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## Chapter 5:

# Embrace Yourself



# 3

## Chapter 5 Embrace Yourself

Unit 1. Be Yourself

Unit 2. I know I Can Do It

Unit 3. Practice Makes Perfect



## Learning objectives

Upon completion of this chapter, you should be able to:

1. ask for and give opinions;
2. identify sequences of main events in a story; and
3. write the main events of a story.

## Unit 1. Be Yourself



**You're amazing  
Just the way  
you are!**



## Section 1 - Say What You Know

### Unit 1. Be Yourself

- a. Look at the pictures. Do you know all of the products in the pictures?



Picture 5.1 Daily products

- b. What are the products for?

\_\_\_\_\_

- c. Do you use them every day?

\_\_\_\_\_



## Section 2 - Listening

Unit 1. Be Yourself



### Word Box

agree: setuju  
share: berbagi  
wear: memakai

advertisement: iklan  
beauty: kecantikan  
savings: tabungan

perfect: sempurna

at all: sama sekali  
beauty care: perawatan kecantikan  
by the way: ngomong-ngomong  
just the way we are: apa adanya  
no flaws: tidak ada cacat





- a. Listen to the dialogue Part 1 in Audio 5.1. Monita and Pipit are talking about beauty advertisements.





Comic strip 5.1

b. Discuss with your friend.

1. Why do Monita and Pipit want to be looks like the models in the advertisement?
2. What do you think about the idea of looking like models?
3. Do you agree with Kak Shinta's opinion about being beautiful? Why or why not?
4. Can you guess what the story will be about?
5. Do you think girls and boys will like the story? Why or why not?





### Section 3 - Listening

#### Unit 1. Be Yourself

a. Match the phrases with the appropriate meanings.



#### Word Box

conceal: menyembunyikan, menutupi  
embrace: merangkul  
humming: bersenandung  
overplayed: sering dimainkan  
scanning: memindai  
scratch: guratan  
dent: penyok  
line: garis  
makeup: tata rias wajah  
vanished: menghilang  
a glance: melirik sekilas  
a solid minute: satu menit  
apparently: nyatanya  
carefully: dengan hati-hati  
intently: dengan teliti  
maybe: mungkin  
prettify: mempercantik  
someday: suatu hari nanti

a quick look	a mark or wound	look at all parts
with earnest and eager attention	cosmetics applied to the face	a slight hollow in a hard even surface

1. makeup = \_\_\_\_\_
2. threw a glance = \_\_\_\_\_
3. intently = \_\_\_\_\_
4. scanning = \_\_\_\_\_
5. dent = \_\_\_\_\_
6. scratch = \_\_\_\_\_

Worksheet 5.2

b. Listen to a story in Audio 5.2.

“Have you heard of makeup?”

I threw her a glance. She came to me in the morning, waiting for the class to begin.

“You’d look prettier with makeup on.” She looked at me intently; her eyes were scanning every inch of my face.

Every dent, every scratch, every line.

Every flaw.

Suddenly, all the words I had made friends with throughout my life vanished. I didn’t say anything to her for a solid minute, I didn’t know what to say.

“Yeah, I know,” I finally managed.

She turned away to do her work, humming a song that was overplayed by the radio. Apparently not aware of how much her words had hurt me.

Dear girl who I sat next to for one music class. Maybe someday I’ll carefully conceal my dents, my scratches, my lines. Maybe someday I’ll “prettify” my face. Maybe someday, but for now, I’ll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.

Maybe someday.

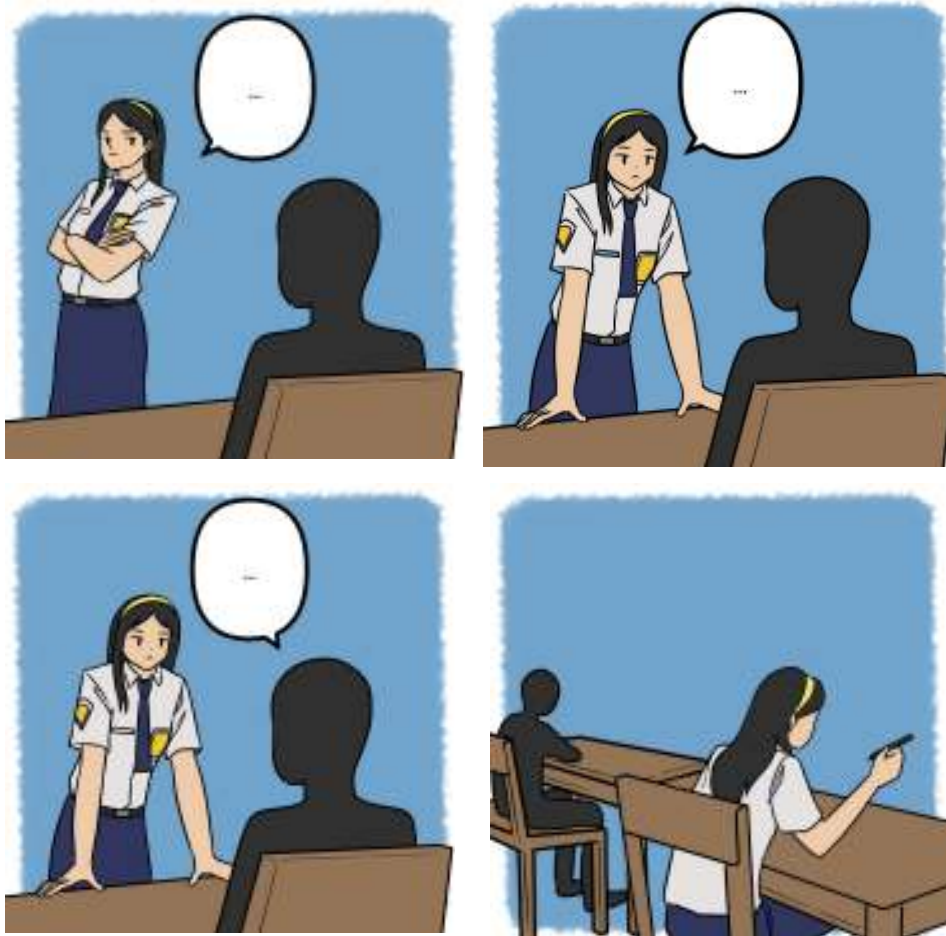


c. Answer these questions. You may use Indonesian.

1. How many people were there in the story? Were they friends?
2. Where did the story take place?
3. Can you guess the gender and age of 'I' character in the story?
4. Who asked the question "Have you heard of makeup?" in the story?
5. Why did she say that "You'd look prettier with makeup on"?
6. Why did 'I' not say anything to her?
7. What does the word 'intently' in "She looked at me intently" mean?
8. Have you experienced looking at something intently?

Worksheet 5.3

d. Fill in the bubbles in the comic with the words from the story.



Worksheet 5.4

## Did you know?

The teenage years can be hard on your skin. Changes in hormones can lead to oily skin and acne breakouts. Fortunately, there are many things you can do to take care of your skin. Some of them are:

- Wash your face twice a day with a gel-based or foaming cleanser.
- Avoid harsh soaps and products containing alcohol.
- When washing your face, gently massage it with circular motions.

(Source: <https://teens.webmd.com/facial-skin-problems-faq>)



## Section 4 - Language Focus

### Unit 1. Be Yourself

### Learning to express opinions

Expressing opinions is important in a discussion. It is a skill that we can use to argue our position on issues, such as whether or not to wear makeup, or just to express simple likes and dislikes about ideas such as hobbies, favorite food, and games.

There are many useful phrases to express opinions. Some of the most common expressions are:

Table 5.1 Expressing opinions

No.	Expressing opinions with 'I'	Other expressions
1.	I think (that) ....	In my view...
2.	Personally, I think (that) ....	In my opinion...
3.	I believe (that) ....	According to me...
4.	I am sure (that)....	From my point of view...

We can use the expressions in Table 5.1 to express our opinions. Have a look at the following examples:

Table 5.2 Examples of expressing opinions

I think swimming helps you to stay healthy.	In my opinion, swimming helps you to stay healthy.
I believe English is easy to learn.	In my opinion, English is easy to learn.
I'm sure that Galang will win the game.	From my point of view, Galang will win the game.

Now try to do the following practice exercise about giving opinions with the situations given.

Table 5.3 Practicing expressing opinions

No.	Situations	Opinions
1.	Watching Korean drama	Personally, I think...
2.	Using social media	In my opinion, ...
3.	Wearing whitening beauty products	I believe (that) ...
4.	Playing online games	From my point of view ...
5.	Having acne breakouts	I am sure ...



## Section 5 - Fun Time: What am I Doing?

### Unit 1. Be Yourself

#### Instruction:

- Divide the class into two teams.
- Choose a student from one team to come to the front of the class and to mime an action shown on a card.
- Guess the miming action from one of your teammates.

**For the students who mime:**

- Take one card
- Think of what you are going to mime
- In two minutes, mime what is shown on the card
- The members of his/her team guess the answer, for example 'You are shaving your beard'.
- If the team member is correct, they score a point for their team. If not, the student continues with the mime.
- When an action is correctly guessed, a student comes up from the other team, and so on.

**For discussion:**

- What are your opinions about the activities in the miming cards?

**Miming cards**







Applying body lotion



Applying pomade/hair oil



Brushing teeth



Wearing perfume



Taking a shower



Using deodorant



## Section 6 - Speaking

Unit 1. Be Yourself

- a. Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.

Table 5.4 Script of the text

The Girl (Student 1):	"Have you heard of makeup?"
Narrator 1 (Student 2):	I threw her a glance. She came to me in the morning, waiting for the class to begin.
The Girl (Student 1):	"You'd look prettier with makeup on."
Narrator 2 (Student 3):	She looked at me intently; her eyes were scanning every inch of my face.
Narrator 3 (Student 4):	Every dent, every scratch, every line. Every flaw.

Narrator 1 (Student 2):	Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute, I didn't know what to say.
Narrator 2 (Student 3):	"Yeah, I know,"
Narrator 3 (Student 4):	I finally managed.
Narrator 1 (Student 2):	She turned away to do her work, humming a song that was overplayed by the radio. Apparently, not aware of how much her words had hurt me.
Narrator 2 (Student 3):	Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines.
Narrator 3 (Student 4):	Maybe someday I'll "prettify" my face.
Narrator 1 (Student 2):	Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.
All Narrators: (all students)	Maybe someday.

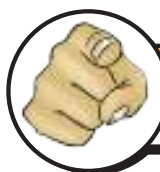
- b. Think of the actions and feelings of each character while retelling the story. Discuss with your groups how to project the feelings while retelling.

Story teller:	Events and Sayings	Feelings, intonation
The Girl : (Student 1)	“Have you heard of makeup?”	Example: Annoyed Rising tone
Narrator 1 : (Student 2)	I threw her a glance. She came to me in the morning, waiting for the class to begin.	
The Girl : (Student 1)	“You’d look prettier with makeup on.”	
Narrator 2 : (Student 3)	She looked at me intently; her eyes were scanning every inch of my face.	
Narrator 3 : (Student 4)	Every dent, every scratch, every line. Every flaw.	
Narrator 1 : (Student 2)	Suddenly, all the words I had made friends with throughout my life vanished. I didn’t say anything to her for a solid minute, I didn’t know what to say.	
Narrator 2 : (Student 3)	“Yeah, I know,”	
Narrator 3 : (Student 4)	I finally managed.	
Narrator 1 : (Student 2)	She turned away to do her work, humming a song that was overplayed by the radio. Apparently, not aware of how much her words had hurt me.	
Narrator 2 : (Student 3)	Dear girl who I sat next to for one music class. Maybe someday I’ll carefully conceal my dents, my scratches, my lines.	

Narrator 3 : (Student 4)	Maybe someday I'll "prettify" my face.	
Narrator 1 : (Student 2)	Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.	
All Narrators: (all students)	Maybe someday.	

Worksheet 5.5

- c. Practice retelling the story with your group.



### Section 7 - Your Turn: Performing

Unit 1. Be Yourself

- a. Use the script from Section 6.  
b. Check the preparation. Put a checklist for each box.

Each group member plays a character or a narrator.

☐

Every group member feels comfortable.

☐

Every group member is confident with or without the script.

☐

- c. Perform your story to the class.



## Section 8 - Enrichment

### Unit 1. Be Yourself

Tell the story to your friends from other classes or schools, or to your family. How did they feel while watching your performance?





## Unit 2. I know I Can Do It





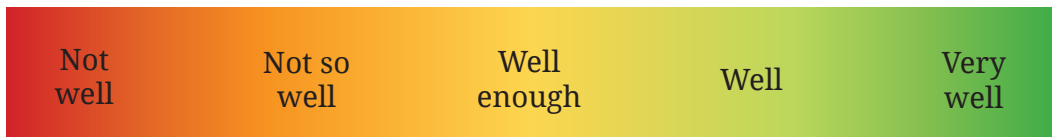
## Section 1 - Say What You Know

Unit 2. I know I Can Do It

1. What is your favorite activity?

\_\_\_\_\_

2. How well do you do it? Choose the level that best describes your ability.



3. What do you do to improve your ability?

\_\_\_\_\_

Worksheet 5.6



## Section 2 - Listening

Unit 2. I know I Can Do It

- a. Listen to Audio 5.3 Galang, Monita, and Made are discussing a story about playing football.



b. Answer these questions.

1. What motivates Galang to work hard?

\_\_\_\_\_

2. Who thought that she or he was not good at anything at first?

\_\_\_\_\_

3. What did Made say to Galang?

\_\_\_\_\_

4. Why did Made say that to Galang?

\_\_\_\_\_

5. What do you think Galang is good at? Why?

\_\_\_\_\_

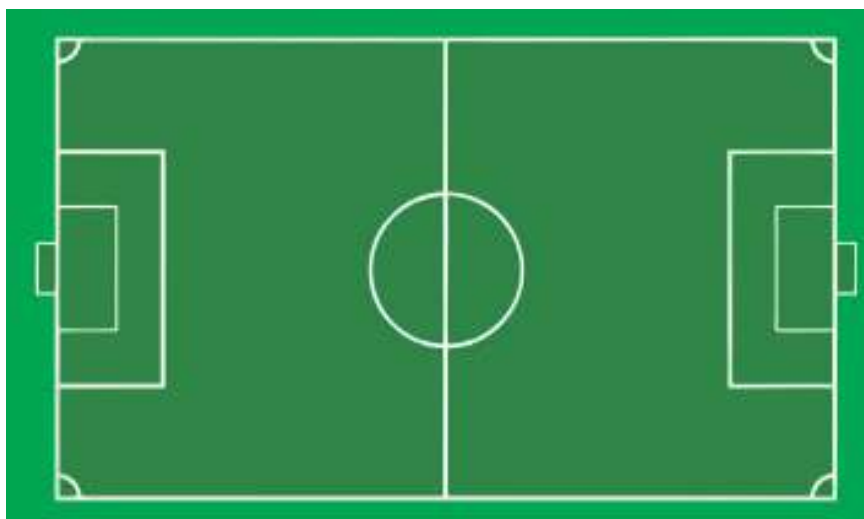
Worksheet 5.7



### Section 3 - Reading

Unit 2. I know I Can Do It

a. Write the positions on the soccer field.



Picture 5.2 The positions of the soccer players



### Word Box

Defenders: Pertahanan

Midfielders: Gelandang

Forwards: Pemain Depan/Penyerang

Goalkeeper : Penjaga gawang

- b. Look up the meanings of these words in the Word Box. Work with your friend to guess what the story will be about.
- Part 1 : a soccer field, clumsily, the other team scored
  - Part 2 : played the soccer ball at home, joining a soccer club, poor family financial condition
  - Part 3 : trained hard, a soccer match
- c. Read the story Part 1.

### Part 1

One Friday afternoon on Gang Pelita, a small street where very few cars passed by, Bayu drew lines with a piece of stone to create a soccer field.

When the field was drawn, the kids were grouped into two teams then they took their positions. Mirza, Abay, and Siti were one team, taking the left side of the field. Raka, Amelia, and Pitra were on the other team.

While everyone was so eager to defend and score, Mirza was not sure about his role as a keeper. He ran left, then to the right, clumsily leaving the goal area empty. The next thing he knew, the other team already scored.

They took some rest under the shade of a tall building on the street.

"You were no use, Mirza. You can't play football," Siti said.

"I think he guarded the goal area well," replied Bayu.

"But he didn't know what to do in the game. He was just running here and there," Siti said sternly.

Mirza didn't say anything. He kept silent. It was not the first time Siti talked like that.

d. Answer the questions based on the story Part 1.

1. Who drew the soccer field?

\_\_\_\_\_

2. Write the names based on the teams.

Team 1	Team 2

3. What did Mirza do to guard the goal area?

\_\_\_\_\_

4. Why did Mirza keep silent after the game? The possible answer is ...

- a. He was worried he could not play soccer again.
- b. He was thinking about what Siti said.
- c. He wanted to play again.

5. Tick what word in the story means minimum skill.

*a goalkeeper* ☐

*clumsily* ☐

*guarded* ☐

6. What do you think would happen to Mirza?

\_\_\_\_\_



e. Read the story Part 2.

### Part 2

The next afternoon Mirza played with his plastic soccer ball in his bedroom. He kicked the black and white striped ball hard to the wall. His mother got annoyed by the sound. She came to his room and saw what was going on.

“You always make noises with that ball. Can’t you just play outside?” said his mother from the doorway.

“I want to, but...,” Mirza replied hesitantly.

“Go play outside with your friends!” his mother ordered.

But, Mirza didn’t go out that day. He stayed home for the rest of the day. He wished his dad were home and played soccer with him.

The next Sunday morning, Mirza sat next to his mother who was busy with boxes of clothes. His mother worked as an assistant for an online shop selling kids’ clothing.

“Mum, can I join Winners football club?”

“Do you really have to join the club?”

“Yes. I need a coach to train me to play soccer. This is a good soccer club, Mum.”

“But you know our financial condition,” whispered his mother.

“But this is important for me,” Mirza looked down at the floor.

“There’s a community football club here. I heard Pak RT was looking for children to join the club,” said his mother.

Mirza thought about it for a moment. It was not a bad idea after all.

f. Answer the questions based on the story Part 2.


1. What day did Mirza stay in his house after school?

---

2. Why did Mother go to Mirza’s room?

---

3. Draw Mirza's plastic soccer ball.



4. Can you guess why Mirza wished his dad was with him?

5. Which soccer club would Mirza join?

☐

Winners soccer club

☐

Community soccer club

Worksheet 5.9



## Section 4 - Reading

Unit 2. I know I Can Do It

a. Read the story Part 3.

### Part 3

The next day, he joined the soccer club. He promised to train hard. He wanted to become a great soccer player and helped his team win. However, he could not play well at the club. He always failed to keep the goal area. He was very sad and almost gave up. Pak RT came to him and suggested that he should try other positions. After trying some positions, he found that being a midfielder was the best position for him.

A month later, there was a mandatory soccer match in that region. Mirza was grouped with Siti, Abay, Raka, Amelia, and Pitra. At first, they underestimated Mirza's skills, but he proved them wrong. He helped his team to win as a midfielder. He could pass the ball accurately so that Siti, the forward, could score for the team. Everyone cheered for Mirza, including Siti.

"I'm sorry for underestimating you, Mirza. I should not have pushed you to be a goalkeeper. You are such a great midfielder!" praised Siti. Mirza smiled and said "That's okay. Let's practice together to become a better team."



b. Answer the questions based on the story Part 3.

1. Draw a picture of the setting in each part of the story.

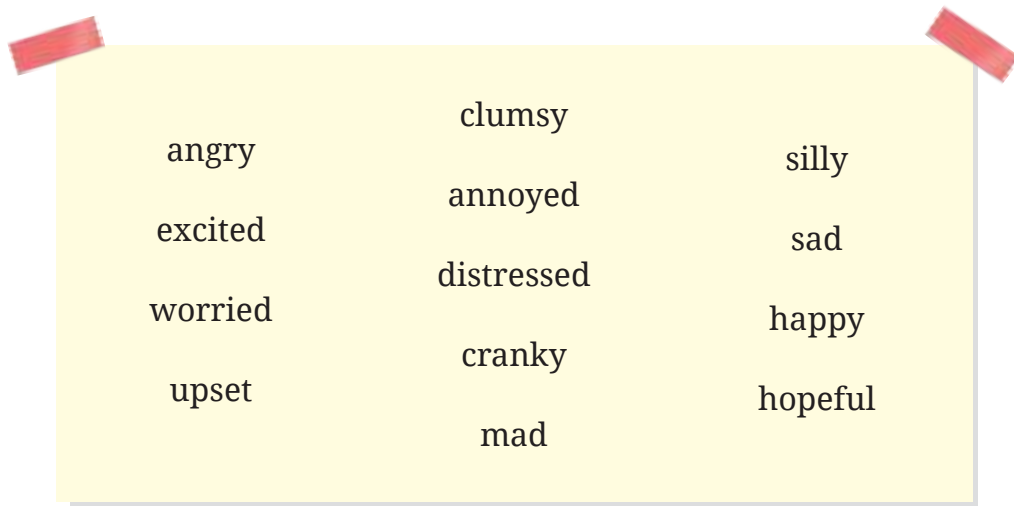
Part 1	Part 2

Part 3

2. Who are the characters in each part?

Part 1	Part 2	Part 3

3. Circle the words that could describe how Mirza was feeling in each part. You can choose more than one word.



Part 1	Part 2	Part 3

4. Each part of the story has been summarized below. Put the summaries in order by writing 1-7 in the boxes on the left.

a.		Mirza's mother could not afford to pay for the club.
b.		He worked hard to help his teammate score a goal.
c.		Mirza wanted to join a soccer club.
d.		Siti apologized for underestimating Mirza.
e.		Mirza practiced soccer in the community club.
f.		Siti was upset because Mirza did not play well.
g.		Mirza played soccer with his friends on an empty street.

5. What do you learn from the story?

Part 1 \_\_\_\_\_

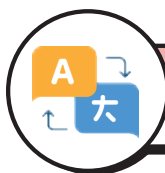
Part 2 \_\_\_\_\_

Part 3 \_\_\_\_\_

6. What is the best title for the story?

- a. Soccer is my life
- b. I love soccer
- c. I want to be a good soccer player





## Section 5 - Language Focus: Adverb of Manner

Unit 2. I know I Can Do It

a. Describing how an action is done.

When we are doing an activity, we sometimes describe how we do it. We use a word to show the quality of how we do the activity. The word is called an adverb of manners.

To recognise the adverbs, the question “how” can be used. Another way is by looking at the ending “-ly” in many of these adverbs.

For example, these sentences (from the stories in Unit 1 and Unit 2) contain adverbs of manners.

- He ran left, then to the right, **clumsily** leaving the goal area empty.
- “But he didn’t know what to do in the game. He was just running here and there,” Siti said **sternly**.
- “I want to,” Mirza replied **hesitantly**.

The words in bold are adverbs of manner. They end in “-ly” and answer the question “how”.

clumsy + **ly**

clumsily —> How did he leave the goal area?

stern + **ly**

sternly —> How did Siti talk to Mirza?

hesitant + **ly**

hesitantly —> How did Mirza reply to his mother?

Some adverbs of manners, however, do not end in “-ly”. They are *well*, *fast*, *hard*, *much*, *little*, *high* and *straight*.

For example, these sentences (from the stories in Unit 1 and Unit 2) contain adverbs of manners without “-ly”.

- He kicked the black and white striped ball **straight** to the wall
- “I think he guarded the goal area **well**,” replied Abay.
- He promised to train **hard** because he wanted to become a great soccer player that helped his team win.

The words in bold are adverbs of manners without “-ly” ending. They answer the question “how”.

**hard** —> How did he kick black and white striped ball to the wall?

**hard** —> How did he train?

**well** —> How did he guard the goal area?

Some words look like adverbs of manners, but they **are not**. These words are *friendly*, *lonely*, and *elderly*. They are adjectives. Do you still remember when we use adjectives? Have a look at the following examples.

Galang is always **friendly** to his friends. (**Friendly** modifies Galang)

Andre is an only child, and he sometimes feels **lonely**.

(**Lonely** modifies Andre)

We have to respect **elderly** people. (**Elderly** modifies people)

b. Read the questions. Write an adverb of manner to complete the sentences.

1. How did Dita run?

She was quick. She ran \_\_\_\_\_

2. How does mother shout?

She is loud. She shouts \_\_\_\_\_

3. How does Rizky Febian sing?

He is a good singer. He sings \_\_\_\_\_

4. How did the girl look at you?

She gave me an angry look. She looked at me \_\_\_\_\_

5. How does the father ride the motorcycle?

He is a careful motorcycle rider.

He rides the motorcycle \_\_\_\_\_

Worksheet 5.11

- c. Choose adjectives or adverbs of manner to complete the following sentences.
1. Parto is a (brilliant - brilliantly) student. He always passes the exams (brilliant - brilliantly).
  2. Turtles walk (slow - slowly) because they are (slow - slowly) animals.
  3. They are (quiet - quietly) students. They speak (quiet - quietly).
  4. We had (heavy - heavily) rain last night. It rained (heavy - heavily).
  5. Mirza is a (good - well) soccer player. He plays soccer very (good - well).

Worksheet 5.12



### Section 6 - Fun Time: Scavenger Hunt

Unit 2. I know I Can Do It

- a. Find 9 adverbs of manner in the sentences.

#### Scavenger hunt

*Maria did her performance well on the stage.*

*She danced Jaipongan beautifully.*

*She moved her hands gracefully.*

*Everyone cheered happily to see her dance.*

*Her dance teacher watched her at the back attentively.*

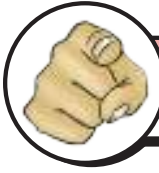
*She was afraid that Maria would make a mistake.*

*She knew that Maria just recovered from an arm accident.*

*Unfortunately, that stopped Maria from practicing for a little while.*

(adapted from 5 Activities With Adverbs for Classroom Fun (yourdictionary.com))

- b. Compare your answer with your friends' answers.



## Section 7 - Your Turn

### Unit 2. I know I Can Do It

a. Read the story below.

Mumtaz and her classmates sat for the semester exam. One of the subjects in the exam was Social Sciences. The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together. Radit always got good grades in this subject. However, Radit could not do the review because he did not feel very well that time.

On the day of the test, all students sat separately. Mumtaz and Radit could not sit together as usual. The teacher asked Radit to sit in the next row in front of Mumtaz. After the teacher distributed the exam papers, the students began to answer the questions. Mumtaz could not answer some questions. They were too difficult for her. She started to look around the class. Her friends were very busy writing their answers on the paper. Radit, however, often looked down. Mumtaz was surprised. Radit was holding his cellphone under his desk, and he was reading from it. Mumtaz did not know what to think. She felt angry at Radit, but she did not know what to do.

b. Answer the questions based on the story.

1. What subject did Mumtaz have for the semester exam in the story?  
\_\_\_\_\_
2. The subject was ... for Mumtaz.
  - a. challenging
  - b. easy
  - c. serious
3. How did Mumtaz prepare for the exam?
  - a. lazily
  - b. seriously
  - c. powerfully

4. Mumtaz reviewed the subject ... before the exam.
  - a. with Radit
  - b. alone
  - c. the teacher
5. What does the word separately mean in the second paragraph?  
\_\_\_\_\_
6. Could Mumtaz answer all the questions? Explain your answer.  
\_\_\_\_\_
7. Why did Radit often look down when doing the exam?  
\_\_\_\_\_
8. What did Mumtaz feel when she saw Radit?  
\_\_\_\_\_
9. Draw a picture where Radit held his handphone.





## Section 8 - Enrichment

Unit 2. I know I Can Do It

- a. Read the story again in Section 7. Draw the ending of the story in three pictures.

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- b. Show and tell the pictures to your class.





## Unit 3. Practice Makes Perfect



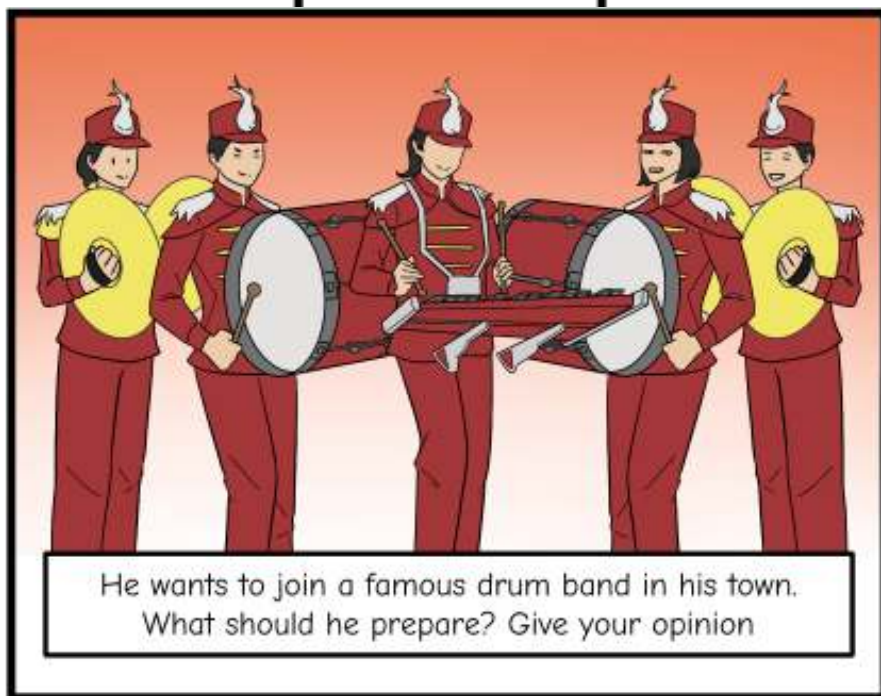


## Section 1 - Say What You Know

Unit 3. Practice Makes Perfect



This is peter.



Picture 5.3 Peter and the Drum Band



## Section 2 - Reading

### Unit 3. Practice Makes Perfect

Work in a group of four. Read each phrase in the box. Put each phrase in one category under the box.

#### Getting into the Band

1. I asked my friends
2. they all got tired of following me around
3. along the beach
4. A few auditions
5. I
6. the leader
7. wanted to run home
8. how to relax and do breathing techniques
9. Dad helped me out
10. The third time was a completely different story
11. in front of the whole band
12. the band's uniform

Characters	Settings	Conflicts/Problem
Resolutions	Endings	Vocabulary we do not know
I wonder	Summary:	

(adapted from A Pre-Reading Activity for Your Middle School English Classroom - (englishohmy.com))

Worksheet 5.14



### Section 3 - Reading

#### Unit 3. Practice Makes Perfect

a. Read the story.

#### Getting into the Band

Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.

I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.

The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.

Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said:

"Let's welcome Peter to the band. He deserves his place."

I was just so happy and I was very proud of myself. They gave me the band's uniform.

(adapted from [www.shortkidstories.com/story#](http://www.shortkidstories.com/story#))

b. Answer the questions with one word from the text.

1. Where did the band practice?

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2. What did my friends put into the plastic bottles?

--	--	--	--

3. How did my friends and I make noises at the beach?

--	--	--	--	--	--

4. Who helped me practice at home?

--	--	--

5. Which audition did I feel very nervous about?

--	--	--	--	--

6. What did the leader tell me to do in the first audition?

--	--	--	--	--

7. What day did the leader accept me in the band?

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8. What did I wear to play in the band?

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Worksheet 5.15



## Section 4 - Writing

### Unit 3. Practice Makes Perfect

The stories of Makeup in Unit 1, Mirza in Unit 2, and Getting into the Band in Unit 3 are examples of imaginative stories or imaginative narratives. They have characters and problems that may be similar to what we experience in our daily life. A narrative entertains its readers through the exploration of human experiences, such as happiness, sadness, and hope.

- a. Work in pairs. Talk about events and emotions that you can relate to the following stories.
  1. Makeup
  2. Mirza
  3. Getting into the Band
- b. Look at the elements of a story in the following table. They are taken from Parts 1-3 of the story “Makeup”.

Table 5.5 Elements of Makeup story

Elements	Function	Example	Detail
<b>Orientation</b>	Introducing the <b>time, location,</b> and <b>characters</b> in the story	I threw her a glance. <b>She</b> came to me <b>in the morning,</b> waiting for <b>the class</b> to begin.	<b>Time:</b> in the morning, before class <b>Location:</b> in the classroom (implicit) <b>Characters:</b> 1. I 2. She
<b>Complication</b>	Showing the <b>conflict(s)</b> or <b>problem(s)</b> in the story.	“You’d look prettier with makeup on.” She looked at me intently; her eyes were scanning every inch of my face. Every dent, every scratch, every line. Every flaw.	Problem: She scanned every inch of my face



<b>Resolution</b>	Giving the <b>Solution(s)</b> for the conflict(s)/ problem(s).	Maybe someday.	<b>Solution:</b> I ignored the comment.
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c. With a classmate, complete the following table with the elements of the story “Mirza”.

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	(Write the sentences that tell you about the orientation from the story here) ...	Time: ... Place: ... Characters: ...
Complication	Showing the conflict(s) or problem(s) in the story.	(Write the sentences that tell you about the complication from the story here)  _____ _____ _____ _____	Problem: ...

Resolution	Giving the Solution(s) for the conflict(s)/ problem(s)	(Write the sentences that tell you about the complication from the story here)  _____ _____ _____ _____	Resolution: ...
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Worksheet 5.16



### Section 5 - Your Turn

Unit 3. Practice Makes Perfect

- Read the story of “Getting into the Band” again. Identify the elements of the story. Underline or highlight the story’s Orientation, Complication, and Resolution.

Orientation	Function	Example	Detail
Complication	Introducing the time, location and characters in the story	(Write the sentences that tell you about the orientation from the story here) ...  _____ _____ _____ _____	Time: ... Place: ... Characters: ...
Resolution	Showing the conflict(s) or problem(s) in the story.	(Write the sentences that tell you about the complication from the story here)  _____ _____ _____ _____	Problem: ...

Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	(Write the sentences that tell you about the complication from the story here)  _____ _____ _____ _____	Resolution: ...
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Worksheet 5.17

- b. In a group, you are going to write a story similar to “Getting into the Band”. You will change the orientation and the complications and write in Worksheet 5.17

**Decide the settings and characters.**

- What problem does the character have?
- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you involve in the story?
- Plan who is going to speak in quotations.

**Orientation**

- Decide the setting and characters
- What problems does the character have?

Setting	Character(s) Decide the character(s)	Problem What problem does the character have?

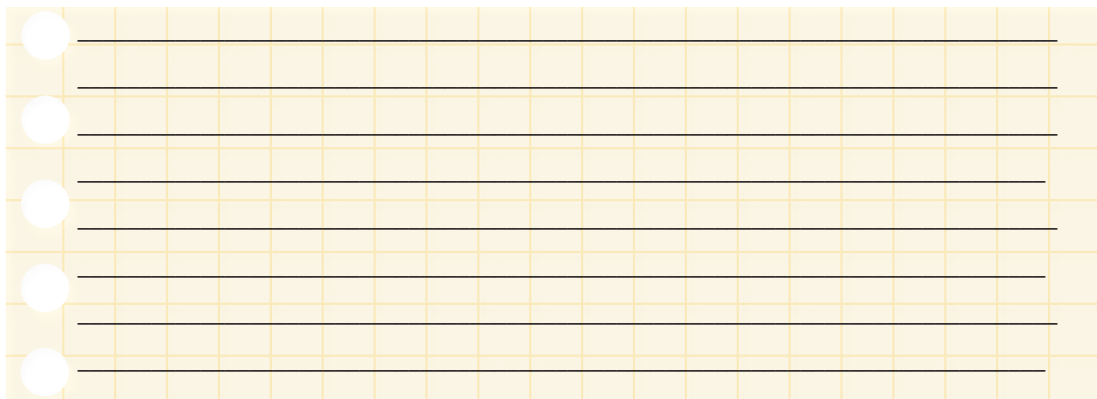
### Complication and Resolution

- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you use for the story?
- Plan who is going to speak in quotations.

Event 1 Conflict and resolution	Event 2 Conflict and resolution	Event 3 Conflict and resolution

Worksheet 5.18

c. Write your group's story.



Worksheet 5.19



### Section 6 - Enrichment

Unit 3. Practice Makes Perfect

- Share your story on your social media.
- Invite your friends to comment on your story.