

# UNIT 4

## What Are They?



Pic.4.1 (<http://images.co.id/>)

**In this unit, you will learn how to:**

- understand short and simple reports in the form of monologues
- read aloud short and simple written reports
- read short and simple written reports
- write short and simple reports

## Section One:

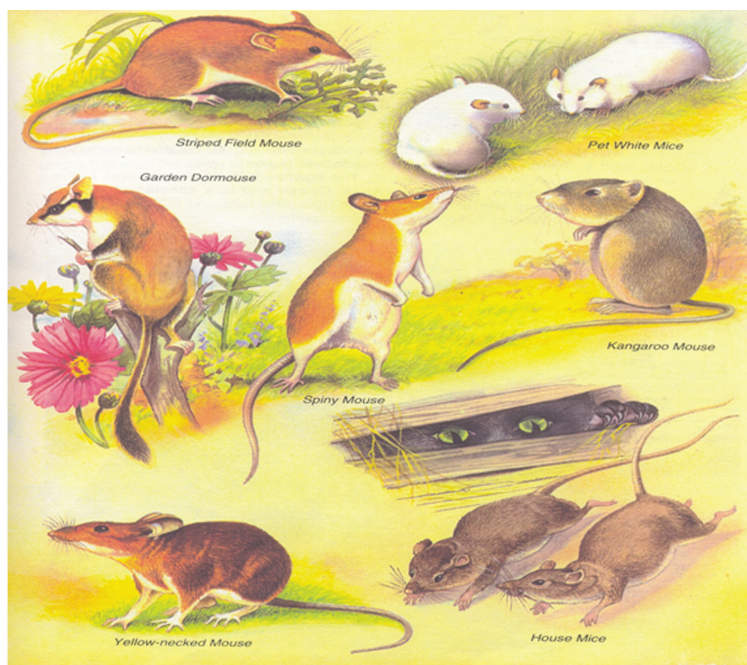
### Spoken Report

#### Presentation

#### Activity 1



You know a mouse, don't you? In the following picture you see more than one mouse. You see many mice. Say (not write) as many words as possible about a mouse. Work with your friend in your group. Your teacher will help you do this. He or she will also show you how to say the words correctly. The table below can help you find the words.



Pic. 4.2 (Dit. PSMP, 2006)

<b>Parts</b>	head, sharp teeth, ...
<b>Colour</b>	dark grey, ...
<b>Size</b>	small, ...
<b>Food</b>	rice, meat, ...
<b>Habit</b>	gnaw, climb ...
<b>About parts</b>	long, pointed, ...
<b>Traits (=sifat)</b>	cute, ...

Can you mention the kinds of mice shown in the picture?

## Activity 2



Below are some statements about a mouse. Learn how to say them.

- A mouse is a rodent.
- A mouse has four legs.
- A mouse runs fast.
- A mouse is a big eater.
- A mouse smells well.
- A mouse has a tail.
- A mouse is a small mammal with short fur, a long tail and pointed face.

## Activity 3



To talk about something in general, you may also use the plural form. So, you can either say:

- A mouse is a rodent or Mice are rodents.
- A mouse has four legs or Mice have four legs.
- A mouse can run fast or Mice can run fast.

Do the same thing with the rest of sentences in activity 2.

## Activity 4



Here are more exercises to pronounce the plural -s. Read the following sentences aloud individually:

1. Tigers like to stay near a tree to catch their preys.
2. Pigeons can fly at sixty miles an hour.
3. Chickens, ducks, and turkeys lay eggs.
4. Cheetahs cannot draw in their claws.
5. Leopards are members of the “big cat” families.
6. Ostriches find their food in grasslands.

## Activity 5



Now, let us see what you say about a mouse in general. When you say “mice have long tails”, you mention the physical characteristics. Look at the pictures below and find an animal with one of the following characteristics mentioned in the table below. Then, say the sentence, for example, “Giraffes have long necks”.

A long tongue	a short tail	long arms	small spots
A small nose	a long neck	soft fur	big spots
A hard shell	small ears	thin legs	black and white stripes



Pic. 4.3 (Dit. PSMP, 2006)

## Practice

### Activity 1



Listen to your teacher read the following text about gorillas. After that read the text yourself and answer the questions that follow.

#### GORILLAS

Gorillas are the largest of all the primates. A male gorilla can be 180 centimeters tall and can weigh 200 kilograms. Gorillas are very strong but they do not often fight. In fact they are peaceful animals.

Gorillas live in small family groups of about 15. In a group there is one strong, older male, some young males, and a few females with their babies. They move slowly around a large area of jungle eating leaves and bushes.

In some ways gorillas are very like humans. When they are happy, they laugh and wave their arms. When they are angry, they beat their chests. When they are sad, they cry. But they cry quietly, without any tears.

Unfortunately, people hunt and kill gorillas. They also cut down and burn their trees. There are now only about 10,000 gorillas left in the world.

(Source : Abbs, Brian, et.all. Take Off, Student Book 2, p 68)

Questions:

1. How tall can gorillas be?
2. How much can they weigh?
3. Do gorillas like fighting?
4. Where do they live?

5. Do gorillas usually live alone?
6. What do they eat?
7. What do gorillas do when they are happy? Sad? Angry?
8. How many gorillas are there left in the world?
9. Why are not there many left?

## Activity 2



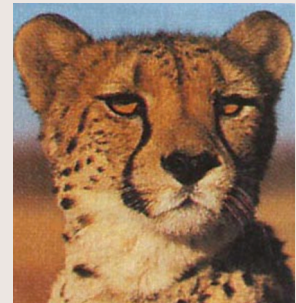
Here's another text that your teacher will read. Listen and try to understand the text with your books closed.

### THE CHEETAH

The cheetah is the fastest animal on land. It can run 100 kilometers an hour. It is now rare and is one of the animals which is in danger of extinction.

The cheetah has a small head and ears, and long, powerful legs. It always hunts and chases its prey on open ground.

This is a different way of hunting from the other "big cats." They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.



(Source: Abbs, Brian, et.al. Take Off. Student Book 2, p. 52)

Now, read the text above, and while reading it, complete the following table.

Family	
Physical description	
Way of hunting	
Differences between Cheetahs and other big cats	

## Activity 3



When you have a closer look at the text about cheetahs above, you will find that the text starts with a definition or classification of cheetahs. This is then followed by the description of the animal. The description may cover physical, behavioural characteristics or other characteristics of the animal. If necessary, to make your description clearer you may compare the animal with other animals of the same family.

Now, read the text and decide the paragraph that defines cheetahs and those that describe the animal.



## Activity 4



When we give descriptions of animals or other things, we may use complex sentences. Look at the following sentence which is taken from the text about cheetahs.

A cheetah is one of the animals which is in danger of extinction.

This complex sentence has been composed from two smaller sentences.

- a. A cheetah is one of the animals.
- b. A cheetah is in danger of extinction.

The word “which” combines the two sentences. Thus, the following two simple sentences can be combined into a complex sentence.

- a. Robins are birds.
  - b. The birds sing beautifully.
- Complex sentence : Robins are birds which sing beautifully.

### Exercise

Use these notes to write sentences with “which”

Example: Baluran/national park/Banyuwangi, East Java

Baluran is a national park which is located in Banyuwangi, East Java.

1. The American bald eagle/bird/in danger of extinction.
2. Zebra/animal/has black and white stripes.
3. Bee/insect/produces honey.
4. Greenpeace/a group/helps protect the environment.
5. World Wildlife Fund/a group/helps save animals and plants.
6. Whales/biggest mammals/live in the sea.
7. Amphibians/animals/live in both water and land.
8. Gorillas/largest primates/are very like humans in some ways.
9. “Panji Sang Penakluk”/interesting TV program/teaches us to love animals.
10. Green Turtles/giant turtles/lay their eggs on the shore.

## Production

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### Activity 1



Now, work with a friend to describe at least three different animals. Say five expressions about each animal. Use *is/are, have/has*, and action verbs (e.g., *run, eat, sleep, etc.*).

For example:

- Cats are tame animals.
- Cats have sharp eyes.
- Cats are afraid of water.

Then, use the information to make a dialogue with your partner.

Look at the example:

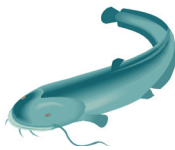
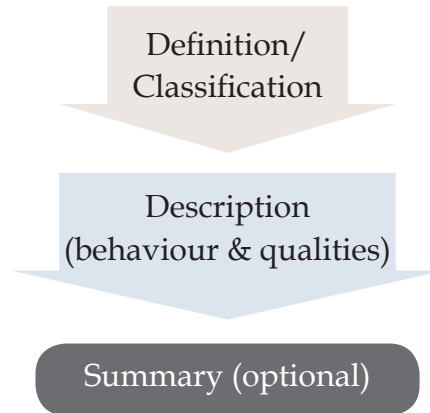
A : What's special about a giraffe?

B : It has a very long neck, long thin legs, and small ears.

## Activity 2



Prepare an outline of report text for oral presentation about one of the following pictures. Follow the structure or outline of the report text you have learnt.



CATFISH



BUTTERFLY



PENGUIN

Pic. 4.4 (Clipart 2005)

## Activity 3



Find a picture of an object from a magazine or postcard, bring and present it orally to the class.

## Section Two:

### written report

#### Presentation

#### Activity 1



Look at this picture of a baby elephant below.

1. Which parts of its body attract you the most?
2. Tell your reasons to the class.
3. What is this elephant doing?
4. Is the elephant still very young? How do you know?

Parts of the elephant's body: head, trunk, eyes, ears, tail ...

Label each part of its body.



#### Activity 2



Elephants are amazing animals. Do you agree?

Complete the following sentences. Use the suitable words from the box.

1. Elephants are the \_\_\_\_\_ land animals.
2. Elephants' \_\_\_\_\_ are strong enough to pick up trees.
3. Elephants are good swimmers and use their trunks like \_\_\_\_\_.
4. Elephants live together in \_\_\_\_\_ groups.
5. Elephants \_\_\_\_\_ each other when in trouble.
6. Elephants' trunks are \_\_\_\_\_ enough to pick up flowers.

help (v)	family (n)	snorkels (n)
largest (adj)	trunks (n)	sensitive (adj)



### Activity 3



Match the words with their definitions.

1. earth	a. to find unexpectedly
2. discover	b. animal's body apart from the limbs and head.
3. trunk	c. the planet on which we live
4. pick up	d. to rub (a part of one's body) with one's fingernails to relieve itching
5. scratch	e. to take hold of and remove
6. swat	f. to hit or crush with a sharp blow

### Practice

### Activity 1



Read the following report text about elephants. Then, answer the questions that follow.

#### Elephants: The Amazing Animals

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other. Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young.

(Dit. PSMP, 2006)

Comprehension questions

1. What kind of animal is reported in the text?
2. What is its brain like?
3. Mention its parts of the body as described in the text.
4. Which of the following descriptions is not correct?
  - a. Elephants can't take flowers.
  - b. They can communicate well with their babies.
  - c. They are cooperative among others.
5. How do they sweep paths?
6. Who discovered that elephants have different types of calls they use for communication?
7. Do elephants like to isolate themselves from other elephants? Why or why not?

## Activity 2



When a writer reports something, he or she begins with some definitions and then goes on with some descriptions.

**Definition:** Complete the beginning sentence of the 'Amazing Animals' text.  
Elephants are .....

**Descriptions of behaviours or qualities:** Copy the suitable words from the text to complete the descriptions.

1. Elephants have ... , and are able to ... .
2. They ... strong trunks, and are able to ... .
3. The can also ... .
4. They live together and ... .

## Activity 3



Study the words in the following list. Then, read the report text and answer the questions provided.

**Vocabulary list:**

mate (n)	: pamer	outstretched adj)	: terbentang
show off (v)	: ujung jari	twirling (adj)	: berputar-putar cepat
tip-toes (n)	: kawan	alive (adj)	: hidup

### DANCING BIRDS

Many birds dance to attract a mate, especially in springtime. From pigeons to parrots, birds like to show themselves off by dancing. Have a look at the birds near where you live and see what kinds of dances they perform.

Ostriches are the only birds which dance for fun. Early in the morning, the birds gather and begin to dance in circles on tip-toes with their wings outstretched. Very soon, the whole group joins in with the twirling dance. Scientists think that this dance is purely an expression of joy at being alive!

(Dit. PSMP, 2006)

Comprehension questions

1. What kind of bird is reported in the text?
2. Why do they dance?
3. Which of the following description is not correct?
  - a. Birds may dance to attract their mates.
  - b. Ostriches dance for fun.
  - c. Ostriches dance without their friends.

4. When do they dance?
5. Who says that the ostriches' dancing is an expression of joy?
6. The writer uses a pronoun to replace a noun. What does 'their' in 'their wings outstretched' refer to?
  - a. circles
  - b. tip-toes
  - c. ostriches

#### Activity 4



**When a writer reports something, he or she begins with some definitions and then goes on with some descriptions.**

**Definition :** Complete the beginning sentence of the 'Dancing Birds' text.  
Ostriches are the only birds .

**Descriptions:** The writer shows how and why ostriches dance. Copy the suitable words from the text to complete the descriptions.

1. Early in the morning, they \_\_\_\_\_ and \_\_\_\_\_ to \_\_\_\_\_ in circles on \_\_\_\_\_ with their wings \_\_\_\_\_ .
2. The whole group \_\_\_\_\_ in with \_\_\_\_\_ \_\_\_\_\_ .
3. They dance to express \_\_\_\_\_

#### Activity 5



**Work in pairs.**

Which of the following sentences may be included in a general description or definition of a snake? Put a cross (X) in the corresponding boxes. When you finish, discuss your work with your teacher.

- I saw a snake this morning.
- Snakes are reptiles.
- Snakes have a scaly skin and no legs.
- We don't like snakes.
- A female snake is laying eggs in the basket.
- Female snakes lay eggs.
- When the baby snakes hatch out of the eggs they are small, sticky and have a bright scaly skin.
- I think the baby snakes are very small but strong.
- The mother is not doing anything to help the babies come out of the eggs.
- Baby snakes have to look after themselves and find their own food.
- The snake ate a big frog and a rat.
- Some snakes kill animals such as frogs, fish, rabbits, rats and mice.
- First she killed them, and then swallowed them slowly.
- They can kill these animals in two ways.

## Activity 6



### Work in pairs.

Now discuss the incomplete text 'Praying Mantis' below with your partner. Then, rewrite it by filling in the missing parts from the box.

- the mantis eat them
- small frogs and birds
- praying mantis are a type of insect
- including the rainforests of south Africa
- some of them are very beautiful
- so that they cannot get away

## Activity 7



### Work in pairs.

Now discuss the incomplete text 'Praying Mantis' below with your partner. Then, rewrite it by filling in the missing parts from the box.

- |  |  |
|--|--|
| a. the mantis eat them                 | d. including the rainforests of south Africa |
| b. small frogs and birds               | e. some of them are very beautiful           |
| c. praying mantis are a type of insect | f. so that they cannot get away              |

### Praying Mantis

\_\_\_\_\_. They live in many parts of the world, \_\_\_\_\_  
\_\_\_\_\_. They eat small insects and spiders but some big mantis  
eat \_\_\_\_\_. Some mantis eat other mantis. They start with the  
head first \_\_\_\_\_. They come in many different colours, \_\_\_\_\_  
\_\_\_\_\_. The flower mantis from Africa look like flowers. Insects land on  
them to get food but, instead, \_\_\_\_\_! Mantis live for about five  
to seven years.

(Dit. PSMP, 2006)

## Production



### Individual Activity

Every one of you has to write a report (general description) about an animal or a thing that you are interested in about 75 - 100 words long. Put them in your portfolios or send them to the wall magazine in your school.

Follow these steps.

Step 1	Choose a topic.
Step 2	Collect information for your report. Observe the real animal/plant/object. If this is impossible, observe the photo. You may also need to come to someone or to read a book to get useful information about it.
Step 3	Plan what to include in the definition, and what to include in the description section.
Step 4	Write the first draft.
Step 5	Revise the first draft and make sure you have the right grammar, vocabulary, spelling and punctuation.
Step 6	Show the second draft to the teacher or to a friend. Ask them for their comments and evaluation. They may be useful for you to improve your draft.
Step 7	Write the last draft and put this in your portfolio.

In order to write good reports, you may also need to come to your friends and your teacher for help. A lot of reading will surely help you improve your writing skill!

## Homework

### Activity 1



**Read these jumbled sentences carefully. Arrange them into a good text.**

1. They run fast.
2. They have sharp teeth.
3. They have black spots.
4. They have furry skin.
5. Cheetahs are big cats.

**Answer these questions**

1. What is the correct arrangement of the text?
2. After being correctly arranged, what is the type of the text?
3. Which sentence is identified as classification?
4. Are most of the sentences declarative or descriptive?
5. Is the description of cheetahs general or specific?

### Activity 2



**Use these notes to write sentences with “which”**

**Example: Baluran/national park/Banyuwangi, East Java**

**Baluran is a national park which is located in Banyuwangi, East Java.**

1. The Sumatranese tiger/animal/in danger of extinction.
2. Sharks/kinds of fish/aggressive when they smell wound.

3. Butterfly/kind of insect/can fly.
4. Car/type of vehicle/has four wheels.
5. Electric car/type of car/powered by battery
6. Sharks/biggest wild mammals/live in the sea.
7. English/language/spoken all over the world.
8. Shimpanses/largest primates/ behave like humans in some ways.
9. "Kick Andy"/interesting TV program/teaches us to be wise.
10. A /giant /lay their eggs on the shore.

## Summary

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**In this unit you have learned how to respond to and produce the report text. The following are what we understand about the text:**

- a. This text is factual text used to describe things as they are with reference to a whole range of natural and social phenomena in our environment.
- b. The text comprises general classification or definition and description of parts and their functions, qualities, or behaviors.
- c. The use of the verb be: is and are
- d. The use of the verb have and has.
- e. The use of the action verb: run, eat, chase, etc

## Evaluation

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### Activity 1



Study the following report text and identify:

- a. sentences that contain definition or classification.
- b. sentences that contain description.

A seed is a little plant. It is a plant that has not started to grow. There are many different types of seeds: tree seeds, flower seeds, and grass seeds. They vary in size from the small to the large one. All seeds have three parts: a food store, a baby plant or an embryo, and a seed coat. Seeds are produced from flowers of plants. They are carried by the wind, by insect, by water, by birds, by animals and humans. Some seeds, such as beans, grow very fast; but others are slow growing, like the oak seed.



## Activity 2



Fill in the blanks with **is, are, have** or **has**.

1. There ..... many types of flowers in the park.
2. A seed ..... a food store, an embryo, and a seed coat.
3. All cheetahs ..... a small head and small ears.
4. Cheetahs ..... the fastest runners on land.
5. .... there any cheetah in the zoo near your house?
6. There ..... no singing bird in the park near my house.
7. Baluran ..... a national park located in Banyuwangi.
8. Tigers ..... sharp teeth, so do cats.
9. There ..... much water under the ground.
10. A singing bird ..... a very beautiful sound.

## Activity 2



Write a report about an animal or a thing that you are interested in. Your writing is about 75 words long.

## Reflection

1. What have you learned from this unit?
2. Which part in this unit is the most interesting to you?
3. Which part in this unit is the least interesting?
4. Have you found your English improved after doing the activities in this unit.

## Vocabulary List

Words	Parts of speech	Phonetic Transcription	Indonesian Equivalents
rodent	n	[ˈrəʊdənt]	binatang pengerat
prey	n	[preɪ]	buruan
hunt	v	[hʌnt]	berburu
trunk	n	[trʌŋk]	belalai
amazing	adj	[əˈmeɪzɪŋ]	menakjubkan
discover	v	[dɪsˈkʌvə]	menemukan
ostrich	n	[ˈɒstrɪtʃ]	burung onta
extinction	n	[ɪkˈstɪŋkʃn]	musnah
snorkel	n	[ˈsnɔːkl]	alat bantu

# Fun Page



Read this poem with proper pronunciation and intonation.

## Poetry

How would you feel if a cow ate you?  
Caught you and bopped you,  
And chopped you in two,  
Fried you or broiled you or put you in a stew  
With carrots, potatoes and an onion or two?

So sometimes at dinner when you're starting to chew,  
Put down your steak and ponder this through,  
How would you feel if a cow ate you?

By Peter Traynor

(Dit. PSMP, 2006)