CHECKLIST 01

LESSON 1, READING TEXT 1, TITLE: THE LEGEND OF SURABAYA

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 How many animals took part in this story?	2 What was the relationship between Sura and Baya?	3 How were these animals when they were hungry?	4 When did the fight usually stop?	5 What should Sura and Baya do to stop fighting?	6 Why did one day Sura go to the land?	7 How was the place where they were fighting?	8 What moral lesson can you draw from this passage?			
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√	√					√				6
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.			√	√		√					
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.											2
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.					√		√				
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 02

LESSON 1, READING TEXT 2, TITLE: A NARROW ESCAPE

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION 1 — What was the purpose of Mr. Chan and family being in California?	2 — How many times did the Chan family visit the Disneyland?	3 — Why did Mr. Chan have to return to Singapore immediately?	4 — What would happen to the Chan family if they kept decide to extend their stay in California?	5 — Why were Amanda and Samantha dissapointed?							TOTAL
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story												
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.			√									
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.												
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.												1
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.												
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.												
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.	√	√		√								
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.												
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents												
	Inferring Comparisons infer likenesses and differences in characters, times, or places												4
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place				√								
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.												
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.												
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.												
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience												
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.												
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject												
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem												
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.												
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.												
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.												
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words												
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"												

CHECKLIST 03

LESSON 2, READING TEXT 1, TITLE: WHY EIFFEL TOWER WAS BUILT

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION									TOTAL
		1 Who designed the Eiffel Tower?	2 Why is Eiffel Tower to be one of the most recognized building in the world?	3 What are the Eiffel Tower built for?	4 Which word of the last paragraph that has similar meaning with 'knocked down'?	5 Mention the wonders of the world buildings beside Eiffel tower that you know.					
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√									2
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.			√							
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.										
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.										
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.										
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.										
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.		√			√					3
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.										
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents										
	Inferring Comparisons infer likenesses and differences in characters, times, or places										
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place										
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.										
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.										
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.				√						
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience										
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.										
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject										
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem										
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.										
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.										
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.										
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words										
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"										

CHECKLIST 04
LESSON 2, READING TEXT 2, TITLE: RECENT CLIMATE HISTORY

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	1 According to the writer, what has caused the increase of the Earth temperature?	2 What do leading climatologists say about the 'greenhouse gases'?	3 What has caused the melting ice in Montana's Glacier National Park?	4 How many do tides happen in a day?	5 What do you think causes a sandcastle to appear on the beach?	6 Why won't sandcastle last very long?	7 Would you say that the Earth is getting bigger or smaller? Explain your answer.	8 What do warmer temperatures in the sea cause?	9 Why does the writer say that scientists are not a fortune teller?	10 What is the message that the writer wants to tell us?	TOTAL
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√	√		√							7
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.									√		
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.			√			√		√			
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.					√						3
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.							√			√	
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 05

LESSON 4, READING TEXT 1, TITLE: THE CASE FOR & AGAINST USING ANIMALS IN RESEARCH

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	1 How many animals are used in laboratory experiments?	2 What do you think about the use of animal in medical research?	3 What would happen if animals were not used in animal research?	4 What is the first paragraph called?	5 "The fact that humans benefit cannot be used to justify using animals…". What does the underlined word means?	6 Mention several problems faced by animals for the sake of animal research.	7 Find sentences which show the pros and cons.	8 What does the last paragraph state?	9 What is the purpose of presenting this type of text?	10 What type of text is this?	TOTAL
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√					√	√				
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.											
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											3
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.				√	√					√	
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.								√	√		
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											6
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place			√								
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject		√									1
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 06

LESSON 4, READING TEXT 2, TITLE: TO TIP OR NOT TO TIP

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION									TOTAL
		1 Where do Canadians and Americans usually tip?	2 Why do they tip people in these places?	3 What does a tip show?	4 How much do porters at airports usually get for each bag they carry?	5 Who usually gets a dollar tip for carrying one or two suitcases?	6 How much do the usual tip for other kinds of services?	7 How do you know about the size of usual tip?			
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√			√	√	√				6
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.		√	√							
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.										
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.										
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.										
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.										
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.						√				1
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.										
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents										
	Inferring Comparisons infer likenesses and differences in characters, times, or places										
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place										
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.										
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.										
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.										
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience										
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.										
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject										
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem										
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.										
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.										
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.										
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words										
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"										

CHECKLIST 07

LESSON 4, READING TEXT 3, TITLE: HUMAN RIGHTS

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 Where are the origins of the human right concepts?	2 What did these concepts did?	3 When did the change of the concepts of the human right happen?	4 What was the result of the change?	5 "Human beings are endowed with certain eternal and inalienable rights". Explain the meaning of the sentence.	6 Who modernized the concepts of human rights?	7 Who challenged the concepts of human rights in 18th and 19th centuries?	8 Who was not in favor of the idea that natural law was the foundation for human rights?	9 Mention some of the human rights mentioned in paragraph 5.	10 What is the controversy in the last paragraph?	
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story			√			√	√	√	√		8
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.	√	√									
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.				√							
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.					√						2
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.										√	
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 08
LESSON 5, READING TEXT 1, TITLE: VOLCANO (PART 1)

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 What is the text about?	2 What is a volcano?	3 Mention the kinds of volcano.	4 How can volcano formed?	5 What is 'lahar'?	6 How many rows of volcanoes are there in Indonesia?	7 "They are found in three rows" (paragraph 3. What does the underline word refer to?)	8 Which word in the last paragraph that means "very large"?	9 What is the type of the text above?	10 What is the purpose of the text?	
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story			√		√	√					5
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.		√		√							
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.							√	√	√		5
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.	√									√	
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 09
LESSON 5, READING TEXT 1, TITLE: VOLCANO (PART 2)

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1	2	3	4	5	6	7	8			
		Volcano is a mountain surrounding an opening in the Earth crust.	The materials forced from active volcano are such as lava, steams, gases and ashes.	In a dormant volcano the crater has long been closed up with cold, solid lava.	The Earth was sphere gases which slowly cooked off from outside.	Low pressure forces the magma through weak parts in the Earth crust that formed volcano.	Most volcanoes are in Sumatra.	Lahar is called 'lava'.	The Eruption of sea volcanoes can cause high wave.			
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story											
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.											
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.		√	√	√	√	√	√	√			
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.	√										
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											8
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 10

LESSON 5, READING TEXT 2, TITLE: FIND THE JOB THAT IS RIGHT FOR YOU!

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	1 How many percent of workers aren't happy with their job?	2 Who is John Holland?	3 How many types of personalities are there in the article?	4 Does everybody just have one type of personalities?	5 Which type is outgoing and likes to persuade or lead other people?	6 Does Liz have the social type?	7 What does the word "you" in the article refer to?	8 What does the word "them" in the last paragraph refer to?	9 Which word in the first paragraph means "do something speedily"?	10 Which personality types are you most similar to? And what kinds of jobs do you think world fit your personality?	TOTAL
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√	√		√	√						
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.			√								
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											5
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.							√	√	√	√	
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.											
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											5
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.						√					
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 11
LESSON 7, READING TEXT 1, TITLE: SEVENTEEN AGAIN

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	1 What is the title of the movie?	2 Who is the director of the movie?	3 What does the writer say about the performances in the movie?	4 What is the genre of the movie?	5 What kind of text is this text?	6 "…17 again is mostly clean movie too". What does the underline word mean?	7 Why does the writer say "…you cannot judge by its trailer"?	8 Mention the actors and actresses playing in the movie. What are their character?			TOTAL
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√	√	√					√			4
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.											
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.				√	√						4
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.											
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place							√				
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.						√					
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											-
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											-
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 12

LESSON 7, READING TEXT 2, TITLE: 2012 FILM REVIEW

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 What calendar does Rolland Emmerich's film use?	2 What does 2012 film bring to?	3 Where does Cussack drive limo?	4 What happens to the skyscrappers?	5 When does the climax occur?	6 What is the critic about Emmerich's film?	7 Why does Emmerich 2012 deserve credit?	8 How does he play in this movie?	9 What is the meaning of the word "credit" in the third paragraph?	10 Who plays a role as a scientist?	
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√		√	√	√		√			√	7
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.		√									
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.						√		√	√		3
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.											
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 13
LESSON 7, READING TEXT 3, TITLE: DAVID COOK ALBUM REVIEW

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 — What Is the title of David Cook album that released on November 18th, 2008?	2 — When is his first album released?	3 — What kind of song does David Cook play?	4 — How does he sing his songs?	5 — What is the writer say about David Cook's album?.	6 — Which songs do you know like in his album? Mention them.	7 — "The album us an eclectic mix that range from slow evocative ballads…". What does the underline word means?	8 — Which word in last paragraph that has similar meaning to the word "satisfy"?	9 — What do you like about David Cook?	10 — What do you think about his latest album?	
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√	√	√	√							4
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.											
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.						√	√	√	√		6
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.					√					√	
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 14

LESSON 8, READING TEXT 1, TITLE: HEALTHCARE FROM DUNLOP BEDDING

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 What is advertised in this text?	2 How were the testing and assessment of the Dunlop Bedding Helathcare Matress in Major Public Hospitals …Institutions?	3 How is this mattress designed?	4 Can this mattress reduce nursing staff work load in the turning of bed care patients?	5 How is the system used by the Dunlop Bedding Healthcare Mattress?	6 What has been shown to assist in the reduction of the emergence of decubitus ulcer?	7 What is the phone number of Queensland Agent?	8 How is this text categorized?			
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story		√		√	√	√	√				7
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.	√		√								
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.							√				1
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.											
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

CHECKLIST 15

LESSON 8, READING TEXT 2, TITLE: KOWLOON SHANGRI-LA

LEVEL	THE TYPES OF QUESTIONS AND ITS DESCRIPTION	QUESTION										TOTAL
		1 In which paragraph does the writer explain about the location of Kowloon Shangri-La?	2 How is Shangri-La categorized?	3 Which paragraph does the writer state about the parts of the hotel?	4 Do you think the facilities available at Shangri-La Hotel are luxurious?	5 How do the guests feel about the interior design of the guest room?	6 Which floor is allocated for Club 21?	7 What special needs are presented for Club 21 guests?	8 What do Club 21 guests enjoy to the airport and from the airport?	9 Why are Club 21 guests given special needs and services?	10 What do you call the text used to describe something?	
LITERAL RECOGNITION OR RECALL	**Recognition or Recall of Details** locate or identify or to call up from memory such facts as the name of the characters, the time of the story took place, the setting of a story, or an incident described in the story	√	√	√					√			5
	Recognition or Recall of Main Ideas locate or identify or to produce from memory an explicit statement in or from selection which is the main idea of a paragraph or a larger portion of the selection.							√				
	Recognition or Recall of Sequence locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.											
	Recognition or Recall of Comparisons locate or identify or to produce some memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.											
	Recognition or Recall of Cause and Effect Relationship locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.											
	Recognition or Recall of Character Traits identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of selection.											
INFERENCE	**Inferring Supporting Details** conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.				√	√	√			√		5
	Inferring the Main Idea provide the main idea, general significance, theme or moral which is not explicitly stated in the selection.										√	
	Inferring Sequence conjecture as to what action or incident might have taken place between two explicitly stated action or incident might have taken place between two explicitly stated actions or incidents											
	Inferring Comparisons infer likenesses and differences in characters, times, or places											
	Inferring Cause and Effect Relationship hypothesize about the motives of characters and their interactions with others and with time and place											
	Inferring Character Traits hypothesize about the nature of characters on the basis of explicit clues presented in the selection.											
	Predicting Outcomes to read an initial portion of a selection, and on the basis of this reading to conjecture about the outcome of the selection.											
	Inferring about Figurative Language infer literal meanings from the author's figurative use of language.											
EVALUATION	**Judgments of Reality or Fantasy** determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience											
	Judgments of Fact or Opinion decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.											
	Judgments of Adequacy or Validity judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject											
	Judgments of Appropriateness determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem											
	Judgments of Worth, Desirability, or Acceptability pass judgments on the suitability of a character's action in a particular incident or episode.											
APPRECIATION	**Emotional Response to Plot or Theme** determine what the author did in the process of developing the plot or theme that elicited a given emotional response.											
	Identification with Characters and Incidents - become aware of the literary techniques and devices which prompt them to sympathize or empathize with a particular character, or to reject him, for that matter. - consider the placement, nature, and structure of events or incidents which cause them to project themselves into the action.											
	Reactions to the Author's Use of Language recognize and respond to the author's craftsmanship as reflected in his selection of and use of words											
	Imagery to recognize and react to the author's artistic ability to "paint word pictures"											

APPENDIX 2

READING TEXTS AND READING COMPREHENSION QUESTIONS IN ENGLISH TEXTBOOK ENTITLED "ENGLISH"

Lesson One
Reading Text One "The Legend of Surabaya"

Task 13 Read and study the following text, and then answer the questions that follow.

The Legend of Surabaya

A long time ago in East Jaya there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behaviour.

"I'm tired of fighting, Baya," said Sura.

"Me too. What should we do to stop fighting? Do you have any idea?" asked Baya.

"Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura.

"Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

"Hey, what are you doing here? This is my place. Your place is in the sea!"

"But, there is water in the river, right? So, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city.

Taken from: *indonesianfolklore.blogspot.com*

Questions:
1. How many animals took part in this story?
2. What was the relationship between Sura and Baya?
3. How were these animals when they were hungry?
4. When did the fight usually stop?
5. What should Sura and Buya do to stop fighting?
6. Why did one day Sura go to the land?
7. How was the place where they were fighting?
8. What moral lesson can you draw from this passage?

Lesson One
Reading Text Two "A Narrow Escape"

Supplementary Reading

Task 19   Read the text, and then answer the questions that follow.

A Narrow Escape

Amanda and Samantha were having a fantastic time in Disneyland, California. They had spent an entire day taking rides, eating popcorn and hot dogs, and mingling with the Disney characters. The insatiable spirit for fun in them prompted them to beg their parents to bring them there again the next day so that they could complete the rides they had not taken. Their parents saw that they were enjoying themselves and since they had done well in their examinations, they decided to give them. They decided to extend their stay in California for one more day so that the girls could visit Disneyland once more before they returned to Singapore. The two little girls were exhilarated.
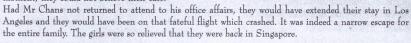
The next morning, the Chan family were awakened by the ringing tone of the telephone. Mr Chan's secretary had called up and asked him to return to Singapore immediately as there was an emergency in the office. Mr Chan had to be there to solve the problem. The little girls were extremely disappointed to hear that. They sulked throughout their whole journey back to Singapore.

A day after their return, the Chan family were shocked to hear news of a national disaster. A flight from Los Angeles back to Singapore had crashed while taking off. Almost a hundred passengers on board had perished. The Chans were stunned. For a moment, they could not believe their ears. Had Mr Chans not returned to attend to his office affairs, they would have extended their stay in Los Angeles and they would have been on that fateful flight which crashed. It was indeed a narrow escape for the entire family. The girls were so relieved that they were back in Singapore.

Taken from: *Secondary 1 Challenging English Essays*

Questions:
1. What was the purpose of Mr Chan an family being in California?
2. How many times did the Chan family visit the Disneyland?
3. Why did Mr Chan have to return to Singapore immediately?
4. What would happen to the Chan family if they kept decide to extend their stay in California for one more day?
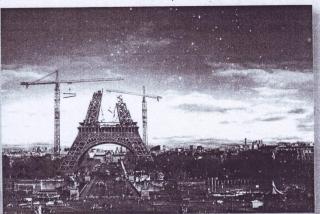5. Why were Amanda and Samantha disappointed?

Value : bookaholic

Lesson Two
Reading Text One "Why Eiffel Tower was Built"

Task 17   Read the following text carefully. Then, answer the questions that follow.

Why Eiffel Tower was Built

If we talk about the Wonders of the World buildings, then we will see Eiffel Tower as one of them. However many of us do not know the tower's past history on why it was built. Everything has the reasonable background, especially for the tower which is to be one of the most recognised buildings in the world.

Primarily, the Eiffel Tower was built for the World Exhibition. It was called Paris Exposition in 1889. The exhibition was organized to celebrate the 100th anniversary of the French Revolution. The purpose of building Eiffel Tower in such structure was to show to the world France's advancement of technology and beauty. The Eiffel Tower was designed by Gustave Eiffel. It seemed that then the name of the tower was derived from the designer's last name, "Eiffel".

Another reason on why the tower was built was for scientific progress. Although few realized it, the Eiffel Tower would become the prominent structure in terms of science and technology. Many experiment with temperature, pressure and pendulums were performed atop the unique famous building. Additionally the Eiffel Tower was used for radio transmission tower. Many experiments were conducted atop the Eiffel Tower for radio transmission advancement. Once the Eiffel Tower was proposed to be demolished but it was spared because the tower had the promising future as a radio tower.

Taken from: *understandingtext.blogspot.com*

Questions:
1. Who designed the Eiffel Tower?
2. Why is Eiffel Tower to be one of the most recognized building in the world?
3. What are the Eiffel Tower built for?
4. Which word of the last paragraph that has similar meaning with 'knocked down'?   (Idiom)
5. Mention the Wonders of the world buildings beside Eiffel Tower that you know.

Team

In groups of four, find the dominant structure used in the previous text.

Values : cooperative, communicative, democratic

Lesson Two
Reading Text Two "Recent Climate History"

Flash Chamber

Procedure or explanation?

Procedure and explanation texts have the similarity in which both describe how to make or do something. They give the detailed description on something, phenomena, goods, products cases or problems.

Procedure is a kind of instruction text which uses full command verbs. It uses the "infinitive verbs" without "to". Procedure is commonly used to describe how to make something which is close to our daily activity (how to make a cup of tea, how to make a good kite, etc.). It uses such sentences as first boil water, secondly prepare the cup, and so on.

Explanation uses the passive voice in building the text. Explanation is such a scientific written material. It describes how certain phenomena or events happen (how a tornado forms, how tsunami works). It uses passive patterns in describing the topic.

understandingtext.blogspot.com

Values : curious, bookaholic

Supplementary Reading

Task 21   Read the text, and then answer the questions that follow.

Recent Climate History

The Earth has warmed about 1°F in the last 100 years. And the four warmest years of the 20th century all happened in the 1990s. Periods of increased heat from the sun may have helped make the Earth warmer. But many of the world's leading climatologists think that the greenhouse gases produce are making the Earth warmer too. ②

Melting Glaciers: a glacier is a large sheet of ice that moves very, very slowly. Many glaciers in the world are now melting. For example, glaciers are melting in Montana's Glacier National Park. Some scientists think the glaciers are melting partly because the Earth is getting warmer. ③

Rising Sea Level: Have you ever built a sandcastle on the beach, close to the ocean on wet sand? If you have, you probably know that the sandcastle won't last very long. Chances are the waves will wash away the castle as soon as the tide comes in. The water goes higher up the beach when the tide comes in. At most shores throughout the world, two high tides and two low tides

occur every day. But now, the level of the sea is rising, so high tides are higher then they were before. Over the last 100 years, the level of the sea has risen about 6–8 inches worldwide. When the sea level rises, the tide goes farther up the beach.

Scientists think the sea has risen partly because of the melting glaciers and sea ice. When some glaciers melt, they release water into the sea and make it higher than it was before. Scientists also think that warmer temperatures in the sea make it rise even more. Heat makes water expand. When the ocean expands, it takes up more space.

What Might Happen?

Scientists are not fortune-tellers. They don't know exactly what will happen in the future. But they can use special computer programmes to find out how the climate may change in the years ahead. And the computer programmes tell us that the Earth may continue to get warmer.

Together, the melting glaciers, rising seas and computer models provide some good clues. They tell us that the Earth's temperature will probably continue to rise as long as we continue increasing the amount of greenhouse gases in the atmosphere.
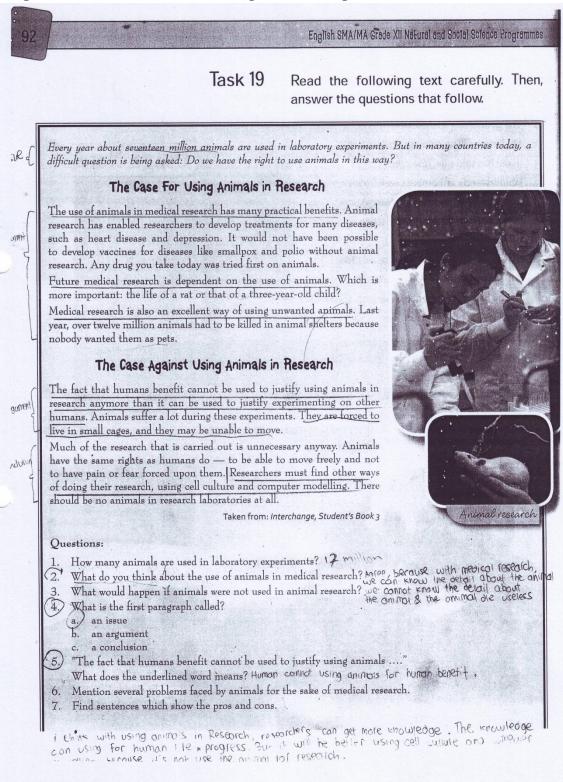
Taken from: *www.epa.gov*

Questions:

1. According to the writer, what has caused the increase of the Earth temperature?
2. What do leading climatologists say about the 'greenhouse gases'?
3. What has caused the melting ice in Montana's Glacier National Park?
4. How many times do tides happen in a day?
5. What do you think causes a sandcastle to appear on the beach?
6. Why won't a sandcastle last very long?
7. Would you say that the Earth is getting bigger or smaller? Explain your answer.
8. What do warmer temperatures in the sea cause?
9. Why does the writer say that scientists are not a fortune teller?
10. What is the message that the writer wants to tell us?

Task 22　Study the underlined phrases in the sentences below.

1. Mrs Karta did not have time to cook for her family last night because she was very busy in her office, so she took her family to <u>eat out</u> at a Sundanese restaurant.
2. Destri <u>feels like</u> buying sophisticated kitchen utensils such as an onion cutter or a coconut grater in order to save her time.
3. Don't <u>make fun of</u> my French. I am doing the best I can.
4. I have to be grateful to God because my dream to climb the Great Wall really <u>comes true</u>.

Lesson Four
Reading Text One "The Case For and Against of Using Animals on Research"

Task 19   Read the following text carefully. Then, answer the questions that follow.

Every year about seventeen million animals are used in laboratory experiments. But in many countries today, a difficult question is being asked: Do we have the right to use animals in this way?

The Case For Using Animals in Research

The use of animals in medical research has many practical benefits. Animal research has enabled researchers to develop treatments for many diseases, such as heart disease and depression. It would not have been possible to develop vaccines for diseases like smallpox and polio without animal research. Any drug you take today was tried first on animals.

Future medical research is dependent on the use of animals. Which is more important: the life of a rat or that of a three-year-old child?

Medical research is also an excellent way of using unwanted animals. Last year, over twelve million animals had to be killed in animal shelters because nobody wanted them as pets.

The Case Against Using Animals in Research

The fact that humans benefit cannot be used to justify using animals in research anymore than it can be used to justify experimenting on other humans. Animals suffer a lot during these experiments. They are forced to live in small cages, and they may be unable to move.

Much of the research that is carried out is unnecessary anyway. Animals have the same rights as humans do — to be able to move freely and not to have pain or fear forced upon them. Researchers must find other ways of doing their research, using cell culture and computer modelling. There should be no animals in research laboratories at all.

Taken from: *Interchange, Student's Book 3*

Animal research

Questions:

1. How many animals are used in laboratory experiments? 17 million
2. What do you think about the use of animals in medical research? Agree, because with medical research, we can know the detail about the animal
3. What would happen if animals were not used in animal research? we cannot know the detail about the animal & the animal die useless
4. What is the first paragraph called?
   a. an issue
   b. an argument
   c. a conclusion
5. "The fact that humans benefit cannot be used to justify using animals ...."
   What does the underlined word means? Human cannot using animals for human benefit.
6. Mention several problems faced by animals for the sake of medical research.
7. Find sentences which show the pros and cons.

i think with using animals in Research, researchers can get more knowledge. The knowledge can using for human life progress. But it will be better using cell culture and computer ... ... because it's not use the animal for research.

8. What does the last paragraph state?
   a. the issue of using animals in research
   b. the argument for and against using animals in research
   c. the conclusion of using animals in research

9. What is the purpose of presenting this type of text?
   a. to present (at least) two points of view about an issue
   b. to describe the way things are
   c. to retell events for the purpose of information or entertainment

10. What type of text is this?
    a. a report
    b. a discussion
    c. an explanation

Net.Knot

Is animal testing right or wrong? Find the pros and cons of animal testing at http://www.blurtit.com/q202718.html

You can also share your opinion to the world at the website.

Value : curious

Lesson Four
Reading Text Two "To Tip or Not to Tip"

Task 21   Read and study the text, and then answer
the questions that follow.

To Tip or Not to Tip

Do you tip for services in your country? When?

Canadians and Americans usually tip in places like restaurants, airports, hotels, and hair salons because many people who work in these places get low salaries. A tip shows that the customer is pleased with the service.

At airports, porters usually get a dollar tip for each bag. Hotel bellhops usually get a dollar for carrying one or two suitcases. A hotel door attendant or parking valet also gets about a dollar for getting a taxi or for parking a car. Many people also tip hotel room attendants, especially when they stay in a hotel for several days. They usually leave a dollar for each day.

They usually tip for other kinds of service – for example, for taxi drivers, barbers, hairdressers, waiters, and waitresses – is between 10 and 20 per cent of the bill. The size of the tip depends on how pleased the customer is. In most restaurants, the check does not include a service charge. If the group is large, however, there may be an added service charge. There is no tipping in cafeterias or fast-food restaurant.

Taken from: *www.mantomaneg.co.kr*

Questions:
1. Where do Canadians and Americans usually tip?
2. Why do they tip people in these places?
3. What does a tip show?
4. How much do porters at airports usually get for each bag they carry?
5. Who usually gets a dollar tip for carrying one or two suitcases?
6. How much do the usual tip for other kinds of services?
7. How do you know about the size of the usual tip?

Lesson Four
Reading Text Three "Human Rights"

Task 22   Read the text, and then answer the questions that follow.

Human Rights

The origins of the concept of human rights are usually agreed to be found in Greco-Roman natural-law doctrines of Stoicism which held that a universal force pervades all creation and that human conduct should therefore be judged according to the law of nature, and in the jus gentium ("law of nations"), in which certain universal rights were extended beyond the rights of Roman citizenship. These concepts taught more of duties than rights, however, and allowed for slavery and serfdom.

It was during the period from the Renaissance until the 17th century that the beliefs and practices of society so changed idea of human (or natural) rights could take hold as a general social need and reality. The writings of St. Thomas Aquinas and Hugo Grotius, as well as the Magna Carta, the Petition of Rights of 1628, and the English Bill of Rights all reflected the view that human beings are endowed with certain eternal and inalienable rights.

This modernist conception of natural law, meaning natural rights, was elaborated in the 17th and 18th centuries by such writers as René Descartes, Gottfried Leibniz, Benedict de Spinoza, and Francis Bacon. Particularly to be noted are the writings of the English philosopher, John Locke, who was perhaps the most important natural-law theorist of modern times, and the Philosophes, including Denis Diderot, Voltaire, Montesquieu and Jean-Jacques Rousseau.
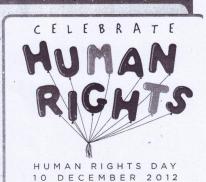
The struggle against political absolutism in the late 18th and 19th centuries further advanced the concept of human right. Thomas Jefferson and the Marquis de Lafayette gave eloquence to the plain prose of the previous century, and freedoms were specified in a variety of historic documents such as The Declaration of the Rights of Man and of the Citizen (1789) of France and the Bill of Rights (1791) of the Constitution of the United States (1787).

The idea that natural law is the foundation for human rights came under attack during the late 18th century by such men as conservatives Edmund Burke and David Hume, as well as by Jeremy Bentham, a founder and leading proponent of Utilitarianism. This assault continued into the early 20th. Such writers as John Stuart Mill, Friedrich Karl von Savigny, Sir Henry Maine, John Austin, and Ludwig Wittgenstein sought other justifications for, and definitions of, those rights. But the idea of the rights of mankind endured in one form or another— the abolition of slavery, labour laws, popular education, trade unionism, universal suffrage—and came into its own following the rise and fall of Nazi Germany.

Although the existence of human rights is no longer debated, the nature and scope of those rights remain the subject of dispute. Questioned, among other matters, are the source of human rights, the way in which they are validated, whether or not they are irrevocable, and what their limits are.

CELEBRATE
HUMAN RIGHTS

HUMAN RIGHTS DAY
10 DECEMBER 2012

www.celebratehumanrights.org

UNITED NATIONS
HUMAN RIGHTS

Taken from: *The New Encyclopedia Americana*

Questions:

1. Where are the origins of the human right concepts?
2. What did these concepts teach?
3. When did the change of the concepts of the human right happen?
4. What was the result of the change?
5. "Human beings are endowed with certain eternal and inalienable rights." Explain the meaning of the sentence.
6. Who modernized the concepts of human rights?
7. Who challenged the concepts of human rights in 18th and 19th centuries?
8. Who was not in favour of the idea that natural law was the foundation for human rights?
9. Mention some of the implementations of the human rights mentioned in paragraph 5?
10. What is the controversy in the last paragraph?

Value : bookaholic

Lesson Five
Reading Text One "Volcano"

Task 16

Read and study the text carefully. Then, answer the questions that follow.

Volcano

Introductory paragraph

A volcano is a mountain surrounding an opening in the earth's crust. Steam, gases, lava, ashes and other materials are forced out almost continuously from an active volcano. A dormant volcano, on the other hand, erupts at long intervals. In an extinct volcano, the crater has long been closed up with cold, solid lava.

The Earth was a sphere of gases which slowly cooled off from outside, forming a thin crust of cold, solid materials, containing hot liquid, magma, and gases. It was the very high pressure of the gases forcing the magma through weak parts in the earth's crust that formed volcanoes.

Explanation sequence

There are some 500 volcanoes in Indonesia, of which about 180 are still active. They are found in three rows. The first row stretches over a distance of 7000 km from North Sumatra – Java, the northern row as island of Nusa Tenggara ending up on the island on Saparua near Ambon.

The second row runs from Sulawesi through Sangihe asa far as the Philipine island; while the third runs from Irian to Halmahera, Kalimantan and the southern island of Nusa Tenggara, lying outside those rows, are not volcanic.

Most of our volcanoes are in Java. The most active one is mount Merapi at the north of Yogya. The northern part of the crater has a high wall, so in eruption the lava flows in every direction. The hot lava slowly cools off into what is called "lahar".

In the rainy season, when the cool "lahar" on Merapi's slopes is hits by rain it flows down the slopes with great force, destroying everything in its path. The flow of "lahar" mixed with rocks fills up the rivers, while sand covers the fields.

The eruption of sea volcanoes cause high waves, flooding regions on the coasts. This happened when Krakatau erupted in 1833. The sound of the eruption was heard from places as far away as India, Irian and Australia, distance of 3,600 to 4,800 km from Krakatau. Around 18 cubic km of solid materials were thrown up. The skies above places were darkened. 30 meter high waves flooded the coasts of west Java and Lampung, sweeping away village and 35,000 people.

Closing

However, volcanoes are also a great blessing. Volcanoes and mountains force the clouds to rise, and cool them off, causing them to drop the water they contain in the form of rain. The materials thrown up by volcanoes contain minerals needed by plants. The higher regions, being cool, are good for coffee, protect the soil against erosion, while the soil acts as a water reservoir giving water to the rivers. Volcanic eruption may destroy life, but they also make the land fertile.

Taken from: *learninggris.blogspot.com*

Questions:

1. What is the text about?
2. What is a volcano?
3. Mention the kind of volcano.
4. How can volcano formed?
5. What is lahar?
6. How many rows of volcanoes are there in Indonesia?
7. "They are found in three rows". (paragraph 3)
   What does the underlined word refer to?
8. Which word in the last paragraph that means "very large"?
9. What is the type of the text above?
10. What is the purpose of the text?

Task 19. Circle the letter **T** if the statement is true, circle **F** if false.

1.	Volcano is a mountain surrounding an opening in the Earth crust.	T	F
2.	The materials forced from active volcano are such as lava, steams, gases and ashes.	T	F
3.	In a dormant volcano the crater has long been closed up with cold solid lava.	T	F
4.	The Earth was sphere gases which slowly cooked off from outside.	T	F
5.	Low pressure forces the magma through weak parts in the Earth crust that formed volcano.	T	F
6.	Most volcanoes are in Sumatra.	T	F
7.	Lahar is called lava.	T	F
8.	The eruption of sea volcanoes can cause high wave.	T	F

Lesson Five
Reading Text Two "Find the Job That is Right For You"

Supplementary Reading

Task 22   Read and study the text below. Then, answer the questions that fallow.

Find the Job That is Right for You!

How would you look for a job that's right for you?

Nearly 50% of all workers have jobs they are not happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through the ads in the newspaper. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?

According to psychologist John Holland, there are six types of personalities. Nobody is just one type, but most people are mainly one type. For each type, there are certain jobs that might be right, and others that are probably wrong.

Job interview

- The realistic type is practical and likes working with machines and tools.
- The investigative type is curious and likes to learn, analyze situations, and solve problems.
- The artistic type is imaginative and likes to express himself/herself by creating art.
- The social type is trustworthy and likes to help people.
- The enterprising type is friendly and likes to lead and persuade people.
- The conventional type is careful and likes to follow routines and keep track of details.

If you think about what you are, you can make the right job decision. Liz is a good example. Liz knew she wanted to do something for children. She thought she could help children as a school counsellor or a lawyer. She took counselling and law courses – and hated them. After talking to a career counsellor, she realized the problem was that she is an artistic type. Liz studied film, and she now produces children's TV shows and loves it.

Questions:

1. How many percent of workers aren't happy with their jobs?
2. Who is John Holland?
3. How many types of personalities are there in the article?
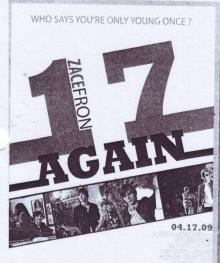4. Does everybody just have one type of personalities?

5. Which type is outgoing and likes to persuade or lead other people?
6. Does Liz have the social type?
7. What does the word "you" in the article refer to?
8. What does the word "them" in the last paragraph refer to?
9. Which word in the first paragraph means "do something speedily"?
10. Which personality types are you most similar to? And what kinds of jobs do you think would fit your personality?

Value : bookaholic

Lesson Seven
Reading Text One "Seventeen Again"

Task 20   Read carefully the following review and then answer the questions that follow.

WHO SAYS YOU'RE ONLY YOUNG ONCE ?

ZACEFRON
17 AGAIN

04.17.09

4 Lloyds - Family-Friendly
Rated PG-13 for language, some
sexual material and teen partying.
Running Time: 1 hour 42

What would you do if you got a second shot at life?

In 1989 Mike O'Donnell was the star of his high school basketball team. With a college scout in the stands, his future was indeed bright, and within his grasp. But, just before the big game, his girlfriend Scarlett has something to tell him. It's very important and O'Donnell presses her to tell him just as the game is about to begin.

Suddenly clouds move into what was a cloudless day!

As the game starts, and Scarlett leaves the gym, O'Donnell drops the ball mid-court and runs after her. Now, some 20 years later, Mike's glory days are behind him. His future never really seemed to brighten up, and now his life is spinning out of control. His marriage to Scarlett has fallen apart. He's been passed over for a promotion at work. His teenage kids think he's a loser, and he's been reduced to crashing with his high school nerd-turned-techno-billionaire best friend, Ned.

This is Not Your High School Musical

If you think you'll be seeing the High School Musical Zac Efron in 17 Again, think again. This

is not a High School Musical movie. In the beginning, it might look like a High School Musical as Efron is once again on the high school basketball court bustin' some smooth moves with the cheerleaders. But, the scene quickly changes and any High School Musical flashbacks quickly become a thing of the past. If anything, 17 Again provides a great platform for Efron to make a shift from his High School Musical image into a more mainstream, and broader genre for his acting talent.

Don't get me wrong, I'm not saying Zac Efron did a poor job in the High School Musical flicks. But, at 21 years of age, it's time for him to move onto adult roles on the big screen. Personally, I think Efron's decision to turn down the leading role in a Footloose remake was a very smart move. While the original Footloose was a great movie in its day, a remake of the Kevin Bacon flick was just wrong in so many ways. Had Efron taken that role, he would have been type-cast as a singer/dancer for the rest of his career. 17 Again falls into the category of a movie you cannot judge by its trailer. Not much is revealed in the trailer. Actually, it appears as though the producers were really trying to draw in the Efron HSM crowd. While that might work, those fans may be disappointed when they see the flick. Heading to the screening of this movie I knew it would fall into one of two categories ...

A Clever & Clean Movie

what we could call a false start, once it gets into the meat of the movie, it's very clever. With a PG-13 rating, it's also nice to say that for the rating, 17 Again is a mostly clean movie too. There's actually a very strong abstinence message in this movie. For that, we applaud the filmmakers, scriptwriters, and yes, even Zac Efron and Matthew Perry. All too often with movies aimed at teens, such as this one, producers feel the need to aim their message at the seedier side of youth. One of the main thread themes revolves around respect and appropriate behaviour.

In a nutshell, 17 Again tells the story of how the grass is not always greener on the side of the fence. In high school, it seemed Mike had it all together. But with one mistake, and then doing the right thing, life spins into a different direction. As time moves on, Mike finds himself unhappy and thinking he chose the wrong path for his life. However, in the end, he realizes he had chosen the perfect life, he just never appreciated it.

All in all, 17 Again is simply a fun movie. It shows Zac Efron is turning into a good actor. It also shows he can do more than just musicals. Overall, this is a funny movie, with some great laugh out loud moments too. The writers worked for the humour, and it really works well in this movie.

Enjoy the show!

Dr. Rus

Taken from: *www.bloggersbase.com*

Really good - or - Really Bad!

I'm happy to report, 17 Again ...
Falls into the category of really good!

Questions:

1. What is the title of the movie?
2. Who is the director of the movie?
3. What does the writer say about the performances in that movie?
4. What is the genre of the movie?
5. What kind of text is this text?
6. "... 17 Again is mostly <u>clean</u> movie too."
   What does the underlined word mean?
7. Why does the writer say "... you cannot judge by its trailer"?
8. Mention the actors and actresses playing in the movie.
   What are their characters?

⊖ **By Yourself** ⊖

Mention the rhetorical stages found in the texts.

Values : independent, hard work

Task 21

Discuss in groups. Choose one of the latest movie played in theatre. What do you think about the movie. Tell the good and the bad things about it.

Lesson Seven
Reading Text Two "2012 Film Review"

Task 22   Read and study the text. Then, answer the questions that follow.

2012 Film Review

2012 is Roland Emmerich's film which uses the Mayan calendar and other end-of-days prophecies for their doomsday scenario. It imagines the world coming to an end in 2012.

2012 film brings off a series of wonders. The movie hits its peak early on. It starts when Cusack drives a limo through the streets of Los Angeles as freeways and skyscrapers crumble all around him from the shock of a 10.5 earthquake. The climax occurs abroad the giant ark, when an equipment malfunction almost threatens the entire mission.

Unfortunately, the crucial sequence is not filmed or edited with the requisite clarity. In 2012 film, Emmerich leaves us befuddled as the exactly what is happening to whom. However, Emmerich's 2012 deserves credit for offbeat casting. Cusack supplies his trademark hangdog charm. McCarthy has perhaps his best role ever as Peet's cocky. Danny Glover lends dignity to the role of the tormented president. Chiwetel Ejiofor, as the chief scientist, brings a moving sense of anguish to a stock role. Platt has fun playing the villain of the piece, and Woody Harrelson also chews the scenery as a bug-eyed radio prophet trying to warn his listeners about Armageddon.

All in one, 2012's cinematography, production design and visual effects are awards-worthy. Music also propels the movie. It presents American Idol runner-up, Adam Lambert, who provides a rousing anthem over the end credits.
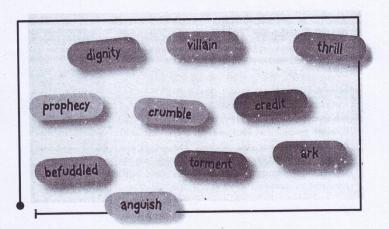
WE WERE WARNED

2012

Taken from: *understandingtext.blogspot.com*

Questions:

1. What calendar does Roland Emmerich's film use?

2. What does 2012 film bring off?

3. Where does Cusack drive limo?

4. What happens to the skyscrapers?

5. When does the climax occur?

6. What is the critic about Emmerich's film?

7. Why does Emmerich 2012 deserve credit?

8. How does he play in this film?

9. What is the meaning of the word "credit" in the third paragraph?

10. Who plays a role as a scientist?

Task 23   Fill in blanks with the words from the list. Make any changes if necessary.

1. The question given by my professor left me _____.

2. Subki got _____ as the best poetry reader at poetry competition held in Yogyakarta.

3. Many house maids were _____ by their masters.

4. The death of my father left unforgettable _____.

5. The _____ involved at bank robbery were handcuffed and taken to the police office.

6. The earthquake with 8.9 righter scale _____ people's house in Aceh.

7. The stuntmen did the _____ action by jumping from the skyscraper.

8. He does everything with _____.

9. The _____ piloted by Ruslan was hit by the storm.

10. Some people believed _____ that the doomsday will be in 2012.

Lesson Seven
Reading Text Three "David Cook Album Review"

Supplementary Reading

Task 24 Read and study the text, and then answer the questions that follow.

David Cook Album Review

David Cook is the major-label self-titled debut album, second overall, from seventh season American Idol winner David Cook. The album was released on November 18, 2008 in the United States and has sold approximately 582,000 copies to date. David Cook released his own independent debut album 'Analog Heart' in 2006. Produced by Grammy winning Rob Cavallo (Green Day, Kid Rock), David Cook is a quality album full with radio hits. Cook co-wrote 9 songs from his debut, along with songwriters like Chris Cornell, Brian Howes and Cathy Dennis.

If you're expecting the usual pop songs and cliche lyrics that tend to come out of American Idol, then this album will surprise you! If you like the music sound of Bon Jovi, Daughtry, U2, then you'll love this album. The album is an eclectic mix that range from slow evocative ballads to hard driving rockers, which should both appease his fans from the show and encourage appreciation from new listeners.

The first single released was "Light On", which was released to U.S. radio on September 30, 2008. The song was co-written by one of rock music's most influential innovators, Chris Cornell, lead singer and songwriter for Soundgarden and Audioslave, and acclaimed producer/songwriter Brian Howes, who has worked with superstar rock bands such as Hinder and Puddle of Mudd. It sold 109,000 digital downloads in its first week of availability, leading to a #17 debut on the Billboard Hot 100.

"The Time of My Life" (his first feature single as the winner of American Idol) is also featured as a bonus track on the album.

"Declaration" was debuted on November 1, 2008 on Saturday Night Live where David performed with his band. David stated that the second single is still uncertain at this time.

David Cook sings with his heart and soul; and that gives his music a beautiful spirit which is touching, powerful and full of depth. For people who may not like him at first, please give a second try. Listen to it again with your heart, then you will find yourselves loving it and keep loving it forever.

1
2
3
4
5
6

David Cook

Album Information
Released November 18, 2008
Genre Poo Rock
Label RCA, 19 Records
Producer Rob Cavallo

1 => orientation
2 => evaluation
3,4,5 => interpretive recount
6 => evaluation summation

David Cook Album Track Listing

1. Declaration – 3:13

2. Heroes – 3:27

3. Light On – 3:49

4. Come Back to Me – 4:07

5. Life on The Moon – 3:38

6. Bar-ba-sol – 4:27

7. Mr. Sensitive – 3:37

8. Lie – 3:49

9. I Did It For You – 3:49

10. Avalanche – 4:32

11. Permanent – 2:56

12. A Daily Anthem – 4:23

13. Kiss on The Neck – 4:27
(Hidden track start 12 minutes into "A Daily Anthem")

14. The Time of My Life – 3:36 (Bonus Track)

15. My Last Request – 3:30
(iTunes pre-order bonus track)

16. Breathe Tonight – 3:03
(Walmart Bonus Track)

Taken from: www.musicloversgroup.com

Questions:

1. What is the title of David Cook album that released on November 18, 2008? *declaration*

2. When is his first album released? *2006*

3. What kind of song does David Cook play? *for rock*

4. How does he sing his songs? *He sings with his heart and so..*

5. What is the writer say about David Cook album? *paragraph 2*

6. Which songs do you know like in his Albums? *Light On*
   Mention them.

7. "The album is an <u>eclectic</u> mix that range from slow evocative ballads ...."
   What does the underlined word mean? *reaconsement*

8. Which word in paragraph that similar meaning to the word "satisfy"? *"keep loving it forever"*

9. What do you like about David Cook? *His voice powerful*

10. What do you think about his latest album? *Fantastic*

Lesson Eight
Reading Text One "Healthcare from Dunlop Bedding"
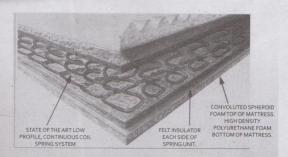
Healthcare from Dunlop Bedding

Following successful testing and assessment in major Public Hospitals and Private Institutions, we are pleased to announce the launch of the Dunlop Bedding Healthcare Mattress.
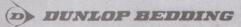
This mattress is designed to maximize patient comfort and reduce nursing staff work load in the turning of bed care patients.

Featuring a continuous coil spring system, which is exclusive to Dunlop Bedding, are best quality insulators, including convoluted spheroid foam. The moveable pressure areas inherent in this mattress have been shown to assist in the reduction of the emergence of decubitus ulcer.

The Healthcare Mattress is available with Sanitized, fire retardant cover, either standard or waterproof.

The mattress is also available either standard or split to suit most medical beds.

STATE OF THE ART LOW PROFILE, CONTINUOUS COIL SPRING SYSTEM

FELT INSULATOR EACH SIDE OF SPRING UNIT.

CONVOLUTED SPHEROID FOAM TOP OF MATTRESS. HIGH DENSITY POLYURETHANE FOAM BOTTOM OF MATTRESS.

D) DUNLOP BEDDING

New South Wales Ph: (02) 821 7444 Fax: (02) 821 7401
Victoria Ph: (03) 551 1155 Fax: (03) 551 8246
Queensland-Ph: (07) 875 9222 Fax: (07) 875 1410
South Australia Ph: (08) 261 3611 Fax (08) 266 2944

Task 21   Based on the text above, answer the following questions.

1. What is advertised in this text?
2. How were the testing and assessment of the Dunlop Bedding Healthcare Mattress in Major Public Hospitals and Private and Private Institutions?
3. How is this mattress designed?
4. Can this mattress reduce nursing staff work load in the turning of bed care patients?
5. How is the system used by the Dunlop Bedding Healthcare Mattress?
6. What has been shown to assist in the reduction of the emergence of decubitus ulcer?
7. What is the phone number of Queensland agent?
8. How is this text categorized?

Lesson Eight
Reading Text Two "Kowloon Shangri-La"

Supplementary Reading

Task 24   Read the following text carefully, and then answer the questions that follow.

Kowloon Shangri-La

One of the world's finest hotels, the Kowloon Shangri-La, is located on the waterfront of Tsimshatsui East, overlooking the spectacular Victoria harbour and Hong Kong island.

The lobby, which rises over two stories, features gleaming marble imported from Carrara in Italy, crystal chandeliers created in Vienna especially for the hotel, a large graceful fountain and two murals created by British artist, Malcolm Golding.

The 21-story hotel has 719 rooms, including 30 luxurious and exquisitely furnished suites. The rooms are among the largest in Hong Kong, with wide bay windows affording magnificent views of the harbour or city.

World renowned hotel interior designer Don Ashton has created two new colour schemes for the Shangri-La's guest rooms. The pale salmon pink and greyish blue with touches of peach give guests bright and comfortable surroundings.

The hotel has allocated its entire top floor for the convenience of travelling VIPs, and its Club 21 offers a wide range of exclusive privileges. The club's purser pays personal attention to the special needs of Club 21 guests by handling restaurant reservations, confirming airline bookings, arranging access to golf courses or any other needs.

Club 21 guests also enjoy complimentary limousine transfer to and from the airport, fast and effortless check-in and check-out, free pressing service, printing of name cards and personalized stationery.

The Tiara Lounge, also on the 21st floor, is reserved for the exclusive use of Club 21 guests during the day, when complimentary Continental breakfast is served, as well as tea, coffee and fruit juices. In the evening, the Tiara becomes a cosy piano lounge.

Business executives staying at the Shangri-La can make the most of their trips by using the hotel's executive centre, which provides full business facilities and more specialized services, such as setting up and registering companies, conducting company searches and credit checks, and even acting as a "surrogate office" when a guest is out of town.

The Kowloon Shangri-La's excellent dining facilities include Margaux, a fine dining room with an Earth-tone colour scheme and decorated with crystal chandeliers. Berndorf silver, Wedgwood China and Waterford crystal are used for table settings.

The Shang Palace Chinese restaurant recalls the grandeur of the Sung Dynasty and is lavishly decorated in red and gold with traditional motifs imported from China.

Questions:

1. In which paragraph does the writer explain about the location of Kowloon Shangri-La?
2. How is Shangri-La Hotel categorized?
3. Which paragraph does the writer state about the parts of the hotel?
4. Do you think the facilities available at Shangri-La Hotel are luxurious?
5. How do the guests feel about the interior design of the guest rooms?
6. Which floor is allocated for Club 21?
7. What special needs are presented for Club 21 guests?
8. What do Club 21 guests enjoy to the airport and from the airport?
9. Why are Club 21 guests given special needs and services?
10. What do you call the text used to describe something?

Value : bookaholic

Task 25   Match the words in column A with their definitions in column B.

A	B
1. overlooking	a. floors or levels in a building
2. exquisitely	b. arrangement
3. gleaming	c. deputy
4. schemes	d. greatness
5. chandelier	e. great, excellent
6. affording	f. famous
7. surrogate	g. have a view of from above
8. stories	h. provide
9. grandeur	i. ornamental branched holder for a number of flights
10. renowned	j. beam or ray of soft light

THE LIST OF READING COMPREHENSION QUESTIONS
FOUND IN ENGLISH TEXTBOOK ENTITLED "ENGLISH" AND
THEIR CLASSIFICATIONS

Lesson	Reading Text	No.	Reading Comprehension Questions	Types of Questions
1	1	1	How many animals took part in this story?	Recognition or recall of details
		2	What was the relationship between Sura and Baya?	Recognition or recall of details
		3	How were these animals when they were hungry?	Recognition or recall of main ideas
		4	When did the fight usually stop?	Recognition or recall of main ideas
		5	What should Sura and Baya do to stop fighting?	Inferring the main idea
		6	Why did one day Sura go to the land?	Recognition or recall of main ideas
		7	How was the place when they were fighting?	Recognition or recall of details
		8	What moral lesson can you draw from this passage?	Inferring the main idea
	2	1	What was the purpose of Mr. Chan and family being in California?	Inferring supporting details
		2	How many times did the Chan family visit the Disneyland?	Inferring supporting details
		3	Why did Mr. Chan have to return to Singapore immediately?	Recognition or recall of main ideas
		4	What would happen to the Chan family if they kept decide to extent their stay in California?	Inferring cause and effect relationship
		5	Why were Amanda and Samantha disappointed?	Inferring supporting details
2	1	1	Who designed the Eiffel tower?	Recognition or recall of details
		2	Why is Eiffel tower to be one of the most recognized buildings in the world?	Inferring supporting details
		3	What is the Eiffel tower built for?	Recognition or recall of main ideas
		4	Which word the last paragraph that has similar meaning with 'knocked down'?	Inferring about figurative language
		5	Mention the wonders of the world buildings beside Eiffel tower that you know.	Inferring supporting details
	2	1	According to the writer, what has caused the increase of the Earth temperature?	Recognition or recall of details
		2	What do leading climatologists say about the 'greenhouse gases'?	Recognition or recall of details
		3	What has caused the melting ice in Montana's Glacier National Park?	Recognition or recall of cause and effect relationship
		4	How many do tides happen in a day?	Recognition or recall of details
		5	What do you think causes sandcastle last very long?	Inferring supporting details
		6	Why won't sandcastle last very long?	Recognition or recall of cause and effect relationship

		7	Would you say that the Earth is getting bigger or smaller? Explain your answer.	Inferring the main idea
2	2	8	What do warmer temperatures in the sea cause?	Recognition or recall of cause and effect relationship
		9	Why does the writer say that scientists are not a fortune teller?	Recognition or recall of main ideas
		10	What is the message that the writer wants to tell us?	Inferring the main ideas
4	1	1	How many animals are used in laboratory experiments?	Recognition or recall of details
		2	What do you think about the use of the animals in medical research?	Judgments of adequacy and validity
		3	What would happen if animals were not used in animal research?	Inferring cause and effect relationship
		4	What is the first paragraph called?	Inferring supporting details
		5	"The fact that humans benefit cannot be used to justify using animals…".What does the underlined word means?	Inferring supporting details
		6	Mention several problems faced by animals for the sake of animal research.	Recognition or recall of details
		7	Find sentences which show the pros and cons.	Recognition or recall of details
		8	What does the last paragraph state?	Inferring the main idea
		9	What is the purpose of presenting this type of text?	Inferring the main idea
		10	What type of text is this?	Inferring supporting details
	2	1	Where do Canadians and Americans usually tip?	Recognition or recall of details
		2	Why do they tip people in these places?	Recognition or recall of main ideas
		3	What does a tip show?	Recognition or recall of main ideas
		4	How much do porters at airports usually get for each bag they carry?	Recognition or recall of details
		5	Who usually gets a dollar tip for carrying one or two suitcases?	Recognition or recall of details
		6	How much do the usual tip for other kinds of services?	Recognition or recall of details
		7	How do you know the size of usual tip?	Inferring supporting details
	3	1	Where are the origins of the human right concepts?	Recognition or recall of main ideas
		2	What did these concepts did?	Recognition or recall of main ideas
		3	When did the change of the concepts of the human right happen?	Recognition or recall of details
		4	What was the result of the change?	Recognition or recall of cause and effect relationship
		5	"Human beings are endowed with certain eternal and inalienable rights." Explain the meaning of the sentence.	Inferring supporting details
		6	Who modernized the concepts of human rights?	Recognition or recall of details
		7	Who challenged the concepts of human rights in 18th and 19th centuries?	Recognition or recall of details

		8	Who was not in favor of the idea that natural law was the foundation for human rights?	Recognition or recall of details
		9	Mention some of the implementation of the human rights mentioned in paragraph 5.	Recognition or recall of details
		10	What is the controversy in the last paragraph?	Inferring the main idea
5	1.1	1	What is the text about?	Inferring the main idea
		2	What is a volcano?	Recognition or recall of main ideas
		3	Mention the kinds of volcano.	Recognition or recall of details
		4	How can volcano formed?	Recognition or recall of main idea
		5	What is 'lahar'?	Recognition or recall of details
		6	How many rows of volcanoes are there in indonesia?	Recognition or recall of details
		7	"They are found in three rows" (paragraph 3). What does the underlined word refer to?	Inferring supporting details
		8	Which word in the last paragraph that means "very large"?	Inferring supporting details
		9	What is the type of text above?	Inferring supporting details
		10	What is the purpose of the text?	Inferring the main idea
	1.2	1	(True or false) volcano is a mountain surrounding an opening in the Earth crust.	Inferring the main idea
		2	(True or false) The materials forced from active volcano are such as lava, steams, gases and ashes.	Inferring supporting details
		3	(True or false) In a dormant volcano the crater has long been closed up with cold, solid lava.	Inferring supporting details
		4	(True or false) The Earth was sphere gases which slowly cooked off from outside.	Inferring supporting details
		5	(True or false) Low pressure forces the magma therough weak parts in the Earth crust that formed volcano.	Inferring supporting details
		6	(True or false) Most volcanoes are in Sumatra.	Inferring supporting details
		7	(True or false) Lahar is called 'Lava'.	Inferring supporting details
		8	(True or false)The eruption of sea volcanoes can cause high wave.	Inferring supporting details
	2	1	How many percents if workers aren't happy with their job?	Recognition or recall of details
		2	Who is John Holland?	Recognition or recall of details
		3	How many types of personalities are there in the article?	Recognition or recall of main idea
		4	Does everybody just have one type of personalities?	Recognition or recall of details
		5	Which type is outgoing and likes to persuade or lead other people?	Recognition or recall of details
		6	Does Liz have the social type?	Inferring character traits
		7	What does the word "you" in the article refer to?	Inferring supporting details
		8	What does the word "them" in the last paragraph refer to?	Inferring supporting details
		9	Which word in the first paragraph means "do something speediliy"?	Inferring supporting details
		10	Which personality types are you most similar	Inferring supporting details

				to? And what kinds of jobs do you think would fit your personality?	
7		1	1	What is the title of the movie?	Recognition or recall of details
			2	Who is the director of the movie?	Recognition or recall of details
			3	What does the writer say about the performances in the movie?	Recognition or recall of details
			4	What is the genre of the movie?	Inferring supporting details
			5	What kind of text is this text?	Inferring supporting details
			6	"….17 again is mostly <u>clean</u> movie too". What does the underlined word mean?	Inferring about figurative language
			7	Why does the writer say "…you cannot judge by its trailer?"	Inferring cause and effect relationship
			8	Mention the actors and actresses playing in the movie. What are their character?	Recognition or recall of details
		2	1	What calendar does Rolland Emmerich's film use?	Recognition or recall of details
			2	What does 2012 film bring to?	Recognition or recall of main ideas
			3	Where does Cussack drive limo?	Recognition or recall of details
			4	What happens to the skyscrapers?	Recognition or recall of details
			5	When does the climax occur?	Recognition or recall of details
			6	What is the critic about Emmerich's film?	
			7	Why does Emmerich's 2012 deserve credit?	Recognition or recall of details
			8	How does he play in the movie?	
			9	What is the meaning of the word "credit" in the third paragraph?	
			10	Who plays a role as a scientist?	Recognition or recall of details
		3	1	What is the title of David Cook album that released in November 18th, 2008?	Recognition or recall of details
			2	When is his first album released?	Recognition or recall of details
			3	What kind of song does David Cook play?	Recognition or recall of details
			4	How does he sing his songs?	Recognition or recall of details
			5	What does the writer say about David Cook's album?	Inferring the main idea
			6	Which songs do you know like in his album? Mention them.	Inferring supporting details
			7	The album is an <u>ecletic</u> mix that range from slow evocative ballads…". What does the underlined word means?	Inferring supporting details
			8	Which word in the last paragraph that has similar meaning to the word "satisfy"?	Inferring supporting details
			9	What do you like about David Cook?	Inferring supporting details
			10	What do you think about his latest album?	Inferring the main idea
8		1	1	What is advertised in this text?	Recognition or recall of main ideas
			2	How were the testing and assessment of the Dunlop Bedding Healthcare Mattress in Major Public Hospitals….Institutions?	Recognition or recall of details
			3	How is the mattress designed?	Recognition or recall of main idea
			4	Can this mattress reduce nursing staff work load in the turning of bed care patients?	Recognition or recall of details
			5	How is the system used by the Dunlop	Recognition or recall of details

			Bedding Helathcare Mattress?	
		6	What has been shown to assist in the reduction of the emergence of decubitus ulcer?	Recognition or recall of details
		7	What is the phone number of Queensland agent?	Recognition or recall of details
		8	How is this text categorized?	Inferring supporting details
	2	1	In which paragraph does the writer explain about the location of Kowloon Shangri-la?	Recognition or recall of details
		2	How is Shangri-la categorized?	Recognition or recall of details
		3	Which paragraph does the writer state about parts of the hotel?	Recognition or recall of details
		4	Do you think the facilities available at Shangri-la hotel are luxurious?	Inferring supporting details
		5	How do the guests feel about the interior design of the guest room?	Inferring supporting details
		6	Which floor is allocated for Club 21?	Inferring supporting details
		7	What special needs are presented for Club 21 guests?	Recognition or recall of main ideas
		8	What do Club 21 guests enjoy to the airport and from the airport?	Recognition or recall of details
		9	Why are Club 21 guests given special needs and services?	Inferring supporting details
		10	What do you call the text used to describe something?	Inferring main idea

Total of reading comprehension questions: 129

APPENDIX 4

THE LITERAL RECOGNITION OR RECALL LEVEL OF QUESTIONS OF READING COMPREHENSION QUESTIONS FOUND IN ENGLISH TEXTBOOK ENTITLED "ENGLISH"

Literal Recognition or Recall Level of Questions
  A. Recognition or Recall of Details

Reading Comprehension Questions	Lesson	Reading text
1. How many animals took part in this story?	1	1
2. What was the relationship between Sura and Baya?	1	1
3. How was the place where they were fighting/	1	1
4. Who designed Eiffel Tower?	2	1
5. According to the writer, what has caused the increase of the Earth temperature?	2	1
6. What do leading climatologists say about the 'greenhouse gases'?	2	1
7. How many do tides happen in a day?	2	2
8. How many animals are used in laboratory experiments?	4	1
9. Mention several problems faced by animals for the sake of animal research.	4	1
10. Find sentences which show the pros and cons.	4	1
11. Where do Canadians and Americans usually tip?	4	2
12. How much do porters at airports usually get for each bag they carry?	4	2
13. Who usually gets a dollar tip for carrying one or two suitcases?	4	2
14. How much do the usual tip for other kinds of services?	4	2
15. When did the change of the concepts of the human right happen?	4	3
16. Who modernized the concepts of human rights?	4	3
17. Who challenged the concepts of human rights in 18th and 19th centuries?	4	3
18. Who was not in favor of the idea that natural law was the foundation for human rights?	4	3
19. Mention some of the implementation of the human rights mentioned in paragraph 5.	4	3
20. Mention the kinds of volcano.	5	1
21. What is lahar?	5	1
22. How many percents of workers aren't happy with their job?	5	2
23. Who is John Holland?	5	2
24. Does everybody just have one type of personalities?	5	2
25. Which type is outgoing and likes to persuade or lead other people?	5	2
26. What is the title of the movie?	7	1
27. Who is the director of the movie?	7	1
28. What does the writer say about the performances in the movie?	7	1
29. Mention the actors and actresses playing in the movie. What are their characters?	7	1
30. What calendar does Rolland Emmerich's film use?	7	2
31. Where does Cussack drive limo?	7	2
32. Wht happens to the skyscrapers?	7	2
33. When does the climax occur?	7	2

Reading Comprehension Questions	Lesson	Reading text
34. What is the critic about Emmerich's film?	7	2
35. Why does Emmerich's 2012 deserve credit?	7	2
36. Who plays a role as a scientist?	7	2
37. What is the title of David Cook album that released on November 18th, 2008?	7	3
38. When is his first album released?	7	3
39. What kind of song does David Cook play?	7	3
40. How does he sing his songs?	7	3
41. How were the testing and assessment of the Dunlop Bedding Healthcare mattress in Major Public Hospitals…Institutions?	8	1
42. Can this mattress reduce nursing staff work load in the turning of bed care patients?	8	1
43. How is the system used by the Dunlop Bedding Healthcare Mattress?	8	1
44. What has been shown to assist in the reduction of the emergence of decubitus ulcer?	8	1
45. What is the phone number of Queensland Agent?	8	1
46. In which paragraph does the writer explain about the location of Kowloon Shangri-la?	8	2
47. How is Shangri-la categorized?	8	2
48. Which paragraph does the writer state about the parts of the hotel?	8	2
49. What do Club 21 guests enjoy to the airport and from the airport?	8	2

B. Recognition or Recall of Main Ideas

Reading Comprehension Questions	Lesson	Reading text
1. How were these animals when they were hungry?	1	1
2. When did the fight usually stop?	1	1
3. Why did one day Sura go to the land?	1	1
4. Why did Mr. Chan have to return to Singapore immediately?	1	2
5. What are Eiffel Tower built for?	2	1
6. Why does the writer say that scientists are not a fortune teller?	2	2
7. Why do they tip people in these places?	4	2
8. What does a tip show?	4	2
9. Where are the origins of the human right concepts?	4	3
10. What did these concepts did?	4	3
11. What is a volcano?	5	1
12. How can volcano formed?	5	1
13. How many types of personalities are there in the article?	5	2
14. What does 2012 film bring to?	7	2
15. What is advertised in this text?	8	1
16. How is this mattress designed?	8	1
17. What special needs are presented for Club 21 Guests?	8	2

C. Recognition or Recall of Cause and Effect Relationship

Reading Comprehension Questions	Lesson	Reading text
1. What has caused the melting ice in Montana's Glacier National Park?	2	2
2. Why won't sandcastles last very long?	2	2
3. What do warmer temperatures in the sea cause?	2	2
4. What was the result of the change?	4	3

THE INFERENCE LEVEL OF QUESTIONS OF READING COMPREHENSION QUESTIONS FOUND IN ENGLISH TEXTBOOK ENTITLED "ENGLISH"

Inference Level of Questions
  A. Inferring Supporting Details

Reading Comprehension Questions	Lesson	Reading text
1. What was the purpose of Mr. Chan and family being in California?	1	2
2. How many times did the Chan family if they kept decide to extend their stay in California?	1	2
3. Why were Amanda and Samantha disappointed?	1	2
4. Why is Eiffel tower to be one of the most recognized building in the world?	2	1
5. Mention the wonders of the world buildings beside Eiffel tower that you know.	2	1
6. What is the first paragraph called?	4	1
7. "The fact that humans benefit cannot be used to justify using animals…". What does the underlined word means?	4	1
8. What type of text is this?	4	1
9. How do you know about the size of usual tip?	4	2
10. "Human beings are endowed with certain eternal and inalienable rights". Explain the meaning in the sentence.	4	3
11. "They are found in three rows" (paragraph 3). What does the underlined word refer to?	5	1
12. Which word in the last paragraph that means "very large"?	5	1
13. What is the type of the text above?	5	1
14. True or False: The materials forced from active volcano are such as lava, steams, gases and ashes.	5	1
15. True or False: In a dormant volcano the crater has long been closed up with cold, solid lava.	5	1
16. True or False: The Earth was sphere gases which slowly cooked off from outside.	5	1
17. True or False: Low pressure forces the magma through weak parts in the Earth crust that formed volcano.	5	1
18. True or False: Most volcanoes are in Sumatra.	5	1
19. True or False: Lahar is called "Lava".	5	1
20. True or False: The eruption of sea volcanoes can cause high wave.	5	1
21. What does the word "you" in the article refer to?	5	2
22. What does the word "them" in the last paragraph refer to?	5	2
23. Which word in the first paragraph means "do something speedily"?	5	2
24. Which personalities types are you most similar to? And what kinds of jobs do you think would fit your personality?	5	2
25. What is the genre of this movie?	7	1
26. What kind of text is this text?	7	1
27. How does he play in this movie?	7	1
28. What is the meaning of the word "credit" in the third paragraph?	7	1
29. Which songs do you know like in his album? Mention	7	2

	them.		
30.	"The album is an <u>ecletic</u> mix that range from slow evocative ballads…". What does the underlined word means?	7	2
31.	Which word in the last paragraph that has similar meaning to the word "satisfy"?	7	2
32.	What do you like about David Cook?	7	2
33.	Do you think the facilities available at Shangri-l hotel are luxurious?	8	2
34.	How do the guests feel about the interior design on the guest room?	8	2
35.	Which floor is allocated for Club 21?	8	2
36.	Why are Club 21 guests given special needs and services?	8	2

B. Inferring the Main Ideas

Reading Comprehension Questions	Lesson	Reading text
1. What should Sura and Baya do to stop fighting?	1	1
2. What moral lesson can you draw from this passage?	1	1
3. Would you say that the Earth is getting bigger or smaller? Explain your answer.	2	2
4. What is the message that the writer wants to tell us?	2	2
5. What does the last paragraph state?	4	1
6. What is the purpose of presenting this type of text?	4	1
7. What is the controversy in the last paragraph?	4	3
8. What is the text about?	5	1
9. True or False: Volcano is a mountain surrounding an opening in the Earth crust.	5	1
10. What is the writer say about David Cook's album?	7	3
11. What do you think about his latest album?	7	3
12. What do you call the text used to describe something?	8	2

C. Inferring Cause and Effect Relationship

Reading Comprehension Questions	Lesson	Reading text
1. What would happen to the Chan family if they kept decide to extend their stay in California?	1	2
2. What would happen if animals were not used in animal research?	4	1
3. Why does the writer say, "…you cannot judge by its trailer"?	7	1

D. Inferring Character Traits

Reading Comprehension Questions	Lesson	Reading text
1. Does Liz have the social type?	5	2

E. Inferring about Figurative Language

Reading Comprehension Questions	Lesson	Reading text
1. Which word of the last paragraph that has similar meaning with "knocked down"?	1	2
2. "…17 again is mostly <u>clean</u> movie too." What does the underlined word mean?	7	1

APPENDIX 6

THE EVALUATION LEVEL OF QUESTIONS OF READING COMPREHENSION QUESTIONS FOUND IN ENGLISH TEXTBOOK ENTITLED "ENGLISH"

Evaluation Level of Questions

    A. Judgments of Adequacy and Validity

Reading Comprehension Questions	Lesson	Reading text
1. What would happen if animals were not used in animal research?	4	1