

UNIT 6

What is it Like?



Pic. 6.1 (Clipart, 2005)

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
- understand short and simple written reports
- write short and simple reports

Section One:

Spoken Reports

Presentation

Activity 1



Work in pairs and fill in the following table.

| Name of the animal | Habitat | Life span | Physical appearance | Food |
|--------------------|---------|-----------|---------------------|------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

Activity 2



Work in pairs and ask your partner the following questions. Take turns to use first the questions in (a), and then those in (b).

(a)

1. What kind of animal are cats?
2. Where do they live, in water or on land?
3. Could you tell their body parts?
4. What do they eat?
5. How do they reproduce? Do they give birth to babies and produce milk for them?



Pic. 6.2 (Clipart, 2005)a

(b)

1. What animals live in water?
2. What animals live in water and on land?
3. What is the biggest animal that lives in sea water?
4. What is the biggest animal that lives on land?
5. Do you keep an animal in your home?
6. Tell your friends about the animal you keep at home.



Pic. 6.3 (Clipart, 2005)

Activity 3



You learn a lot from your science class about animals and plants. Ask your friends the following questions.

1. What animals live in water?
2. What animals live in water and on land?
3. Do you keep a pet at home?
4. Describe the general characteristics of your pet or any animal that you know.
 - a. Are they mammals, reptiles, or amphibians?
 - b. How do they look? What are their parts, size, etc.?
 - c. What do they eat?
 - d. Do they lay eggs or have babies?
 - e. Do they breastfeed their babies or not?



Pic. 6.4 (<http://www.petspeopleplace.com>)

Activity 4



Let's now talk about sharks. Notice some expressions in the spoken text below.

So what's a shark? A shark is Right. A shark is a sea-living creature. It's a fish. Good! Can you mention some other fishes? Yes, barracuda, cod, salmon, tuna, and swordfish. Right?

Does a shark breathe through lungs? No, it breathes through its gills. Can sharks live on land? No. Right! How long can a shark be? Yes, up to 8 metres.

Do all sharks eat meat? No, they don't. Some sharks eat plankton. They are harmless.

There are such expressions as *Right*, *Good*, *Yes*, and *No*. They are called fillers. They are commonly used in a spoken text.

Activity 1



Your teacher will read a text about marsupials for you. Listen carefully to answer the following questions.

1. What kind of animal are marsupials?
2. Where do marsupials live?
3. Do you think we have marsupials in Indonesia?

Marsupials

Do you know marsupials? Marsupials are animals that have a built-in baby carrier.

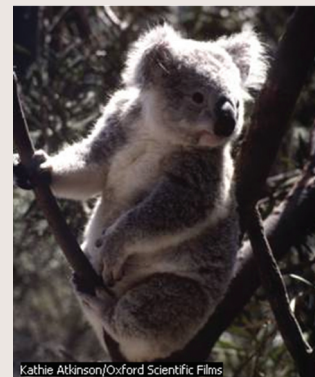
You know, marsupial mothers have a pouch on the front of their bodies. You know what? A marsupial mom puts her newborn baby in her pouch. She carries the baby around until it is ready to go out on its own.

Kangaroos are one kind of marsupial. But there are many other kinds, too.
Where do they live?

Er ... most marsupials live in Australia and New Zealand. A kind of opossum is the only marsupial that lives in North America. A few other kinds of marsupials live in Central and South America.

Some marsupials live in deserts. Others live in deep forests. Still others live on open plains.

Taken from Microsoft ® Encarta Kids® 2007



Pic. 6.5 (<http://www.petspeopleplace.com>)

Activity 2



Read the text describing 'marsupials' above.
Then, answer these questions.

1. What is the text trying to tell you?
 - a. to describe 'marsupials'
 - b. to tell me what happened to 'marsupials' in the past
 - c. to tell me how 'marsupials' protect themselves from danger

2. Does the first paragraph give you the definition of 'marsupials'?
3. Do the next paragraphs describe how 'marsupials' look and where they live?
4. Is the text written as an article or a letter?
5. How does a marsupial carry its baby around?



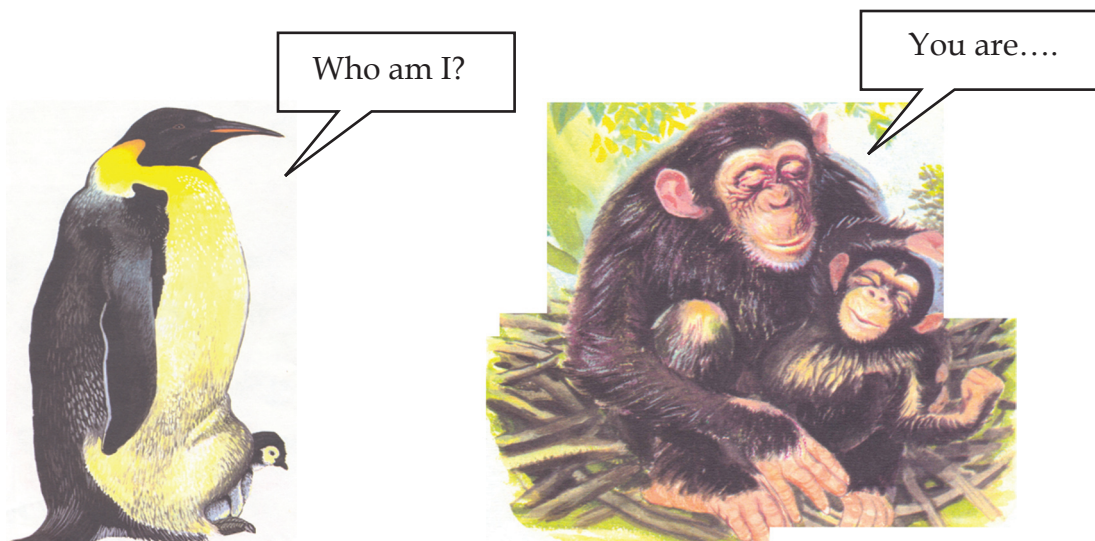
Pic. 6.6 (<http://www.petspeopleplace.com>)

Production

Activity 1



This is a 'Who am I?' game. In your group, you will take turns making a puzzle. You will make the other members guess what you are talking about. Say up to 10 statements to describe your animal/plant/object. Then, other group members will guess what it is.



When you have any problem finding words in English, come to your teacher or look them up in your dictionary.

Take 10 minutes to prepare your puzzle. Study this example.

- Allen : Who am I?
 I am big and I am strong. I have a long tail. I eat grass. I don't like meat. I have 4 legs. I can run very fast. I help people. They go to far places on my back. If you bother me, I will kick you with my hind legs.
 Who am I?
- Ben : A horse?
- Allen : Yes, you are right.

Activity 2



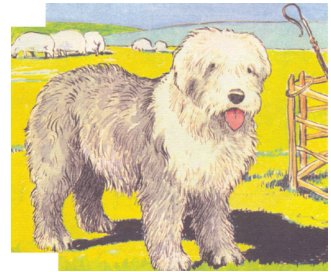
Now, work in groups of four. Describe four different animals orally so that each of you will have one to tell to the class. To prepare your spoken report, you may use your biology textbook or an encyclopaedia to get information about the animals you want to describe. Each member of the group will take turns to report one of the animals.



Pic. 6.9 (Dit. PSMP, 2006)

Here are some guidelines for you to follow.

- Say at least five expressions describing each of the animals.
- Use is/are, have/has
- Use action verbs that show behaviour (e.g., breathe, run, eat, sleep, etc.).
- Each person must contribute expressions to the group. Then, take turns to report to others the description of one thing.



Pic. 6.10 (Dit. PSMP, 2006)

Follow the steps below.

| | |
|---|---|
| What is the animal? | |
| Define what the animal is. | |
| Describe its look, habitat, behaviour, etc. | |

In a monologue, some fillers are necessary. Here are some examples:

Well, ...

You know what?

Guess what!

Er...

Em...

You know, ...

You may describe these animals if you like, or describe animals of your own.



Pic. 6.11 (Clipart, 2005)



Activity 3

Now it's time for you to work individually. Get prepared to describe an animal of your choice. Be well-prepared because you are going to report it to the class. Choose an animal that you have NOT discussed in the group. Please follow the steps in Activity 2 above.

Section Two:

Written Reports

Presentation

Activity 1



Study the text about sharks below. Some words are missing. Fill in the blanks with the words in the box. You can use one word more than once.

| | | | | |
|-----|------|--------|---------|-------|
| is | are | have | has | leave |
| eat | grow | depend | breathe | helps |

SHARKS

A shark is a type of fish that lives in the sea. It ... one of the largest sea creatures. There ... over 350 species. A shark is shaped like a torpedo. It ... rough skin like sandpaper. Instead of bones it ... elastic cartilage which helps them to move easily. It can ... up to 8 metres.



Pic. 6.12 (Microsoft Encarta, 2008)

Sharks ... found in all oceans around the world. The type of shark found will ... on the water's temperature. A shark ... to keep moving when it is asleep because it will either sink or suffocate. It has to keep moving because it needs to ... through its gills to keep alive.

When sharks are hungry, they look for food. Different sharks eat different food. Harmless sharks eat plankton but harmful sharks eat meat.

Sharks ... up to forty two babies (which are called pups) at a time. When the pups ... born, they ... straight away because the mother shark does not have teats. Some sharks ... their pups in different ways, some lay eggs while others ... them alive. When they are born they need to defend themselves because they have no one to help them.

(Source: Microsoft Encarta, 2008)

Activity 2



Read the text entitled 'Sharks' again more carefully. Then, answer the following questions in your words.

1. What is a shark?
2. What shape does a shark have?
3. Why does a shark have to keep moving while it is asleep?
4. How does a shark breathe?
5. What are pups?

Activity 3



When you describe things, you will usually use these verbs.

is are have look

Fill up the blanks in the text below with one of the verbs. Do this in pairs. You can use one word more than once.

Amphibians

An amphibian (1) an animal that has moist, hairless skin.
Amphibians (2) cold-blooded, which means they cannot make their own body heat. They get warm in the sun and cool off in the shade.
The three main groups of amphibians (3) frogs and toads, salamanders, and caecilians. All amphibians(4) backbones.

The three kinds of amphibians (5) very different from each other. Frogs and toads (6) legs but do not have tails. Salamanders (7) short legs and long bodies ending in tails. Caecilians do not (8) any legs. They (9) a lot like big earthworms.

Activity 4



Read the text above in pairs to answer these questions.

1. The text is trying to
 - a. tell me about frogs, salamanders and caecilians
 - b. persuade me to like amphibians
 - c. describe amphibians
 - d. tell me that frogs are different from toads

2. The text is written for
 - a. Botanists
 - b. animal lovers
 - c. biology teachers
 - d. students learning biology

3. The text is written as
 - a. an advertisement
 - b. a letter
 - c. an article
 - d. a message

4. The verbs in the text are written in
 - a. the simple present tense
 - b. the simple past tense
 - c. the present perfect tense
 - d. the present continuous tense

Activity 5



Match the questions with the words in the box below. Discuss this with your partner. Then, report it to the class.

| | | | | |
|-----------|----------|-----------|-----------|------|
| marsupial | mammal | amphibian | reptile | bird |
| botanist | computer | piano | scientist | |

What do you call ...?

- a. a warm-blooded animal such as a human or a cow that gives birth to live babies and produces milk for them
- b. an animal such as a frog that can live on land and in water
- c. a two-legged, warm-blooded animal with wings, a beak, and a body covered with feathers
- d. an animal such as a kangaroo that carries its babies in a pocket of skin on its body
- e. an electronic machine that can store and arrange large quantities of information, which can be used to do many different things
- f. a large musical instrument that you play by pressing a row of narrow black and white bars
- g. somebody with an expert scientific knowledge of plants



Pic. 6.13 (<http://www.petspeopleplace.com>)

- h. someone who works in science
- i. an animal that lays eggs, and whose blood changes temperature with the temperature around it

Activity 6



Some noun phrases can be turned into an adjective by adding -ed to the noun.

Example:

Snakes have cold blood. (noun phrase)

Snakes are cold-blooded. (adjective)

Then, you can make a definition of snakes as this.

Snakes are cold-blooded animals. (noun phrase)

Now do these as the examples.

1. John runs with bare feet. He is a runner
John is a bare-footed runner.
2. Kangaroos have long legs. They are marsupials.
Kangaroos are long-legged marsupials.
3. Crocodiles have hard skin. They are reptiles.
Crocodiles are reptiles.
4. Jack does things with his left hand. He is a boxer.
Jack is a boxer.
5. Lizards have four legs. They are reptiles.
Lizards are reptiles.
6. Frogs have smooth skin. They are amphibians.
Frogs are amphibians.

Practice

Activity 1



Read the text about an iceberg below and answer the questions in your own words. Use a dictionary if necessary.

WHAT IS AN ICEBERG?

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for 'mountain.' In the coldest parts of the earth, around the North and South Poles, land and sea are both covered by layers of ice, more than 300 metres deep at the centre.



Pic. 6.14 (<http://images.google.co.id>)

Tongues of ice, called glaciers, stretch out into the open sea. The sea water melts the bottom parts of these glaciers, then the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, then it rises again, and floats away as a new iceberg. Some icebergs are many miles long, and travel for thousands of miles and several years before they finally melt. The part of an iceberg which can be seen above the water is only about one-ninth of the total size. The rest is hidden under the waves.



Pic. 6.15 (<http://images.google.co.id>)

One of the world's worst disasters at sea was in 1912 when the liner 'Titanic' hit an iceberg and sank on her first journey, killing hundreds of passengers.

Questions

1. What is an iceberg?
2. What is 'berg'?
3. What is 'glaciers'?
4. Where is most part of an iceberg?
5. How does the writer describe the North and South Poles?
6. What is 'liner'?
7. What happened to the Titanic?
8. Why did the author write about iceberg?
9. How is an iceberg formed?
10. Describe how an iceberg looks in your own words.



Pic. 6.16 (<http://witchdoctor.files.wordpress.com>)

Activity 2



Work in groups of four. Make the definitions of these animals. One of your group members will report the work to the class.

1. Lizards are
2. Whales are
3. Rats are
4. Frogs are
5. Parrots are



Pic. 6.17 (www.petspeopleplace.com)

Activity 3



Write a paragraph about one of the animals above. Then, read your writing to the class.

Activity 1



Do the activity in groups of four. Report your work to the class.

Which of the following sentences are general descriptions of a snake? Write them down in your note-book.

1. Snakes are cold-blooded reptiles.
2. Snakes have a scaly skin and no legs.
3. A snake slithered into my room.
4. Snakes can wriggle and slide out of their old skin and grow a bright new one.
5. A female snake is laying eggs in the basket.
6. Female snakes lay eggs.
7. When the baby snakes hatch out of the eggs they are small, sticky and have a bright scaly skin.
8. I think the baby snakes are very small but strong.
9. Baby snakes look just like a tiny version of the mother.
10. The mother is not doing anything to help the babies come out of the eggs.
11. Baby snakes have to look after themselves and find their own food.
12. The snake ate a big frog and a rat.
13. Some snakes kill animals such as frogs, fish, rabbits, rats and mice.
14. First she killed them, and then swallowed them slowly.
15. They can kill these animals in two steps, i.e. by squeezing them to death and injecting them with poison.

Activity 2



Work in your group. Suppose you want to write about an animal, a tree, or an object. What would you do?

1. First, decide what animal, tree, or object you are going to write about.
2. Collect any necessary general information on the tree, animal, or object you are going to describe.
3. Remember to take notes of, for example, the animal
 - appearance (how it looks)
 - habitat (where it lives)
 - food (what it eats)
 - behaviour (how it moves, reproduces, etc.).



Pic. 6.18 (www.petspeopleplace.com)

4. How would you make a definition or general classification of what you write in the first paragraph?
5. Use adjectives to describe.
6. Use the verbs in the present tense.
7. Remember that when you describe something use often use 'be' and 'have'

Discuss this in your group. Then, write as best as you can. Give some illustrations, if possible.

Activity 3



Work in groups of four. Write about another object. Follow the same steps as in Activity 2.

Activity 4



Now write a report text of your own. You may choose one of these.

Cows

The heart

Umbrellas

Computers

Mangoes

Your Writing Guide

You need to follow these steps to write a good report text.

- Step 1 Choose a topic you want to write.
- Step 2 Collect information for your report. Observe the real animal, plant, or object. Also consult your science book or an encyclopedia, get help from your friends and your science teacher.
- Step 3 Plan what to include in the definition, and what to include in the description.
- Step 4 Write the first draft based on the data you collect.
- Step 5 Check your writing against the Checklist. 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 for his comments.
- Step 7 Revise the last draft. Display your writing on the wall magazine.

When you have finished with your writing, ask your partner to check your writing against this checklist. Then, revise your writing.

Your Writing Checklist

| No. | Did you remember ... | |
|-----|---|--|
| 1 | To use general information to introduce your topic? | |
| 2 | To use verbs in the present tense? | |
| 3 | To use verbs of being/having? | |
| 4 | To use adjective to give precise information? | |
| 5 | To check spelling of any technical terms? | |
| 6 | To use capital letters, full stops, commas where necessary? | |
| 7 | To use illustration where possible? | |



Pic. 6.19 (Clipart, 2005)

Homework

Read aloud the poem in Fun Page on page 108 many times so that you can read it fluently. Learn by heart. Next week you are going to recite to your class.

Summary

In this unit you learn the text type that is used to describe things as they are. This means that your description of a thing, animal, or plant should be true for the whole class of it.

Here are some points to remember:

- In your first paragraph usually define or classify the thing that you describe.
- Use the verbs of simple present tense.
- Use a lot of be (am, is, are) and have (has, have)

Evaluation

A. State whether the statements are true or false. Discuss them with your friends.

1. When you write a report text, you will use verbs in the simple present tense.
2. To describe things as they are, you usually use be (am, is, are) and have (has, have).
3. Adjectives and adverbs cannot help you to describe things.
4. You can find a lot of report texts in your science books and encyclopaedia.
5. You begin your report text by defining the thing you want to describe.

B. Think and Write

Rewrite the stanza from the poem on the fun page from your memory.

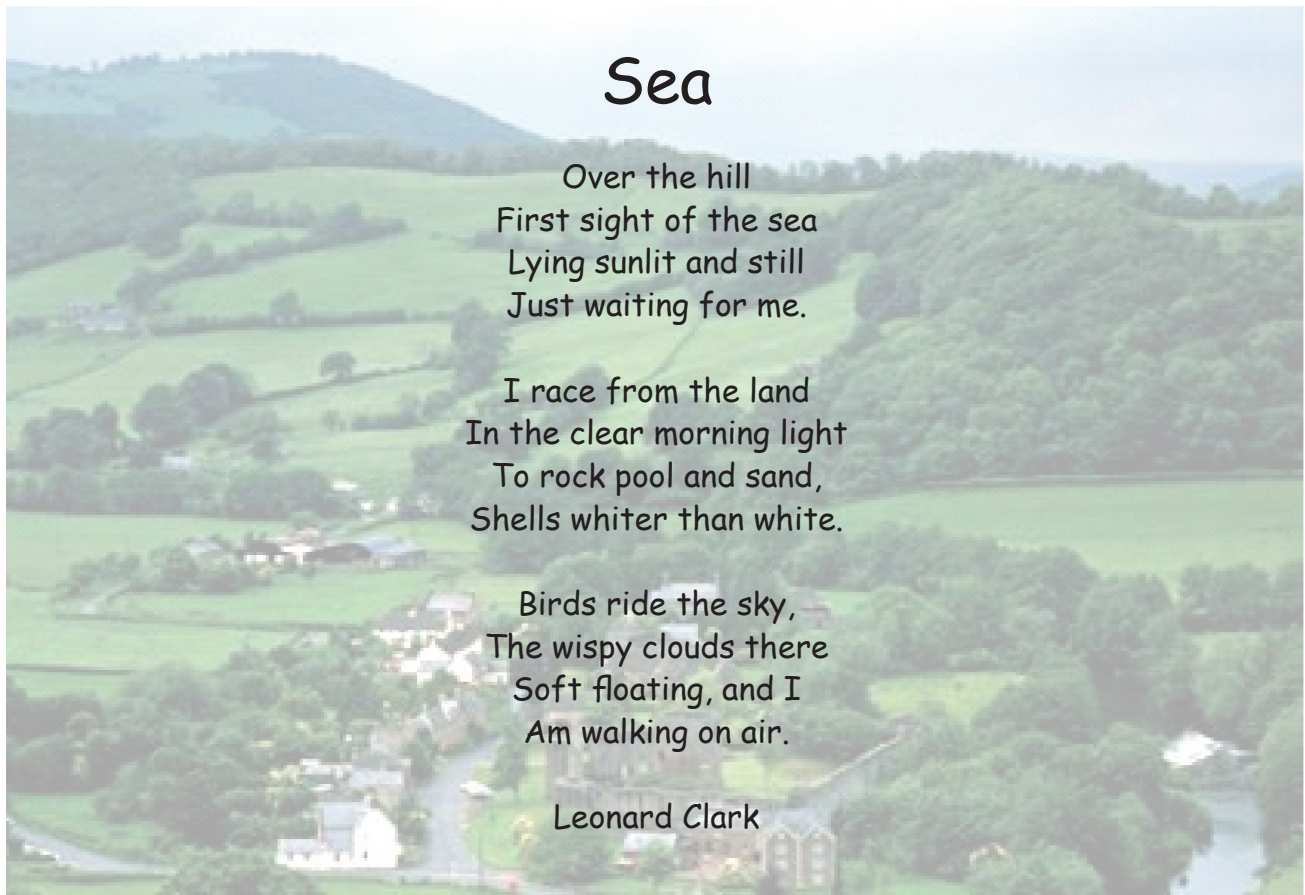
Reflection

Answer the following questions.

1. In your opinion, which part in this unit is the most interesting?
2. Which part in this unit is the least interesting?
3. Which part in this unit is the most difficult?
4. Which part in this unit is the easiest?
5. Does this unit help you improve your English?

Fun Page

Read this poem aloud. Pay attention to the syllables that rhyme.



Read the poem entitled 'Sea' again to answer these questions.

1. Who wrote the poem?
2. Find the words that rhyme in each stanza of the poem.
3. What did the writer tell you with his poem?
4. What is waiting for the writer?

Vocabulary List

| Word | Part of Speech | Phonetic transcription | Indonesian equivalent |
|------------|----------------|------------------------|---|
| amphibian | n | [æm'fɪbiən] | ampibi, binatang yang hidup di dua alam |
| breastfeed | v | ['breɪstfi:d] | menyusui |
| gill | n | [dʒɪl] | insang |
| mammal | n | ['mæml] | mamalia, binatang menyusui |
| marsupial | n | [mɑ:'su:piəl] | binatang berkantung |
| pup | n | [pʌp] | bayi binatang, misalnya anjing, anjing laut, dan ikan hiu |
| reproduce | v | [ri:prə'dju:s] | berkembang biak |
| reptile | n | ['reptail] | binatang melata |
| shark | n | [ʃɑ:k] | ikan hiu |
| suffocate | v | ['sʌfəkeɪt] | kehabisan nafas |