

IDENTITY

Subject: ENGLISH	SEMESTER SIX	Time allocation 6 X 45 minutes
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Basic Competence

3.5 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan *imperative, can, should*)

4.5 menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

IMPERATIVE WITH CONDITIONAL SENTENCE

LEARNING OBJECTIVE

In this chapter, you will learn about Imperative with Conditional sentence. Surely, you will have to know the grammatical structure used to make your writing better and better. Practicing writing a dialog is needed to enhance your understanding on the social function and structure.

BEFORE LEARNING

Match the main clause to
its sub clause!

Main clause:

1. If you want to have a long journey,
2. If your proposal isn't accepted again,
3. If you cannot afford the higher education,
4. If you need to increase your intellectual ability,

Sub Clause:

- A. check on the budget
- B. never stop learning
- C. work with me, and you will get well-paid.
- D. make sure that you have planned it well

WHAT IS THE TYPE OF THE SENTENCES IN THE EXERCISE YOU HAVE JUST DONE ABOVE?



WHILST LEARNING

ACTIVITY ONE:

Read the dialog carefully!

Tasya: I hear that you won't continue your study, while you are a fussy learner. Is that true?

Marcel: Yes. In fact, I am not reluctant, but the situation isn't with me.

Tasya: I strongly believe that you must attend to university due to the promising opportunities in the work field. If you have a strong will and desire to learn, just go on to the higher education as it will give you the diversity of opportunities.

Marcel: I realize that university provides higher education level that leads to the respected and well-paid profession. Ok. I will try to cope with the hardships that I am facing now.

Tasya: I am looking forward to knowing your decision. If you need my help, don't feel uneasy to contact me or just come over to talk about it.

Now in group of four, do the following activities!

1. Underline the imperative with conditional clause.
2. Determine the social function of the imperative with conditional clause.
3. Determine the text structure of the dialog.

ACTIVITY TWO

Linguistic elements

1. Find out the structure of the imperative with conditional clause.
2. Interpret the meaning of the underlined words / phrases contextually.

ACTIVITY THREE

Compose a dialog by using the imperative with conditional clause. Choose one of these topics:

1. Health protocol during the general elections
2. Conservation on historical objects
3. Online school
4. Personal development

ACTIVITY FOUR

1. Perform the dialog.
2. Evaluate the dialog of a certain group based on the social function, the text structure and the linguistic elements.

CLOSING

REVIEW

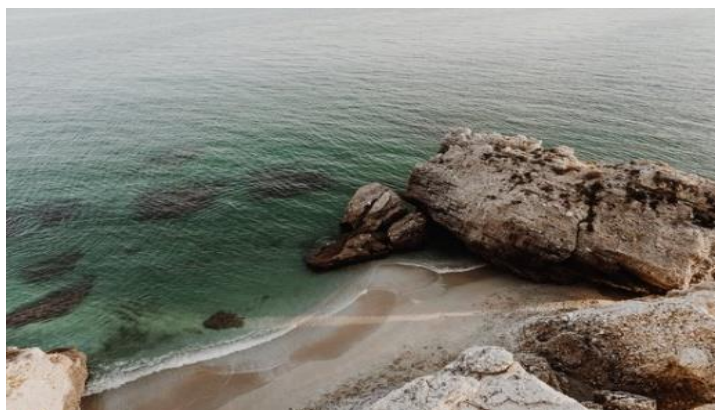
Answer the following questions to ensure that you have mastered the learnt material!

1. What is the social function of “Imperative with conditional sentence”?
2. What is the structure of “Imperative with conditional sentence”?

This following table is to check whether you have understood the materials!

SELF-REFLECTION ON THE MASTERY OF MATERIALS

No	Questions	Yes	No
1.	Can you recognize the social function and the structure of “Imperative with conditional sentence”?		
2.	Can you apply “Imperative with conditional sentence” in a dialog?		



EVALUATION

READ THE DIALOG WELL, THEN DO THE EXERCISES BELOW!

Activist: The old railway station in our town is going to be turned into a modern mall. I seriously can't stand for it. It tells a lot about our town's history. As a teacher, what will you do?

Teacher: If you want to get the satisfying answer, don't ask me. I don't have enough power to turn it down.

Activist: I don't ask you to negotiate with the developer or the Mayor. I just want to know your opinion.

Teacher: I own up not to teach my students well. The developer was one of my students. He is so well off now.

Activist: Wouw ... I don't care whether he was your student or not. Just think what you are going to do if you greatly care to historical place or buildings.

Teacher: I think I should talk to my colleagues. In my opinion, we must encourage students to conserve the historical heritage in our town.

Activist: If you have a meeting with your colleagues, let me join in. I have a large community to give you handy hints. We won't take advantage of you. I am sure we are in the same line. If necessary, we should sue them. We don't refuse modernization, but it may not efface our history.

Teacher: I don't think that we will go that far. We may be going to give a psychological impact to the authority, and make the students realize that they have a responsibility to keep their history.

EXERCISES:

- I. Choose the correct answer!
1. What is the content of the dialog?
 - A. Building a modern mall
 - B. Conserving an old railway station
 - C. Encouraging students on local heritage
 - D. Moving people to protect the town.
 - E. Collecting teachers to refuse the plan

2. Which subject does the teacher likely teach?

- | | |
|-----------------|------------|
| A. Geography | D. History |
| B. Language | E. Civics |
| C. Anthropology | |

II. Choose the correct answers!

1. Based on the dialog, which are the correct statements?

- A. The activist has a great care on heritage protection.
- B. The teacher doesn't have courage to deal with the authority.
- C. The teacher regretted his ineffective method in teaching.
- D. The activist is willing to cooperate with teachers.
- E. The activist can move larger community to strike on the case.

2. The sentences with imperative express these followings ...

- | | |
|------------|--------------------------|
| A. Refusal | D. Command |
| B. Request | E. Asking for permission |
| C. Denial | |

III. Match the word / the phrase below to its synonym or meaning in the box!

- | | |
|--------------|-------------------|
| 1. Turn into | 6. Heritage |
| 2. Stand for | 7. Handy hints |
| 3. Turn down | 8. Take advantage |
| 4. Own up | 9. Sue |
| 5. Well off | 10. Efface |

Stop, admit, useful help, erase, completely transform, quite rich, make use of, things of historical importance, tolerate, making legal claim

IV. Fill in the gaps with the appropriate answers!

Activist asks the teacher's opinion due to (1) His concern on the conservation of historical building is so (2) ... that he encourages the teacher to have a movement. The teacher agrees to act, but he states that he will (3) ... on his own way.

V. Knowing the problem, as a student, what will you do? Explain your answer.