SYLLABUS OF NEWS ITEM FOR GENERAL ENGLISH AT SENIOR HIGH SCHOOL

BASIC COMPETENCE	AIM	OBJECTIVES	MATERIALS	LEARNING ACTIVITIES	COURSE	Evaluation
3.31 Analyzing social functions, text structures, and linguistic elements of several oral and written news items by giving and asking for information related to simple news from newspapers/radio/TV, according to the context of their use	1. Analyze the social function, structures of the texts, and understanding the linguistic features of the news item from TV, Radio, and Internet, based on the real context.	Determine general and detail information from listening the news item	https://www.youtube.com/watch?v=JZTPa9i6aWE	**Task 1 (Listening)** - Students watch the videoa about news item from the link of You Tube which teacher is given. - Students answer the questions according to the following video to check their understanding. - Students discuss what their have got from the video with the teacher. **Task 2 (Writing)** - Students write their opinion about the problems in the news with your personal point of views.	**UNIT 1**	Oral and Writing Test
		Analyze the content of news item from the reading text.	Inforial (The Jakarta Post) Jakarta on Friday, July 9th, 2021	**Task 3 (Reading):** Students read the text 1 and text 2 of news items from The Jakarta Post **Task 4 (Reading):** Students analyse the information from the text 1 and text 2 of News item from Jakarta Post by filling in the provided table .	**UNIT 1**	

			Identify the explicit and implicit meaning of the words in the news item	Inforial (The Jakarta Post) Jakarta on Friday, July 9th, 2021	**Task 5 (Vocabulary):** - Students Find out the meanings of the provided words in the table from the text 1 and text 2 in Task 3 - Students pronounce the provided words in the following table.	**UNIT 1**	
			Demonstrate by retelling the news items	Inforial (The New York Times) 2021	**Task 6 (Speaking):** Students retell the news item which they have choosen from the several provided news items	**UNIT 1**	
			Identify the linguistics element in the text of news item	Inforial (The Jakarta Post) Jakarta on Friday, July 9th, 2021	**Task 7 (Grammar):** Students Find out some past verbs in text 1 and text 2 on Reading section in task 3 by filling in the provided form **Task 8 (Grammar):** A. Students complete the sentences by choosing the appropriate words. B. Students complete the question form by choosing the appropriate words.	**UNIT 1**	

4.31 Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written news items texts, in the form of simple newspaper/radio/TV news	2. Create the news item text from many sources based on the text structure	• Identify the text structure, and language features of news item	**Text1 (Reading):** https://www.ef.co.id/englishfirst/kids/blog/memahami-generic-structure-dari-news-item-text/ **Text2 (Reading):** https://www.ef.co.id/englishfirst/kids/blog/memahami-generic-structure-dari-news-item-text/ **Text 3 (Listening):** https://www.youtube.com/watch?v=PBdO5ezwuEo	**Task 1 (Reading):** - Students read the text 1 about General structure of the news item - Students discuss what they have learned from the text 1. **Task 2 (Reading Analyses):** - Students analyse the text structure of news item of text 2 by identifying the main event, elaboration, and sources of the text. **Task 3 (Reading Comprehension):** Students answer the several questions according to text 2 to check their understanding **Task 4 (Listening)** Students watch and listen the video to identify the text structure of news items by filling in the provided table.	**UNIT 2**	
		Identify the explicit and implicit meaning of the words in the news item	Amy Sood, CNN News Updated 0130 GMT (0930 HKT) July 14, 2021	**Task 5 (Vocabulary):** Students Fill in the blanks in the incomplete following news with the appropriate words in the box.	**UNIT 2**	

		Identify the linguistics element in the text of news item	English Grammar in Use. Raymond Murphiy. Cambridge University Press. 5h Edition. 2019	**Task 6 (Grammar):** **-** Students read about the form of direct and indirect speech - Students discuss what they have learned from the reading **Task 7 (Grammar):** **-** Students change the sentence into indirect speech **Task 8 (Grammar):** Students read the text of dialog **Task 9 (Grammar):** Students identify the indirect sentence by giving highlight in the dialog text.	**UNIT 2**	
		• Create a news item based on given situations	the trending news that students heard on TV or read in newspaper today	**Task 10 (Writing):** **-** Students search the trending news that students heard on TV or read in newspaper today . -Students collect the information according to the trending news which they have got **Task 11 (Writing):** Students arranget the news items from task 9 according to its text structure.		
		Demonstrate the news item that students have written	the trending news that students heard on TV or read in newspaper today	**Task 12 (Practice the dialog):** Students perform their own news items from what they have written in the task 10	**UNIT 2**	

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News Item Text

Compiled by:

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NEWS ITEM TEXT (Let's Get Vaccinated)

The Aims of the learning

The Objectives of the learning

Chapter 1

Let's Get Vaccinated

The Aims of The learning

After learning this chapter, the students are able to ...

1. Analyze the social function, structures of the texts and the linguistic features of the news item from *TV, Radio, and Internet,* based on the real context

2. Create the news item text from many sources based on the text structure

The objectives of the learning

UNIT 1	UNIT 2
In unit 1, the students must be able to: • **Determine general and detail information from listening the news item** • **Analyze the content of news item from the reading text.** • **Identify the explicit and implicit meaning of the words in the news item** • **Demonstrate by retelling the news items** • **Identify the linguistics element in the news item (Past Event 0**	In unit 2, the students must be able to: • Identify the text structures, and language features of news item. • Identify the explicit and implicit meaning of the words in the news item • Identify the linguistics element in the news item (Indirect Speech) • Create a news item based on given situations • Demonstrate the news item that students have written

UNIT 1

Who was involved?

Listen to this news carefully, then check your comprehension by doing task 1

https://www.youtube.com/watch?v=JZTPa9i6aWE

Global News Podcast

BBC >

The day's top stories from BBC News. Delivered twice a day on weekdays, daily at weekends

Task 1 (Listening)

Listen to news, and check whether you can answer the questions following that.

1. What is the news about?
2. Where did it happen?
3. When did it happen?
4. Who were involved in the event?
5. How serious was the incident? Why do you think so?

Task 2 (Writing)

- **After listening to the news, then write your opinion about the problems in the news with your personal point of views. Do it in the blank space below.**

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

Task 3 (Reading)

Read these texts aloud. Pay attention to the pronunciation.

Text 1

Japan to extend $5.8 million in humanitarian aid for crisis-hit Myanmar

In this file photo taken on September 24, 2007, Buddhist monks march in protest in Yangon, in the strongest show of dissent against the ruling generals in nearly two decades. Myanmar's Buddhist monkhood led an earlier struggle against military rule but were split on the Feb. 1, 2021 coup that ended the country's nascent democracy, with some prominent religious leaders defending the country's new junta. (AFP/-)

Japan will extend $5.8 million in emergency humanitarian aid to Myanmar where supplies of food and daily necessities are scarce following the Feb. 1 coup, Foreign Minister Toshimitsu Motegi said Tuesday. The aid, to be delivered through UN agencies such as the World Food Program and the United Nations Children's Fund, is expected to cover supplies for some 136,000 people affected in the southeastern part of Myanmar near the Thai border, where living conditions have sharply deteriorated since the military takeover. The latest provision by Japan is on top of its initial donation of $4 million in food aid, also through the WFP, to deliver food for about 600,000 people in Yangon, the largest city in Myanmar.

Japan has so far contributed about $20 million in humanitarian assistance to Myanmar, including the latest provision, following the ouster of Myanmar's democratically elected government and civilian leader Aung San Suu Kyi. "The Japanese government will continue to stand by the people of Myanmar in providing assistance," Motegi told a press conference. Japan has condemned the Myanmar military's violent crackdown on peaceful protesters and called for a halt to violence, the release of Suu Kyi and other detainees and a return to the democratic process. The government has put on hold new official development assistance for the Southeast Asian country in response to the coup, though it remains cautious about joining the United States and other democracies in imposing sanctions on individuals and groups involved.

Source (The Jakarta Post)

Text 2

Indonesia receives 14 million Sinovac doses in 18th vaccine batch

Ready to go: Indonesia's 18th batch of vaccines, comprising 14 million Sinovac doses, arrives at Soekarno-Hatta International Airport on June 30. The vaccines, which were stored in special containers called envirotainers, were then transported to PT Bio Farma facilities in Bandung for further processing. (Courtesy of KPC PEN/.)

Inforial (The Jakarta Post) Jakarta ● Fri, July 9, 2021

Indonesia received its 18th batch of vaccines, comprising 14 million doses of the Sinovac vaccine, on June 30. Stored in seven huge envirotainers, a special container for medical purposes, the vaccines were transported by Garuda GA 891. They were immediately delivered to PT Bio Farma facilities in Bandung, West Java to be further processed.

"We will need a month of processing at the Bio Farma facilities before they are ready to be used," Health Minister Budi Gunadi Sadikin said as quoted in a media release sent to The Jakarta Post on Tuesday.

Budi said that with the arrival of the 18th batch, a total of 118.7 million vaccine doses had been received by the government, comprising 13.2 million doses from Sinovac, AstraZeneca and Sinopharm. The government had earlier received 105.5 million vaccine doses from Sinovac, which became 85 million ready-to-use vaccines after final processing at Bio Farma.

To date, the government has received a total of 98.2 ready-to-use vaccine doses.

"We are still expecting vaccine donations from the COVAX GAVI coalition, AstraZeneca and Pfizer. We will have more options in the second half of the year," he said.

Budi said the government intended to speed up the vaccination program so that by the end of the year, 181.5 million Indonesians would have been vaccinated, at least once.

He warned that vaccination does not make people totally resistant to the virus but increases the body's immunity and thus improves its response to the virus.

"People can still get infected by COVID-19 after vaccination but thanks to better body immunity, he or she would only be slightly affected, or even be asymptomatic," he said.

Budi also warned that being vaccinated did not mean that people could ignore the health protocols. He insisted that people maintain discipline and obey the protocols, namely wearing a face mask, maintaining distance and washing their hands. He said the current explosion of COVID-19 patients in Java and Bali demanded that people be extra cautious. The government, he went on, had committed to doubling the 3T protocol, namely testing, tracing and treatment to prevent a further surge in infections.

Budi added that the government had gone all out in preparing health facilities, maintaining medicine supply and strengthening medical workers with vaccinations for this situation.

"Now it is up to the people. Please help us to suppress the virus by staying at home so we can slow down the infection rate and thus protect ourselves, our family, society and finally our country," he said.

The government has expanded the vaccination target by adding people over the age of 12 to the list, following the growing number of infections in teenagers in the last few weeks.

Up to June 29, as many as 28.3 million people had got their first vaccination while 13.3 million people had had their second vaccination.

But vaccine recipients under the Gotong Royong scheme were still excluded.

The Gotong Royong scheme was tailored for companies to buy the vaccine from the government and conduct internal vaccinations targeting their own employees.

The government has allocated 2 million Sinopharm vaccine doses to the Gotong Royong scheme. To date, mining giants such as PT Freeport Indonesia and PT Amman Mineral Nusa Tenggara have organized vaccinations for employees.

Source (The Jakarta Post)

Task 4 (Reading)

After reading the texts above, check your comprehension about the texts by doing this exercise

Questions	Text 1	Text 2
1. What is the news about?		
2. Which one is the headlines. Write it down.		
3. Who are involved in the news above?		
4. What is the source of the text?		

Task 5 (Vocabularies)

These words are taken from text 1 and text 2

Find out the meanings of these words and pronounce each word well

Vocabulary	Meaning	Pronunciation
Humanitarian	…………………………………	/(h)yo͞oˌmanəˈterēən/
Deteriorate	…………………………………	/dəˈtirēəˌrāt/
Civilian	…………………………………	/səˈvilyən/
Condemn	…………………………………	/kənˈdem/
Cautious	…………………………………	/ˈkôSHəs/
Immune	…………………………………	/iˈmyo͞on/
Recipients	…………………………………	/rəˈsipēənt/

D. SPEAKING

Task 6 (Speaking)

Study the above newspaper or other sources (online or printed). Find two news from the sources, then print it out and make a clipping.
After that, pick one that you find most interesting and retell it in front of your class.

Simple Past Tense

Pay attention to the text, then find out the verbs in a past form

Super Junior's Concert in Jakarta

South Korean group Super Junior, also known as SuJu, made concert in International Stadium, Ancol, North Jakarta. The concert was followed by thousands of their fans.

The three-day concert, that kicked off on April 27, provided audiences with visual delights, state-of-the-art lighting and stage designs plus the style of each member.

The concert was opened with the nine members: Leeteuk, Yesung, Sungmin, Donghae, Siwon, Eunhyuk, Shindong, Ryewook and Kyuhyun in white, black and red outfits on a hydraulic stage, while the giant screen behind turned red and the introduction of the group's song "Superman" ratcheted up the atmosphere.

"They are really responsive and are full of spirit," One of the member said in a press conference priding his fans. *(The Jakarta Post)*

Simple Past Tense is a verb that is used to talk about things that happened or existed before now. **Use Simple past tense when:** - *Talking about something that has already happened* - *Past events that happened over a period of time* - *Emhasizes that action is finished*	**Examples:** - **Super Junior made concert in International Stadium, Ancol, North Jakarta** - **The group's song "Superman" ratcheted up the atmosphere.** - **One of the member said in a press conference priding his fans**

Task 7 (Grammar)

Find out some past verbs in text 1 and text 2 on Reading section above, then write the verb below.

Text 1   **Text 2**

Said	....	....	*Received*	....	....
....	....	....	....	....	....
....	....	....	....	....	....

For further explanation about simple past tense, below explanation is more detail

Very often the past simple ends in **-ed** (*regular* verbs):
- ○ I work in a travel agency now. Before that I **worked** in a department store.
- ○ They **invited** us to their party, but we **decided** not to go.
- ○ The police **stopped** me on my way home last night.
- ○ Laura **passed** her exam because she **studied** very hard.

For spelling (sto**pp**ed, stud**ied** etc.), see Appendix 6.

But many verbs are *irregular*. The past simple does *not* end in **-ed**. For example:

write	→ **wrote**	○ Mozart **wrote** more than 600 pieces of music.
see	→ **saw**	○ We **saw** Alice in town a few days ago.
go	→ **went**	○ I **went** to the cinema three times last week.
shut	→ **shut**	○ It was cold, so I **shut** the window.

For a list of irregular verbs, see Appendix 1.

In questions and negative sentences we use **did/didn't** + infinitive (**enjoy/see/go** etc.):

I	enjoy**ed**			you	**enjoy?**			I		**enjoy**
she	**saw**		**did**	she	**see?**			she	**didn't**	**see**
they	**went**			they	**go?**			they		**go**

- ○ I enjoyed the party a lot. **Did** you **enjoy** it?
- ○ How many people **did** they **invite** to the wedding?
- ○ I **didn't buy** anything because I **didn't have** any money.
- ○ '**Did** you **go** out?' 'No, I **didn't.**'

Sometimes **do** is the main verb in the sentence (did you **do**?, I didn't **do**):
- ○ What **did** you **do** at the weekend? (*not* What did you at the weekend?)
- ○ I **didn't do** anything. (*not* I didn't anything)

The past of **be** (**am/is/are**) is **was/were**:

I/he/she/it	**was/wasn't**		**was**	I/he/she/it?
we/you/they	**were/weren't**		**were**	we/you/they?

- ○ **I was** annoyed because **they were** late.
- ○ **Was the weather** good when **you were** on holiday?
- ○ **They weren't** able to come because **they were** so busy.
- ○ **I wasn't** hungry, so I didn't eat anything.

Task 8 (Grammar Exercise)

A.

Complete the sentences using the following verbs in the correct form:

| buy | catch | cost | fall | hurt | sell | spend | teach | throw | ~~write~~ |

1 Mozart ......*wrote*...... more than 600 pieces of music.
2 'How did you learn to drive?' 'My father .... me.'
3 We couldn't afford to keep our car, so we .... it.
4 Dave .... down the stairs this morning and .... his leg.
5 Joe.. the ball to Sue, who .... it.
6 Kate.. a lot of money yesterday. She.. a dress which
   .... £100.

B.

You ask James about his holiday in the US. Write your questions.

1 YOU: Where ....*did you go*..... ?
  JAMES: To the US. We went on a trip from San Francisco to Denver.
2 YOU: How ....? By car?
  JAMES: Yes, we hired a car in San Francisco.
3 YOU: It's a long way to drive. How long...?
  JAMES: Two weeks. We stopped at a lot of places along the way.
4 YOU: Where ....? In hotels?
  JAMES: Yes, small hotels or motels.
5 YOU: .... good?
  JAMES: Yes, but it was very hot – sometimes too hot.
6 YOU: .... the Grand Canyon?
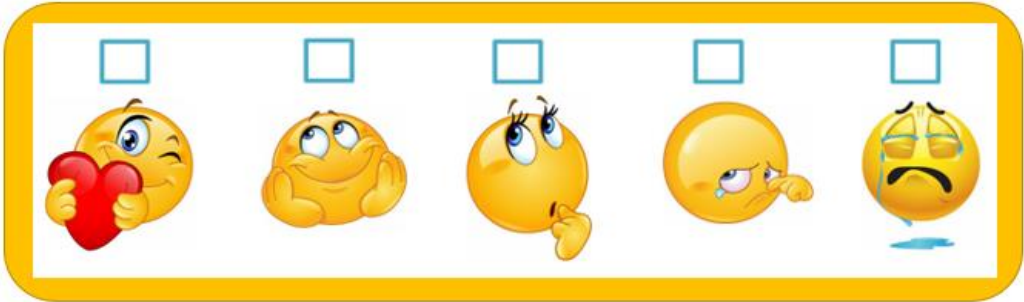 JAMES: Of course. It was wonderful.

Complete the sentences. Put the verb into the correct form, positive or negative.

1 It was warm, so I ......*took*...... off my coat. (take)
2 The film wasn't very good. I ...*didn't enjoy*..... it much. (enjoy)
3 I knew Sarah was busy, so I .... her. (disturb)
4 We were very tired, so we .... the party early. (leave)
5 It was hard carrying the bags. They .... really heavy. (be)
6 The bed was very uncomfortable. I ....well. (sleep)
7 This watch wasn't expensive. It .... much. (cost)
8 The window was open and a bird ....into the room. (fly)
9 I was in a hurry, so I .... time to call you. (have)
10 I didn't like the hotel. The room .... very clean. (be)

F. REFLECTION

Put a check (√) under one of the pictures which indicate your feeling after learning this lesson!

State the extent to which you agree with each of the following. Circle your answer and explore your reason!

Your Reflection	Strongly Disagree	Disagree	Agree	Strongly Agree	Your Reason
	1	2	3	4	
I can differentiate the social function, text	1	2	3	4	

structure and language features of News Item					
I feel confident for learning English as I am able to analyze social function, text structure and language features of News item texts.	1	2	3	4	

What's on your mind?
Write your questions or opinion about whole activities and materials of this lesson.

I believe

………
………
………
………
………
………
………

UNIT 2

Let's write the news

Task 1 (Reading activities)

Read the following text and let's discuss what we have learned from it.

Reading Notes
News item text is text that serves to convey daily events. Usually the events that are written are events that are important and recent. This type of text can be found in newspapers.

The structures of the text are:

Main events	The main incident deserves to be news. In the first paragraph there will be a *newsworthy event* where this paragraph introduces the background of something happening and where something started. This paragraph is more like an introduction.
Ellaboration	After knowing a glimpse of the events raised, the reader will be taken into several situations that usually become the supporting idea of the main event. This supporting idea is packaged in paragraphs after the *newsworthy event,* which is commonly known as *elaboration* . *Elaboration* itself can also be the causes of *main events* . This is where the explanation of the main events is discussed, including the time, actors, events, etc.
Sources	In this last stage, a learner will see for himself the characteristics of *news item text* . Because this type of text is a news text, a valid news source is something that is absolute, so it is necessary to have sources listed in the form of experts, notes from experts and research conducted by experts

Main Event

A 16-year-old boy has survived a dangerous journey hidden in the wheel well of airplane. It was a 5-hour flight from California to Hawaii

Elaborations

The boy had run away from home and climbed a fence at the airport in San Jose, California. He crossed the tarmac and crawled into the wheel well of Hawaiian Airlines flight 45.

According to FBI special agent Tom Simon, The boy quickly lost consciousness as temperatures in the compartment sank as low as minus 80 degrees Fahrenheit. It was 62 degrees Celsius below zero.

The boy got an apparent miracle. After he had been unconscious for most of the journey, the boy regained his consciousness about an hour after the plane landed on Sunday morning. The boy hopped down from the wheel well. He started wandering around the airport grounds, where was spotted by ground crew.

The boy was turned over to local child protection officials. A medical examination showed that he appeared to have been unharmed Since records began in 1947, about 100 wheel well stowaways are thought to have attempted to board flights. Around three-quarters of them died.

Sources

"Our primary concern now is for the well-being of the boy, who is exceptionally lucky to have survived" Hawaiian Airlines said in a statement

Source : _https://www.ef.co.id/englishfirst/kids/blog/memahami-generic-structure-dari-news-item-text/_

Task 2 (Reading Analysis)

In pairs, analyse the structure of the news item text below. Identify the main event, elaboration, and sources of the text.

It is possible to catch two Covid variants at the same time, experts are warning after seeing a double infection in a 90-year-old woman who became sick with the Alpha and Beta types first identified in the UK and South Africa.

The woman, who died in March 2021 in Belgium, had not been vaccinated. Her doctors suspect she contracted the infections from two different people. They believe it is the first documented case of its kind and, although rare, similar dual infections are happening. Her case is being discussed at this year's European Congress on Clinical Microbiology & Infectious Diseases.

In January 2021, scientists in Brazil reported that two people had been simultaneously infected with two types of coronavirus, one of them a variant of concern called Gamma. Researchers from Portugal, meanwhile, recently treated a 17-year-old who appeared to have caught a second type of Covid while still recovering from a different, pre-existing Covid infection.

The 90-year-old, who was infected with the two "variants of concern" - the most worrying new versions of coronavirus that experts are tracking - had been admitted to hospital after experiencing some falls, but later developed worsening respiratory symptoms.

Laboratory tests on samples taken when she was admitted revealed she had Covid-19, caused by two different mutated versions of the pandemic virus, simultaneously - Alpha and Beta.

Lead researcher Dr Anne Vankeerberghen, from the OLV hospital in Aalst, Belgium, said: "Both these variants were circulating in Belgium at the time, so it is likely that the lady was co-infected with different viruses from two different people. Unfortunately, we don't know how she became infected.

"She was a lady who lived alone, but she got a lot of helpers coming in to care for her.
"Whether the co-infection of the two variants of concern played a role in the fast deterioration of the patient is difficult to say."

Viruses constantly evolve by mutating as they replicate. This creates new versions or variants. Covid has undergone some important changes that may give it an advantage - for example, by increasing its ability to replicate or dodge some of our existing immunity from past infection or vaccination.

The most concerning ones are being closely monitored by scientists and are called variants of concern. Currently, in the UK, it is the Delta variant that is spreading the most. Experts are confident that existing vaccines offer good protection against it.

Scientists are designing new Covid vaccines that will be an even better match for new variants, and could be used as boosters. Prof Lawrence Young, an expert in virology at the University of Warwick, said: "Detecting two dominant variants of concern in a single person is not a surprise - these could have been passed on by a single infected individual, or by contact with multiple infected people."

He said more studies were needed to determine whether such infections in any way compromise the efficacy of vaccination, or make for a worse case of Covid-19.

Task 3 (Reading Comprehension)

1. What is the news about?

2. What did the Brazilian and Portugal researchers do in January 2021?

3. How did the virus mutate based on the text?

B. LISTENING

1. **Listening activities**

   Please watch and listen to the video carefully

   https://www.youtube.com/watch?v=PBdO5ezwuEo

Task 4 (Listening comprehension)

Please analyze the video in listening activities above by completing the information in the table below.

Video	Newsworthy Event	Elaboration	Source
Video 1			
Video 2			
Video 3			

Task 5 (Complete the cloze news)

Fill in the blanks in the following news with the appropriate words in the box.

- **Showed**   **- Infected**   **- Collaboration**
- **Research**   **- Residents**   **- Population**
- **Researchers**   **- Published**   **- Capital**

Almost half of this capital city's population may have contracted Covid-19, survey finds

Nearly half of Jakarta's ...... may have contracted Covid-19, according to a health survey, more than 12 times the number of cases officially recorded in the Indonesian ..... at the time when the ..... was carried out.

The survey, published on July 10, tested for coronavirus antibodies in the blood of about 5,000 people across the city from March 15-31. The results ...... 44.5% of those tested had antibodies, indicating they had been .... with Covid-19.

The report was a ...... between the Jakarta Provincial Health Office, the University of Indonesia's Faculty of Public Health, the Eijkman Institute for Molecular Biology and staff from the US Centers for Disease Control and Prevention (CDC) based in Indonesia.

Jakarta has a .... of about 10.6 million, government figures show. According to the ......, as many as 4.7 million people may have been infected in the capital by March 31.

(Source: CNN News)

Task 6 (Grammar)

Read the following text and let's discuss what we have learned from it

D. GRAMMAR INSERT

Dirct & Indirect Speech

Direct and indirect speech are commonly used in news item texts. In news, we often heave to give information about what people say. To do this, we use direct or quoted speech and indirect or reported speech.

Saying exactly what someone has said is called **direct speech** (sometimes called quoted speech). Here, what a person says appears within quotation marks ("...") and should be word for word, for example: She said, "Today's lesson is on presentation".

Indirect Speech (sometimes called reported speech) does not use quotation marks to enclose what a person said, and it doesn't have to be word for word.

In reported speech, the tense usually change. This is because when we use reported speech, we are usually talking about a time in the past.

Study this example situation:

I'm feeling ill.

PAUL

You saw Paul yesterday and you want to tell somebody what he said.
There are two ways of doing this:

You can repeat Paul's words (direct speech):
Paul said, '**I'm feeling ill.**'

Or you can use reported speech:
Paul said **that he was feeling ill**.

Compare:

direct   Paul said, ' **I** **am** feeling ill.'

reported   Paul said that **he** **was** feeling ill.

In writing we use these quotation marks to show direct speech.

When we use reported speech, the main verb of the sentence is usually past (Paul **said** that … / I **told** her that … etc.). The rest of the sentence is usually past too:

○ Paul **said** that he **was feeling** ill.
○ I **told** Lisa that I **didn't have** any money.

You can leave out **that**. So you can say:

○ Paul **said that** he was feeling ill. *or* Paul **said** he was feeling ill.

In general, the *present* in direct speech changes to the *past* in reported speech:

am/is → **was**	do/does → **did**	will → **would**
are → **were**	have/has → **had**	can → **could**
want/like/know/go etc. → **wanted/liked/knew/went** etc.		

Compare direct and reported speech:

You met Anna. Here are some of the things she said in *direct* speech:

I've lost my phone.
I **want** to buy a car.
I **can't** come to the party on Friday.
I **don't** have much free time.
My parents **are** fine.
I'm going away for a few days.
I'll phone you when I **get** back.

ANNA

Later you tell somebody what Anna said. You use *reported* speech:

○ Anna said that she **had** lost her phone.
○ She said that she **wanted** to buy a car.
○ She said that she **couldn't** come to the party on Friday.
○ She said that she **didn't** have much free time.
○ She said that her parents **were** fine.
○ She said that she **was** going away for a few days and **would** phone me when she **got** back.

The *past simple* (**did/saw/knew** etc.) can stay the same in reported speech, or you can change it to the *past perfect* (**had done / had seen / had known** etc.):

○ *direct*   Paul said: 'I **woke** up feeling ill, so I **didn't go** to work.'
reported   Paul said (that) he **woke** up feeling ill, so he **didn't go** to work. *or*
Paul said (that) he **had woken** up feeling ill, so he **hadn't gone** to work.

Task 7 (Grammar)

Change the following sentences into indirect speech

1. She asked, "When will you go to my house?'

2. "Can you solve this problem?" she asked me

3. The teacher said, "If you work hard, you will pass"

4. The girl said, "it gives me great pleasure to be here this evening"

5. "where is my wallet?" Mrs. Henry wondered.

E. SPEAKING & PRONUNCIATION

Task 8 (Practice the dialog)

Listen to and study the dialogs. Then, try to practice them correctly with good pronunciations with your partner.

Dialog 1.

Allan　　　: Good heavens! Have you known that there is a parallel accident of two cars and four motorcycle happened last night?

Dyna　　　: Really? Are there any casualties?

Allan　　　: Yes. Of course.

Dyna　　　: How do you know it?

Allan　　　: The reporter of Breaking News said that Two people died, and four people injured.

Dyna　　　: That sounds terrible. Where did it happen?

Allan　　　: the accident happened in the underpass in front of Thamrin City Mall.

Dyna　　　: For real? I passed that street yesterday evening. Maybe I passed just few minutes before the accidents.

Allan　　　: Thank God, you are okay. We have to be careful riding on the street nowadays.

Dialog 2

Dina　　　: Hi, Dani! Guess what? Everyone in this school is talking about you.

Dani　　　: Really? Why is that?

Dina　　　: It is because you are elected to represent our school in the MUN competition.

Dani　　　: I am? Wow, what a surprise! How do you know that?

Dina　　　: Ms Rina said that you were recommended by all teachers to represent it.

Dani　　　: Thank you for your information.

Dina　　　: Your welcome, Dani.

Task 9 (Grammar)

After practicing the dialogue, then Identify the indirect speech sentences in dialog 1 and 2 above by giving the highlight under the sentences.

Task 10 (Write The News

1. **What is the Trending News?**
2. **Write a piece of news item by responding to these questions.**

1. **What is the trending news you heard on TV or read in newspaper today?**
2. **What information can you collect? What are the details of information (*who, where, what, why*)?**

Task 11 (Write The News Item Text)

Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine.

Include these elements when writing.

1. Headline (Interesting? Smart?)
2. Lead paragraph: Summary of events (Who? Where? What? Why?)
3. Supporting paragraphs: More detailed information of the summary *(Who? Where? What? Why?)*

Then, follow these steps.
1. Write the headline.
2. Write the details of the news.

Task 11 (Speaking)

Please perform your own news items from what you have written in the task 10
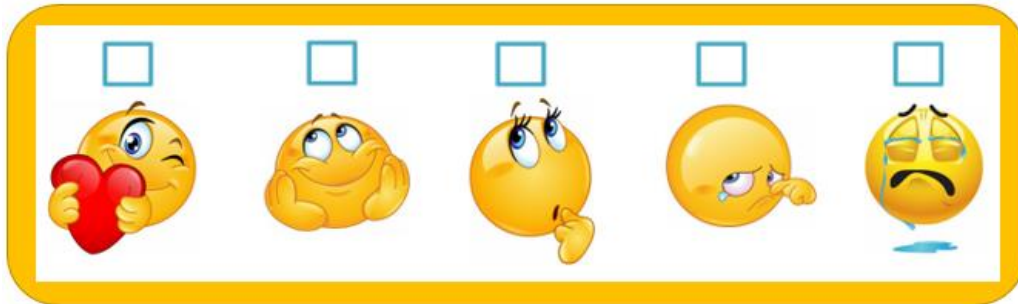
G. REFLECTION

Put a check (√) under one of the pictures which indicate your feeling after learning this lesson!

State the extent to which you agree with each of the following. Circle your answer and explore your reason!

Your Reflection	Strongly Disagree	Disagree	Agree	Strongly Agree	Your Reason
	1	2	3	4	
I can differentiate the social function, text structure and language features of News Item Text	1	2	3	4	
I feel confident for learning English as I am able to analyze social function, text structure and language features of News Item texts.	1	2	3	4	

What's on your mind?

Write your questions or opinion about whole activities and materials of this lesson.

I believe

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