

# UNIT 8

## Long, Long Time Ago, There was ...



Pic. 8.1 (Clipart, 2005)

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

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

## Section One:

### Spoken Narratives

#### Presentation

#### Activity 1



Answer the following questions. Discuss the answers with your friend next to you.

1. When you were still a little child, did your parents tell you stories?
2. What story did you like most?
3. Now, do you like to watch movies, or read story books?
4. Have you seen the Cinderella movie? How about Rapunzel?
5. Do you like Indonesian legends like Si Pitung, Malin Kundang, Jaka Tarub, or Pangeran Sidang Panape?

#### Activity 2



Listen to your teacher as he or she is telling the story. Then, practise reciting it without your book. So close your book.

#### The Fox and the Crow



Pic. 8.2 (Dit. PSMP, 2006)

Once upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.

On the other place, under the tree, a sly creature, Mr. Fox, who wanted the cheese for himself, came up and spoke politely to her.

“Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If only you could sing, you would be the most beautiful bird in the world!”

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could sing.

Of course, the moment she opened her beak, the cheese fell down, and Mr. Fox ran away with it, laughing loudly.

(Source: Dit. PSMP, 2006)


## Practice

### Activity 1



Study the example below and practise the dialogue with your friend

What did	}	I He She It We You They	}	do?		I He She It We You They	}	worked		I He She It We You They	}	was    were	do?
----------	---	---	---	-----	--	---	---	--------	--	---	---	-------------------------	-----



A : Did Henry sleep well last night?

B : Yes he did. He was very tired.

A : Why? What did he do yesterday?


B : He cleaned his apartemen all day.

Pic. 8.3 (Dit. PSMP, 2006)


### Activity 2




Study each of the pictures below and do the practice as done in the exercises above.



1. *you*  
study English



2. *Gloria*  
work hard



3. *David and Jeff*  
wash windows



4. Miss Henderson teach



5. Mr. and Mrs. Warren look for an apartment



6. Jack ride his bicycle



7. Irene write letters



8. the President meet important people



9. \_\_\_\_\_

### Activity 3



Look at the following series of pictures carefully. The pictures tell us about events in one of the Indonesian legends. Tell the class the story. Don't forget to use the expression to begin the story, such as *once upon a time*, *one day*, *just before the evening came*, *there was once and long, long time ago*.



Pic. 8.5 (<http://www.e-smartschool.com>)

## Section Two:

### Written Narratives

#### Presentation

#### Activity 1



Listen to your teacher reading the following texts. Then, read it carefully on your own and answer the questions.

#### Text 1

### Goldilocks And The Three Bears



Pic. 8.6 (Dit. PSMP, 2006)

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised. Someone had tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!"

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

(Source: Dit. PSMP, 2006)

### Questions

1. How did Goldilocks find the bears' house?
2. What did she find in the bears' house?
3. What did she do there?
4. What happened to the small chair?
5. What happened when Goldilocks was sleeping?
6. Why were the tree bears surprised?
7. What did Goldilocks do when she saw the three bears?
8. What would you do if you were Goldilocks? Would you come to the bear's house again?

### Text 2

#### The Chipmunk That Ran Away

Once upon a time, there was a nervous little chipmunk. She was always afraid that something bad happened to her.

One day, she heard a little noise. It was really only an apple that fell to the ground. But the little Chipmunk was afraid and said "The sky is falling in." Then she ran away as fast as she could go.

Soon she met an old brother Chipmunk, who asked, "Where are you running to, little Chipmunk?"

And the little Chipmunk answered, "The sky is falling in, and I am running away."

"The sky is falling in?" said the old brother Chipmunk. And he told the story to his brother chipmunk, until at last there were a hundred brother Chipmunks shouting, "The sky is falling in."

Soon the larger animals heard what the Chipmunks were saying. The Deer,

the Sheep, the Pig, the Camel, the Tiger, and the Elephant began to say, “The sky is falling in.”

Then the wise Lion heard all the noise and wanted to know what was happening. He stopped all the animals and asked, “What are you saying?” The brother Chipmunks said, “Oh we heard it from that little Chipmunk!” And the Lion said, “Little Chipmunk, what made you say that the sky was falling in?” And the little Chipmunk said, “I saw it there near the tree.” “Well,” said the Lion, “Come with me and I will show you how something”. “Now get on my back.” The Lion took her on his back, and asked the animals to stay where they were until they returned. Then he showed the little Chipmunk that the apple had fallen to the ground. This made the noise that had made her afraid. The little Chipmunk said, “Oh, I see. The sky is not falling in.” The Lion said, “Let’s go back and tell the other animals.” So they went back. At last all the animals knew that the sky was not falling in.

(Source: Dit. PSMP, 2006)

### Questions

1. What did the little Chipmunk hear one day?
2. What did the little Chipmunk think the noise was?
3. What did she do then? Did she meet the older brother Chipmunk?
4. What did the little Chipmunk say?
5. Did the old brother Chipmunk believe her? How do you know?
6. Did the other animals believe her? How do you know?
7. Did the Lion believe her? How do you know?
8. What did the Lion do to show the little Chipmunk that the sky was not falling in?
9. What did the Lion ask the other animals to do?
10. What did the little Chipmunk learn at last?

Text 1 and Text 2 are narratives. Both texts have the same pattern. Both start with the orientation, which shows the scene and introduces the participants. Then, the complication tells the readers the crisis that arises. Finally, the resolution tells the readers that the crisis is resolved for better or worse.

## Activity 2



Study the pattern of the story below.

Snow White	Pattern of story
Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.	<b>Orientation</b> sets the scene and introduces the characters and what happened to them.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story, and Snow White and the 7 dwarfs lived happily ever after.

**Complication** tells the crisis that arises. In telling the crisis, it starts by telling when the problem begins to occur. Then, it increases. And finally, it reaches the climax.

**Resolution** tells the crisis that is resolved for better or worse

Now, analyse the two stories above, "Goldilocks and the Three Bears" and "The Chipmunk that Ran Away", based on the pattern of the story you just studied. Put the parts of the stories in their right positions, orientation, complication, or resolution.

## Practice

### Activity 1



When one wants to tell a story, he or she usually starts by using certain expressions. These expressions indicate that he or she is about to tell a story by introducing the setting of the story. Study the expressions in italics.

1. *Once upon a time* there was a little girl called Goldilocks who lived in the middle of a great forest with her mother and her father.
2. *One day, just before the evening came,* the Lion felt very hungry.



3. *There was once* a very greedy dog that just ate and ate.
4. *Long, long time ago*, there was a little girl living with her stepmother and stepsisters.



Pic. 8.7 (Dit. PSMP, 2006)

## Activity 2



When we read or listen to a story, we sometimes find sentences using the following special structure. Study the underlined parts of the sentences below.

1. Once upon a time, when the fairies still liked to help good people, there was a beautiful girl named Cinderella.
2. Sangkuriang became very angry when the woman refused his marriage proposal.
3. Bandung Bondowoso cursed the lady to be the last statue when Roro Jongrang failed to keep her words.
4. When Sangkuriang kicked the boat out, it then turned to be a mountain called Tangkuban Parahu.

In the sentences above, the underlined part functions as the adverb clause of time, and the rest is the main clause.

Here are other examples:

1. After he was kicked out from the palace, Ki Bumirejo built the town of Kebumen.
2. Rapunzel finally got married to the Prince after she reunited his father's and his uncle's kingdoms.
3. Most Indonesian patriots were caught by the Dutch after they were trapped by the colonialists.
4. Before I went to bed, my mother told me a story.
5. We had an examination before we finished the chapter.

### Activity 3



Now, write good sentences telling past activities by changing the verbs in the brackets, and using the adverbs of time provided.

1. The cheese fell down right into the fox's open mouth when the crow (open) her beak.  
.....
2. After Romeo (read) the letter, he went to see Juliet.  
.....
3. I gave the novel back to Mary after I (finish) reading it.  
.....
4. The Snow White wake up when the seven dwarfs (come home).  
.....
5. Abu Nawas always had a trick when he (be) about to be punished.  
.....
6. He kept his money in his bag before he (go) swimming.  
.....
7. Mr. Brown took his children to the zoo when he (get) a vacation.  
.....
8. When the teacher (tell) us a story, we were so astonished.  
.....
9. He spent most of his money for nothing when he (go) to Bali.  
.....
10. After we (watch) the movie, we felt satisfied.  
.....

### Activity 4



Match the each of the main clauses with its adverbial clause. Choose the logically connected pairs.

1. Snow White entered the house ....	a. when she sat on it
2. When I got a fever, ....	b. the mice changed to be horses.
3. Mother put the porridge in the table ...	c. after he knew that the Princess was trapped in the castle.
4. After she ate the porridge, ....	d. when he knew that his chair was broken.
5. The little wooden chair was broken ...	e. after she saw an empty bowl in the table.
6. The little Chipmunk felt very afraid ...	f. when she met the Bear family.
7. The prince went to the castle ....	g. Cinderella turned to be poor lady.
	h. after she finished cooking it.

8. Snow White felt tired ...
9. The baby bear cried ....
10. Mama Bear asked who had eaten the porridge .....
11. Goldilocks asked for apology ....
12. When mid night came, ...
13. When the Fairy said the magic spell, ...

- i. after she ran from her uncle house.
- j. after she knocked at the door.
- k. Goldilocks felt asleep.
- l. I usually took an aspirin.
- m. when she heard an apple fell to the ground.

## Activity 5



Look at the following series of pictures. Add more words to the list. Use a dictionary to find their meanings.



Pic. 8.8 (Dit. PSMP, 2006)

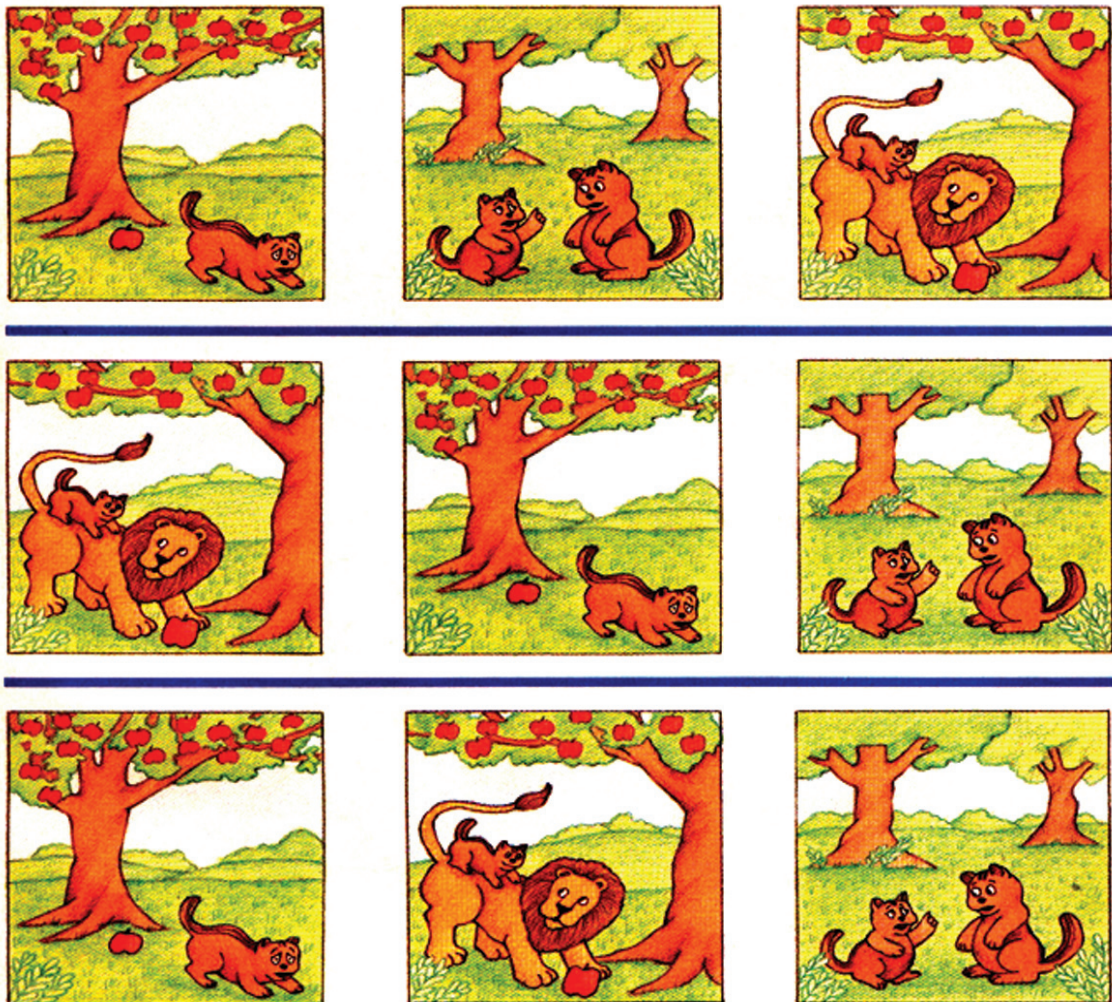
Noun Phrase	Verb Phrase	Descriptive Words
woods = hutan	took a walk = jalan-jalan	full = kenyang
porridge = bubur	let = membiarkan	sleepy = mengantuk
bowl = mangkuk	smelt = mencium bau	hard = keras
.....	.....	.....
.....	.....	.....

### Activity 6



Look at the following series of pictures. Which three pictures (from left to right) show the order of the following events?

1. The little Chipmunk was very nervous and said in a frightened voice, "The sky is falling in." Then she ran away as fast as she could go.
2. She met an old brother Chipmunk and said, "The sky is falling in, and I am running away."
3. The Lion took the little Chipmunk on his back and showed her how the apple had fallen upon the ground, making the noise that had frightened her.



Pic. 8.9 (Dit. PSMP, 2006)

Activity 1



In groups of five, discuss a legend from your surrounding. Then, make an outline to help develop the story. Follow the steps of writing process for developing the story.

1. **Gathering information**

In order to gather information for your story writing, answer these:

- a. Who are the main and other characters of the story?
- b. What happened to the main character?
- c. Why did it happen?

2. **Organizing your materials**

Take notes according to the six question above. Organize the information based on the chronology.

3. **Writing**

Write the organized information by putting the information in sentences. Develop the sentences beautifully to make the story alive. Choose the appropriate words. Follow the structure of the story.

4. **Revising and editing**

Make sure that your story is alive and interesting. Check for the mistakes on grammar and punctuation.

Activity 2



Work in groups of three. Make a short fairy story or mystery consisting of 7 to 10 sentences. When you have finished, one of you has to present it to the class. Remember to follow the generic structure presented in the previous section.

Outline:

**Orientation:**

.....  
.....

**Complication:**

.....  
.....

**Resolution:**

.....  
.....

### Activity 3



Now it's your turn to work individually.  
Compose a story or a legend from your surrounding.  
Start with an outline and show it to your teacher.  
Develop your outline to make the first draft.  
Ask your teacher if you have difficulty.  
Use your teacher's feedback to revise your text.  
You may use this picture or illustration.



Pic. 8.10 (Dit. PSMP, 2006)

#### Outline:

##### Orientation:

.....  
.....

##### Complication:

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

##### Resolution:

.....  
.....

## Final work

### Orientation:

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### Complication:

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### Resolution:

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## Homework

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**Now, find a legend from your neighbourhood.**

**You may ask your parents about the legend.**

**Compose the story.**

**Start with an outline and show it to your teacher.**

**Develop your outline to make the first draft.**

**Ask your teacher if you have difficulty.**

**Use your teacher's feedback to revise your text.**

## Summary

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### A. Narrative Text

When we tell a story, we use a narrative text. A narrative text consists of the orientation, complication, and resolution.

- In the orientation, you tell the listeners or readers the characters, the place, the time (if possible) and other things to make your readers understand the story.
- In the complication, you tell the listeners or readers the problem that happened in the story. Usually you should tell the steps starting from how the problem arises up to the climax.
- Finally, in the resolution, you tell the listeners or readers the anti-climax or the answer to the problem.

### B. Adverbial Clause

We use the adverb clauses to show the events in the past, which occurred before, after or at the same time as other events. The adverb clauses are called the adverb clauses of time.

## Evaluation

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### A. Complete these sentences using the adverbial clause by completing the words in the brackets.

1. When Sri Tanjung (have been killed), the blood (smell) very fragrant.  
\_\_\_\_\_
2. Diponegoro (be then put) in jail after he (be trapped and caught) by Dutch.  
\_\_\_\_\_
3. Snow White (run) away from home after she (hear) her Uncle and Aunt talking about leaving her in the castle.  
\_\_\_\_\_
4. When she (see) the three bears, Goldilocks (wake up) and (run away).  
\_\_\_\_\_
5. When Kancil (finish) counting the crocs, he (run away) without saying.  
\_\_\_\_\_



- B. Analyze the following story based on the pattern of the story (orientation, complication, and resolution).**

### The Lost Caterpillar

Seven worms are walking happily. Their mother is leading them. They have just had their breakfast on a big tree near a river.

“Come on, children. Let’s go home,” Mama Worm says.

Suddenly, a cricket says, “Your last child is ugly!” “Ugly?” asks Mama Worm. Then she looks at the child. He is not the same as her other children. “Hey, ugly!” she says, “You are not my child. Go away!”

The little brown worm walks away. He is very sad. When he is near a lake, he looks into the water.

“Oh, how ugly I am,” he cries.

“You are not ugly,” says a voice. “Oh, I find you, my child.”

The worm looks around. There is a beautiful big butterfly and her children. They all look the same as he.

“They may call you ugly,” says Butterfly.

“But you are the most beautiful child in the world. One day, you will turn into a beautiful butterfly.”

(Source: Fun Plus 01)

- C. Find one legend from your neighbourhood/village. Tell the story to your friend. You may start with *Once upon a time,....* Remember to tell the complication and resolution.**

## 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 the following poems. Pay attention to the pronunciation.

William Shakespeare. 1564-1616

## Sweet-and-Twenty

O MISTRESS mine, where are you roaming?  
O, stay and hear! your true love 's coming,  
That can sing both high and low:  
Trip no further, pretty sweetening;  
Journeys end in lovers meeting,  
Every wise man's son doth know.  
    What is love? 'tis not hereafter;  
    Present mirth hath present laughter;  
    What 's to come is still unsure:  
    In delay there lies no plenty;  
    Then come kiss me, sweet-and-twenty!  
    Youth 's a stuff will not endure.

Alice Meynell. 1850

## The Lady of the Lambs

SHE walks—the lady of my delight—  
A shepherdess of sheep.  
Her flocks are thoughts. She keeps them white;  
She guards them from the steep.  
She feeds them on the fragrant height,  
And folds them in for sleep.  
    She roams maternal hills and bright,  
    Dark valleys safe and deep.  
    Her dreams are innocent at night;  
    The chastest stars may peep.  
    She walks—the lady of my delight—  
    A shepherdess of sheep.  
She holds her little thoughts in sight,  
Though gay they run and leap.  
She is so circumspect and right;

She has her soul to keep.  
She walks—the lady of my delight—  
A shepherdess of sheep.

(Source: Dit. PSMP, 2006)

You need to know the following information.

## Grimms' Goblins



Pic. 8.11 (Microsoft Encarta, 2008)

German fairy tales collected by the Grimm brothers in the 1800s are filled with far more mean-spirited, mischief-making goblins and witches than wish-granting fairies. This cover is from an early collection of Grimm fairy tales published in English translation.

(Source: Microsoft Encarta, 2008)

## Vocabulary List

Word	Part of speech	Phonetic transcription	Indonesian equivalent
beak	n	[bi:k]	paruh
chipmunk	n	[tʃɪpmʌŋk]	sejenis tupai yang hidup di Amerika Utara
croak	n	[krəʊk]	bunyi seperti bunyi
crow	n	[krəʊ]	burung gagak atau katak
feather	n	[ˈfeðə]	burung gagak
fox	n	[fɒks]	bulu
frightened	adj	[ˈfraɪtənd]	rubah
legend	n	[ˈledʒənd]	ketakutan
mean	adj	[mi:n]	legenda
shout	v	[ʃaʊt]	kikir
sly	adj	[slɑɪ]	berteriak
spell	n	[spel]	licik
			mantera