Everyone who wants to participate in the show can sign up with me before March 5, and those who want to see the show can get a ticket in the school office.

Ruth : How much do we have to pay to join the Talent Show?
 Teacher : Nothing, It's free.
 Sam : When will the Talent Show be held?
 Teacher : On April 20. It will take place in our school Auditorium at 3 p.m.
 Andre : Excuse me, ma'am. Do we need to pay for the tickets?
 Teacher : No, they are free as well, but the seating is limited. It's better to get the tickets sooner rather than later.
 Andre : When can we get our tickets?
 Teacher : You can start getting them tomorrow.

2. Read the dialog again and decide whether these statements are true (T) or false (F).

- ☐ The Talent Show will be held on March 5.
- ☐ The Talent Show is free for both participants and the audience.
- ☐ The Talent Show will be held in the morning.
- ☐ Everybody is invited to see the Talent Show.
- ☐ Participants can sign up with their homeroom teacher.

3. Read the above dialog again. Discuss the answers to the following questions with your friends.

- Can you find any expressions of asking for attention? What are they?
- What expressions are used to show attention?
- Why does the teacher ask for the class's attention?

Unit 5 Attention, Please!

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Dina : Not yet I'm still confused about some questions especially changing the verbs of an active sentence into passive or vice versa.

Cindy : Oh, that one. Before you change the sentence into passive or active, please make sure what kind of sentence it is, an active or a passive. If it's an active sentence, you need to change the verb 1 into verb 3 or vice versa. Do you get my point?

Dina : I'm not sure I get it. It's still confusing for me.

13. ... has just finished the assignment from Ms. Jenny.

14. Dina is still confused about...

15. "Do you get my point?"
This sentence expresses ...

16. "I'm not sure I get it".
This sentence shows that Dina ...

Answer the question correctly.

The following dialog is for questions number 17 to 20.

Emily : Hi Tom! What are you doing?
Tom : I'm reading a newspaper.
Emily : Any good news?
Tom : I've just read about the full-day school.
Emily : So, what is your opinion about that?
Tom : In my view, it is useful for Indonesian education development. Because if school time is extended until 4 or 5 PM, students will have more time to learn at school. They won't any more waste time doing useless things.
Emily : But, how about the students? Don't you think it will be boring for them? Be in school all day.
Tom : No, if the school can give them more exciting educational activities in the school, I'm pretty sure we, the students, will enjoy our time in the school.
Emily : I think you're right.

17. What are Emily and Tom talking about?
18. What is Tom's opinion about full-day school?
19. Does Emily agree with Tom's opinion?
20. Mention the asking and opinion sentences from the text above!

92 INTERACTIVE ENGLISH 2

UNIT 6 I CAN AND I WILL

Learning Materials :

- Expressions of abilities
- Expressions of willingness
- Modals can, will

STARTING UP

1. Here are some funny comic strips about one's ability and willingness. Guess where the funny part is.

MULTITASKING ABILITY - BY MEURASAPRA

What exactly do you mean when you say you have good multitasking abilities?

I can update my status on Facebook, Twitter, MySpace, LinkedIn and Google Buzz... all at the same time!

HOW ARE THINGS GOING AT THE JOB FRONT?

IT'S COOL... THE PLACE IS FULL OF WILLING PEOPLE...

WHAT DO YOU MEAN BY THAT?

THERE ARE SOME WILLING TO WORK... AND SOME MORE THEN WILLING TO LET THEM.

2. Do you understand the comic strips above? Find other funny stories related people's abilities and willingness. Share these with others.

Complete the sentences with the correct words.
The following dialog is for questions number 13 to 16.

Dodi : Congratulations, Henry. Your performance was excellent. How can you play the guitar so well?
Henry : I have a very good teacher. Also, it's because I practice for at least an hour every day.
Sandy : Can you play any other instruments?
Henry : Yes, I can also play the piano very well.
Sandy : I want to learn the guitar. Will you help me?
Henry : Sure, I'm willing to help you. I'm so glad we have the same interest.

13. Henry can play the guitar so well because
14. Henry is willing to help Sandy because
15. "I can also play the piano very well."
This sentence shows someone's
16. "My uncle has given me one for my birthday present last year."
The underlined word refers to

Answer the question correctly.
The following dialog is for questions number 17 to 20.

Manda : Mother, look here. There's a painting competition for juniors at the Pride Plaza. Can I go in for it?
Mother : Can you draw pictures well enough for the competition?
Manda : Of course, mom. I can draw and paint good pictures.
Mother : That's good. What sort of pictures can you draw?
Manda : I can draw things like a vase, scenery, an elephant, and many more.
Mother : But, you haven't shown me any of your pictures. Will you get some for me?
Manda : Yes, I can. (After a few minutes she comes back with some of her pictures.) Here they are.
Mother : Hmm! That's good! Ah, this is beautiful!
Manda : My teacher says my painting is very good. So, can I enter the competition, please?
Mother : Yes, you can. Good luck!
Manda : Thanks, mum.

Unit 6 | Can and I Will

17. What was Manda excited about?
18. Can Manda draw good pictures for the competition?
19. What sort of pictures can Manda draw and paint?
20. What will Manda get for her mother? Is she willing to do it?

Interactive English 2

UNIT 7

HAPPY BIRTHDAY!

Learning Materials : - Greeting cards
- Congratulation cards

STARTING UP

Match the greetings to the cards. Each card has a different message or greeting. Draw an arrow from the cards to the correct greeting.

1. Birthday card
2. Christmas card
3. Get Well card
4. Wedding card
5. Congratulations card
6. New baby card
7. Good Luck card

- a. Congratulations!
- b. A baby girl!
- c. Happy Birthday
- d. Merry Christmas
- e. Good Luck on your exams
- f. Get Well Soon
- g. Wishing you both every happiness



A. READ AND IDENTIFY

1. Today is Michael's birthday and we're all invited to his party. Michael composes a poem for his invitation card. It is a unique and cheerful poem. Read the poem and answer the questions.

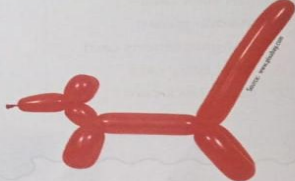
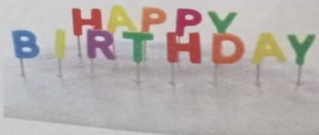


555 Park Avenue West,
will be easy to find.
Please write it down,
if you can't keep it in mind.
It will be a great celebration,
and a wonderful time.
The memories we'll make,
shall be truly sublime.

Cheerfully Invited
It's Michael's birthday,
and we're all very excited.
You are obviously,
cheerfully invited.
The party will begin,
at exactly 6 o'clock.
We can't wait to see you,
to catch up and talk.

Questions:

- a. Who are invited to Michael's party?
- b. Where does it take place?
- c. When does the party begin?
- d. What does the party promise to be?
- e. What does "sublime" mean?

Interactive English 2

- (3) Who sent the card?
 (4) What is the synonym of the word 'joy'?
12. Match the situations given to the correct congratulating expressions.
- | | |
|---|---|
| (1) Your friend will be 14 th next week. | (a) I am sorry to hear about your sickness. Hope you will get better soon. |
| (2) Your aunt has moved to a new house. | (b) Happy birthday! |
| (3) Your grandma is being hospitalized. | (c) Well done! I'm sure you will be a star dancer. |
| (4) Your friend won a dancing competition. | (d) Congratulations on your new house! I wish it will be full of happiness. |

Complete the sentences with the correct words.

The following text is for questions number 13 to 16.

Dear Ani,

Congratulations! I'm really happy to know that you can bring home your first international trophy. I know you are a skillful ballerina. The hard practices have paid off. I'm so proud of you. Let me know when you come back home. I will treat you as a celebration of your victory.

Your aunt,
 Dina

13. The text is about
 14. The recipient of the greeting card is
 15. They will ... when the receiver comes back home.
 16. The expression of congratulation used in text is

Answer the question correctly.

The following text is for questions number 17 and 18.

God bless you on this
 happy day
 And through the future, too,
 And with His loving kindness
 Guard and guide you
 all life through
 With all our love and
 wishes,
 Your parents

Unit 7 Happy Birthday!

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17. To whom is the card being sent?
 18. From whom is the card being sent?

The following text is for questions number 19 and 20.

Bet your head's in the clouds
 and you're walking
 on air.
 You're over the moon
 and you haven't a care ...
 And what's made you
 like this?
 It's not hard to guess
 congratulations
 and much happiness
 On Your
 Graduation

19. Do you think the card is formal or informal? Why?
 20. Why does the card use rhyming words like on the card?

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Interactive English 2

UNIT 8

I HAVE MANY FRIENDS

Learning Materials : - 'There Is' and 'There Are'
- Quantifiers
- Prepositions of Place

STARTING UP

Do you realize that in life there is a bunch of questions of "how many" and "how much"? Those questions do not only ask about the quantity of actions that you do, but also about "how" or "why" you do those actions. Read the following poem and share your opinion about it.

How Many, How Much
How many slams in an old screen door?
Depends how loud you shut it.
How many slices in a loaf of bread?
Depends how thin you cut it.
How much good inside a day?
Depends how good you live 'em.
How much love inside a friend?
Depends how much you give 'em.
- Sheldon Alan Silverstein



Source: shutter

C. LISTEN

Listen as your teacher reads the following short dialogs.

1a

How many people are there at the party?

There are only a few people at the party.

1b

How many books are there on the table?

There are many books on the table.

1c

How much milk is there in the glass?

There is a little milk in the glass.

1d

How many books are there?

There are 20 books.

1e

How much sugar is there in the jar?

There is a lot of sugar in the jar.

2. Listen to the dialog

Mother : How many bottles of milk do we have in the fridge, Dena?
Dena : There are two bottles, Mom, but there's only a little milk left in one of the bottles.
Mother : Let's put milk on the shopping list, then.
Dena : How much butter do we need to make the cake, Mom?
Mother : Two sticks will be enough. Oh, don't forget to buy some oranges for your brother.
Dena : I've already added that to the list.

Questions:

- What items will Mother buy?
- Are there any countable nouns on the list? What are they?
- Are there any uncountable nouns on the list? What are they?
- How many oranges will Mother buy?
- Why does the dialog use 'how many' and 'how much'? What is the difference?



Audio Material

D. READ

1. Read these dialogs carefully.

Dialog 1

Ally : Where is everybody? There are only a few people in the classroom.
 Zack : A lot of them are still gathering at the school gate. There was an accident in front of our school.
 Ally : Oh, my goodness! Did anyone get hurt?
 Zack : Yes, Miss Tammy was hit by a speeding motorcycle. Two teachers are taking her to the hospital now.
 Ally : I hope she is not badly injured.

Dialog 2

Dody : How much money do you have left?
 Ryan : It is not much, but enough for us to have lunch.
 Dody : Excellent. Let's go to the cafeteria and eat.

Dialog 3

Tia : Where did you go last weekend?
 Dino : I went to the zoo.
 Tia : How many tigers are there left in the zoo? I heard some of the tigers were sick.
 Dino : Actually, there are quite a lot. Two tigers have recently given birth, and the sick ones have recovered.

2. Based on the dialogs above, answer the questions below.

- How many people are there in the classroom?
- Where are some students still gathering?
- What happened in front of the school?
- What happened to Miss Tammy?
- Who took Miss Tammy to the hospital?
- How much money does Ryan have left?
- Where will they have lunch?
- Where did Dino go last weekend?
- How many tigers were sick?
- How many tigers had just given birth?

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10. Choose whether the statement is Correct or Incorrect. Check (✓) the proper column.

Statements	Correct	Incorrect
(1) I don't know a little English words.		
(2) He has a few good friends.		
(3) He has a few friends that will help.		
(4) There was little time to finish it.		
(5) She has little time to relax now.		
(6) They have a little money to spend.		
(7) I have earned a little extra money.		

Match the statement to the correct pair.

11. Match the noun phrases with the correct category.

(1) There is a lot of water.	(a) Countable noun
(2) There is a lot of sugar	(b) Uncountable noun
(3) There are many lions.	
(4) There are a lot of mangoes	
(5) I have some apples	
(6) I have some sugar	

Complete the sentences with the correct words.

- She bought ... onions and ..., milk.
- She gave me ... advice, and it proved to be very useful.
- There's been ... rain this year, and it is harming the farmers. They would be happy if it rained ...
- He has got ... relatives in the town but ... of them visited him at the hospital.

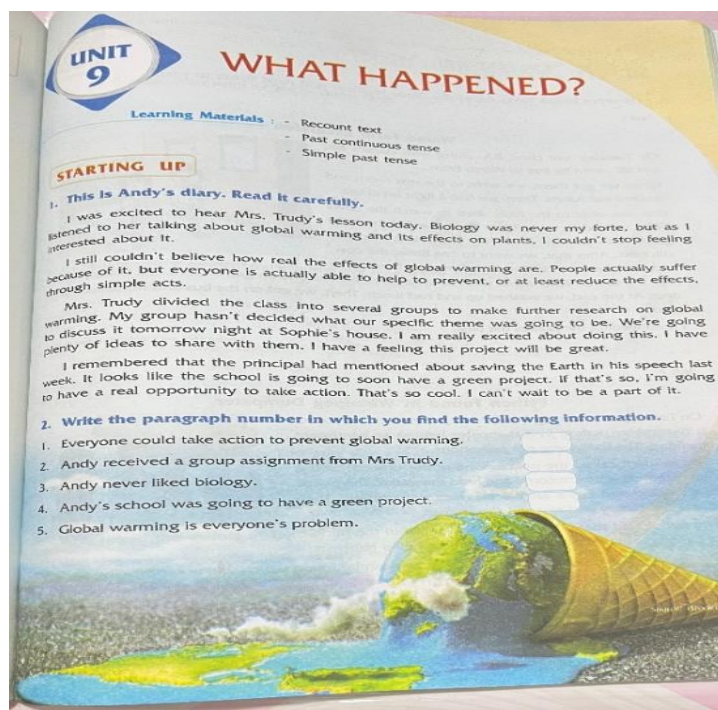
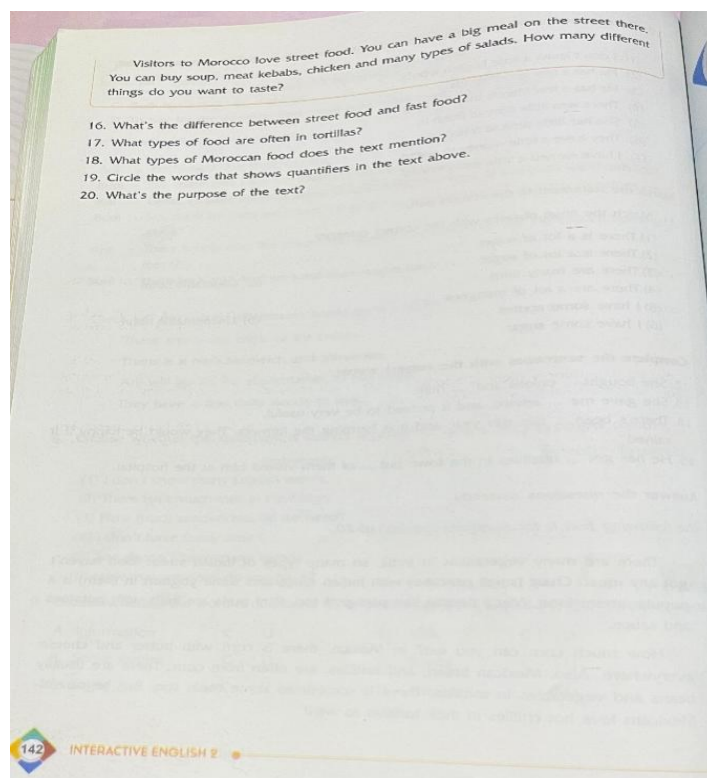
Answer the questions correctly.

The following text is for questions number 16-20.

There are many vegetarians in India, so many types of Indian street food haven't got any meat. Chaat (small pancakes with indian sauce and some yoghurt in them) is a popular street food. Many people like pani puri too. Pani puris are balls with potatoes and sauce.

How much corn can you eat? In Mexico, there is corn with butter and cheese everywhere. Also, Mexican bread, and tortillas, are often from corn. There are usually beans and vegetables in tortillas. There is sometimes some meat too. But be careful- Mexicans love hot chillies in their tortillas as well!

Unit 8 I Have Many Friends 141





A. LISTEN AND IDENTIFY



1. Observe these texts carefully. Your teacher will read them to you.

Text 1

Warso Farm Excursion

On Tuesday, our class, 8A, along with classes 8B, and 8C, went by bus to Warso Farm.

When we got there, we went to the rest room and washed our hands. Then, we had a light breakfast.

First, we went to the dairy shed to watch the cows being milked by a machine. Next, we fed the baby goats with bottles. Then, we went and held the chickens. After that, we went to see Babe, the cow, and the other cows in the shed. Everyone lined up to milk the cows. Next, we all went for a hayride. We fed ponies, goats, donkeys, sheep, and deer. At the end, we washed up and had lunch. Then, we got on the bus and came back to school.

I liked feeding the ponies the best.



Adapted from: www.teachingtilltimes.com

Text 2

Python Found In Winnipeg Dumpster

On Tuesday, a Winnipeg resident was surprised to discover a two meter python in a dumpster behind an apartment building. The snake was not poisonous.

The resident called the police. One of the officers used a small recycling box to corral and hold the snake. The police then called the city's animal services department. They came right away and rescued the animal.

The police said that finding a tropical snake in the middle of Canada is extremely rare and it almost never happens. The snake will be kept in a shelter until a zoo can be found which will accept it. The snake was healthy and not harmed in any way.



Adapted from: www.teachingtilltimes.com


Comprehensive English 2

1. List what events were told by the writer in the texts in Part A. In pairs, write them down in the tables below. See the example.

• On Tuesday, they went by bus to Warso Farm.

Text 1

• A Winnipeg resident found a five-foot python in a dumpster.

Text 2

3. Read the two texts in the previous activities again. Read them carefully and answer the following questions. You may discuss the answers with your friends and your teacher.

- a. Who retold the events in Text 1?
- b. Was the writer involved in the events told in Text 1?
- c. Who retold the events in Text 2?
- d. Was the writer involved in the events told in Text 2?

4. Based on the answers above, what is the difference between both texts? Discuss with your friends and teacher.



2. List what events were told by the writer in each text in Part A. In pairs, write those events in the table below.

Text 1	Text 2

3. Based on the list above, retell the events orally to your partner or other friends.

4. Adam talks about his vacations. Read his story below carefully.

Adam's Vacation

Last year, I **went** to Portugal just before new year. And I **stayed** there until... well, just after New Year's this year. In Portugal, I **met** up with one of my friends from Toronto. He **had** family that **lived** in Portugal, because his family **was** originally from Portugal.

So, they **were** kind enough to let me stay with them. I didn't know any Portuguese, except for some simple words like "hello", and "thank you". I **learned** some simple words through an audio CD, before I **went** there. And the people that I **stayed** with didn't know very much English either. However, we **got** along surprisingly well.

They **were** surprised that I **was** able to eat some of their exotic foods. They **made** some delicious meals every single day, like octopus, tripe and rabbit. It is quite exotic, but I **thought** it was quite good. They also **made** some excellent desserts, like crème caramel, and a rich sponge cake that they call Paon d'lo.

Adapted from: www.ell.org

5. Based on the text above, answer the following questions.

- How is the setting or orientation of the text? Explain each.
- Study the words in bold. What forms of words and sentences are those?
- Find the meaning of the words in bold. Then explain the meaning of the sentences with those words.
- Why does such recount text above use much of those forms of sentences? Explain.
- State any personal opinion or reorientation regarding the events in the text.

148 Interactive English 2

Complete the sentences with the correct past tense or past continuous tense.

The following text is for questions numbers 13 to 16.

Jack's father (13) ... (read) a book last night when he (14) ... (hear) a noise out in the garden. He opened the window and looked out. It (15) ... (be) a night and at first he could see nothing. But as he (16) ... (shut) his window, he saw a man. The man tried to climb over the garden wall. He was a thief. When he saw Jack's father at the window, he jumped off the wall and ran away. Jack's father ran after him. A car was at the end of the street, and someone else was waiting for him inside. The thief reached the car, but Jack's father caught him just as he got into it.

Answer the question correctly.

The following text is for questions number 17 to 20.

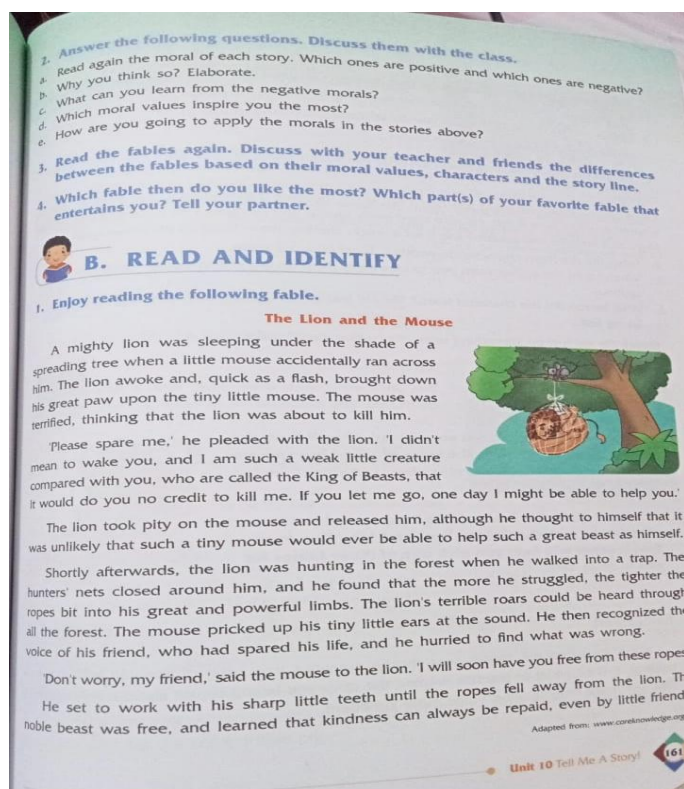
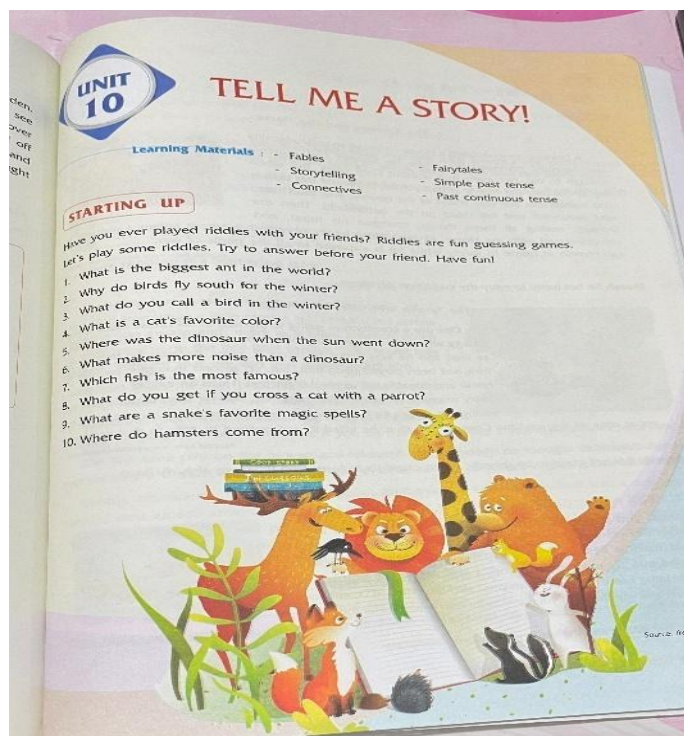
Budi remembered his first day of going to school. It was an embarrassing moment.

In the morning, he woke up at 06.00. It was late. Then, he took a bath and brushed his teeth in a rush. He skipped his breakfast because he was afraid of coming late on his first day of school. At 06.30 he ran to school since it was near his house. At 06.45 he was in front of his school, but he saw no one except Mr Joni, the school security. After that Pak Jono asked, "What are you doing this Sunday morning?" Later, Budi realized that he came to school one day earlier.

Finally, he walked home. At home, his parents smiled and asked, "Have you done the morning jogging?"

- How long did it take Budi from home to school?
- Who is Pak Jono?
- On what day did the story happen?
- Why was it an embarrassing moment for Budi?

150 Interactive English 2



2. In pairs, answer the following questions. Discuss the result with other pairs and your teacher.

- What does the main character do that is inspiring? What did the main characters do wrong, if anything? (use ONE of these that works in the story)
- What would the author want you to take away from his story?
- What lesson did the characters learn?

3. Based on the answers above, identify the moral value of "The Lion and The Mouse".

Example:

Once upon a time, some kid touched a hot stove, because it looked shiny and smooth and he wanted to know how it felt. He screamed really loudly, and he burned his hand so badly he had to go to a hospital and couldn't use it for a week. The boy never touched the stove again.

- What did the main character do wrong? Touched a hot stove.
- What would the author want you to take away from his story? The author wants you to be cautious.
- What lesson did the character learn? The kid learned to not just do something without asking first.

Moral: Do not just do something unfamiliar without asking first.



C. SPEAK

- Now watch and learn from your friend Abigail from the United States as she tells the story of "The Lion and the Mouse". (Video link: www.youtube.com/watch?v=UbaRbLLSM)
- Read and study the fables "The Donkey and the Horse", "The Goose with the Golden Egg" and "The Two Pots". Your teacher will help you pick one of those fables for you to story-tell.



Scan For

Video Material

Remember!

Make sure that the stories you choose are ones you yourself like and will enjoy reading. It is essential to practice reading the story you intend to use aloud a few times. This will make your reading voice more confident.



Interactive English 2

Try reading the story out several times on your own first – how does it sound? Imagine the characters, their intonations and so on. If you feel you need to differentiate between the voices of different characters, you can try changing the accent or pitch of your voice.

Try a bit of dramatic acting – if there's a scary moment, try gasping and looking frightened – the audience will think it's funny if you look more frightened than they are. You could also use silly voices for different characters (kids will love it) or change the tone of your voice (shouting, whispering, singing) wherever relevant. This really keeps the children's attention and should be more fun for you!

Adapted from: www.storycraft.org.uk

D. READ AND ANALYZE

- Read and enjoy the following famous fable.

The Three Little Pigs

Once upon a time there were three little pigs, and the time came for them to leave home and seek their fortunes.

Before they left, their mother told them "Whatever you do, do it the best that you can because that's the way to get along in the world."

The first little pig built his house out of straw because it was the easiest thing to do. The second little pig built his house out of sticks. This was a little bit stronger than a straw house. The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said "Little pig, little pig let me come in or I'll huff and I'll puff and I'll blow your house down!"

"Not by the hair of my chinny chin chin", said the little pig. But of course the wolf did blow the house down and ate the first little pig.

Then, the wolf came to the house of sticks. "Little pig, little pig let me come in or I'll huff and I'll puff and I'll blow your house down"

"Not by the hair of my chinny chin chin", said the little pig. But the wolf blew that house down too, and ate the second little pig.



Source: discover.hudpages.com

At last, the wolf came to the house of bricks. "Or I'll huff and I'll puff till I blow your house down," cried the wolf. "Little pig, little pig let me come in," cried the pig. "Not by the hair of my chinny chin chin" said the pig. Well, the wolf huffed and puffed but he could not blow down the brick house. But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house. The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water. When the wolf finally found the hole in the chimney he crawled down and KERPSPLASH he fell right into that kettle of water, and that was the end of the pig's troubles with the big bad wolf. The next day the little pig invited his mother over. She said "You see it is just as I told you. The way to get along in the world is to do things the best you can." Fortunately for that little pig, he learned that lesson. And he then lived happily ever after!

2. Answer the following questions in a group. Your teacher will divide the class in groups.

- What are the main characters of the story? In what paragraph(s) they are introduced?
- What problem did the three little pigs have? In what paragraph did the problem start to show?
- How did the story end? Was it a happy ending or a sad ending? In what paragraph(s) did the story end?

Remember!
A fable is a very short story which promises to illustrate or teach us a lesson, which is also called a moral. Usually, if not always, fables are stories having animal characters that talk like humans.

A Fable is classified as narrative, therefore it has the generic structure of a narrative text.

The Wolf in Sheep's Clothing

Orientation
Night after night, a wolf prowled around a flock of sheep looking for one to eat, but the shepherd and his dog always chased the wolf away.

Complication
One day the wolf found the skin of a sheep that had been thrown aside. He pulled the skin carefully over him so that none of his fur showed under the white fleece. Then, he strolled among the flock. A lamb, thinking that the wolf was its mother, followed him into the woods - and there the wolf made a meal of the lamb!



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Complete the paragraph with the correct verb forms.

An Ant, going to a river to drink, fell in, and was carried along in the water. A dove of which the Ant gained the river a small boat, by means aiming at the Dove, (13) ... [pity] her condition and (14) ... [throw] him in the water. The Ant afterwards, seeing a man with a shotgun him aim, and so saved the Dove's life. (15) ... [sting] him in the foot sharply, and (16) ... [make] him miss.

Answer the questions correctly.

The following text is for questions number 17 and 18.

The Lion and the Mouse

One day, a lion was sleeping. A mouse ran over the lion's nose and the lion woke up. The lion was angry. The mouse was scared. "I am very sorry," said the mouse. "Don't eat me! I can help you one day."

The lion laughed. "That's funny!" It said, "You are little! How can you help me?" But the lion was not angry. The mouse ran away.

One year later, the lion was walking in the jungle. A big net fell over the lion. The lion opened its mouth and roared. The mouse heard the lion and it ran to help.

The mouse chewed the net and made a big hole. The lion was free. "Thank you," said the lion, "you are little, but you are kind."

17. Do you think the mouse was afraid of the lion? Why?
18. What do you think the moral value of the story is?

The following text is for questions number 19 and 20.

The Fox and the Grapes

A hungry Fox saw some delicate bunches of grapes hanging from a vine that was trained along a high trellis. He did his best to reach them by jumping as high as he could into the air. But it was all in vain, for they were just out of reach, so he gave up trying, and walked away with an air of dignity and unconcern, remarking, "I thought those grapes were ripe, but I see now they are quite sour."

19. Who is the character in the story?
20. Where does the story take place?

Unit 10 Tell Me A Story 175