**Unit 1**

**Lesson 1**

**THE AGES OF MYTHICAL CREATURES**

**TEST YOUR KNOWLEDGE**

**TUNE IN**

**1. Read the information and discuss the questions with your teacher and friends.**

1. Answer may be vary. For example: *Aphrodite, centaur, and pegasus*
2. Answer may be vary. For example: *Aphrodite can make men fall in love with her, centaur possesses human intelligence and speech, and Pegasus can fly.*
3. Answer may be vary. For example: *They are good characters.*
4. a. Buto Ijo

b. Medusa

c. Yuyu Kangkang

d. Werewolf

**Reading**

**2. Read the texts carefully**

**3. After reading the texts, decide who had experienced the events. You may mention both of them.**

1. Text 1
2. Text 1
3. Text 2
4. Text 2
5. Text 1
6. Text 1
7. Text 2
8. Text 1
9. Text 1
10. Text 2

**4. Match the statements in Column A with the response in Column B.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Column A** | **Column B** |
| **1)** | “O, Great King! You’ll have a grandson, but he is a bad luck for you.” | d) “What shall I do then, O the sacred one?” |
| **2)** | “From now on, you shall go into the dungeon until the day of your death.” | a) “How come, Father? What did I do wrong to you?” |
| **3)** | “I shall kill that monster, Mother. I swore I will kill it as revenge for my father.” | e) “I believe you will, Son. But prepare yourself well, because the monster is very fearful.” |
| **4)** | “I will take your mother as a prisoner. I’ll free her if you bring me the head of Medusa.” | c) “I promise you to bring you the head of Medusa, but if you break your promise, I will punish you.” |
| **5)** | “We’re so glad that nothing dangerous will attack us in the sea. You are a brave young boy.” | b) “Now that the dragon was killed, you can sail safely on the ocean to get some sago.” |

**5. For the statements and responses in Task 4 go to the texts, where should you put them? Rewrite the texts using the dialogue.**

**Text 1**

The Delphi oracle prophesied the Argos' king, Acrisius that his own grandson would assassinate him one day.

(1) “O Great King! You’ll have a grandson, but he is bad luck for you.”

“What shall I do then, O the sacred one?”

Unfortunately, Danae, his daughter would have given birth to this grandson. To prevent Danae from having a baby, King Acrisius, who was scared of his fate, imprisoned Danae in the dungeon beneath his palace.

(2) “From now on, you shall go into the dungeon until the day of your death.”

“How come, Father? What did I do wrong to you?”

Then came the time for Danae bore the baby. She named the baby Perseus. Perseus was actually the son of Zeus, the chief god with Danae. On hearing the news, Acrisius sent his daughter and grandchild out to sea on an ark, in the hope both would die on the sea. With the protection of Zeus, they ultimately reached the Serifos island coastlines, where they were rescued and taken in by a local couple.

Perseus grew up into a powerful and handsome young man. Unfortunately, Polydectes, the ruler of the island was King Acrisius’ friend. Acrisius told Polydectes to do anything to kill Perseus. Polydectes took Danae as a prisoner and he sent Perseus on a perilous expedition, to fight the gorgon Medusa, since he knew Perseus wouldn't be able to accomplish the mission.

(4) “I will take your mother as a prisoner. I’ll free her if you bring me the head of Medusa.”

“I promise you to bring you the head of Medusa, but if you break your promise, I will punish you.”

. . .

**Text 2**

. . .

Biwar grew up into a good-looking, strong and healthy man. One day, his mother told Biwar about the dragon that had attacked them a long time ago. Biwar swore to defeat the dragon that caused his father’s death.

(3) “I shall kill that monster, Mother. I swore I will kill it as revenge for my father.”

“I believe you will, Son. But prepare yourself well, because the monster is very fearful.”

He built a sizable ship and numerous weaponries. Biwar and his men, then sailed on the ship to the sea. A large wave suddenly appeared as they were sailing. The Dragon appeared. Biwar and his men fought the dragon fiercely. On one occasion, Biwar managed to shot his arrow at the dragon. He finally defeated the dragon. The locals welcomed Biwar as a hero in the village. Feeling happily, they expressed their gratitude to Biwar.

(5) “We’re so glad that nothing dangerous will attack us in the sea. You are a brave young boy.”

“Now that the dragon was killed, you can sail safely on the ocean to get some sago.”

From then on, the locals subsequently lost their fear of sea travel.

**6. Read the texts in Task 2 again. Then answer the questions.**

1. Answer may be vary. For example: *Text 1, because Perseus has the courage to save his mother even though that he could be turned into stone by Medusa.*
2. Answer may be vary depending on student’s understanding. For example: *Myth tells about supernatural characters, but legend tells about historical characters.*
3. Answer may be vary. For example: *An arrow.*
4. Answer may be vary depending on student’s understanding. For example: *They loved their mother so much that they had the courage to defeat monsters.*

**LISTENING**

**Pre-Listening**

**7. Identify each of the following settings according to its type.**

Picture 1: Physical location

Picture 2: Social and cultural environment

Picture 3: Geographical location

Picture 4: Physical location

Picture 5: Social and cultural environment

Picture 6: Time period

Picture 7: Social and cultural environment

Picture 8: Physical environment

**Whilst-Listening**

**8. Listen to some people telling you some paragraphs of stories. Then, answer the following questions. You may choose more than one answer.**

**Speaker 1**

1. A. In a distant town.

C. In front of an inn.

1. A. Geographical location.

B. Physical location.

1. A. Almost at twelve o’clock at night.

E. Almost at midnight.

**Speaker 2**

1. B. On the river bank.

C. In the land of Batak.

D. In a village of Batak land.

1. A. One day.

C. In the morning.

E. When the sun shone brightly.

**Speaker 3**

1. B. Social environment.

E. Geographical location.

1. A. At a small village called Girah.

C. When people were afraid of witchcraft.

D. During the reign of the Kingdom of Kahuripan.

E. When Calon Arang practiced her black magic.

**Speaker 4**

1. A. In the year of 1284.

D. During the time when a plague hit Hameln.

E. When the Black Death attacked Europe.

1. B. Social environment.

E. Geographical location

**Speaker 5**

1. A. An hour in the morning.

B. Soon it would rain.

C. The cold winter wind

D. The leafless tree.

**Write you answer in the blank spaces.**

1. Physical environment
2. Answer may be vary depending on student’s understanding. For example: *By giving context to the character’s action in a story line.*

**Post-Listening**

**9. How could you write the setting for the following pictures? One has been done for you as an example.**

**Picture 2:**

Answer may be vary depending on student’s understanding. For example: *Elisa needed time to be alone. So, she went to the beach to watch the sunset in peace. She loved the ambience, and it made herself relax.*

**Picture 3:**

Answer may be vary depending on student’s understanding. For example: *Doni’s family had a cottage near the lake. It is a wooden building surrounded by many trees. It was a peaceful place to spend holiday.*

**SPEAKING**

**10. Read the following dialogue and answer the questions.**

1. Abdul’s holiday.
2. A coffee plantation in East Java.
3. Sight.
4. Sound.
5. Touch.
6. Smell.
7. Yes, because it sounds interesting and relaxing for her.

**11. Create a dialogue about the following situations. Include your setting using sensory technique in your dialogue. Then practice it in front of the class with your partner.**

Answer may be vary. For example:

*Situation C*

*Toto : Hi, Surya! I still can’t move on from our holiday last week in Seminyak Beach.*

*Surya` : Hi, Toto. Yeah, me too. It was a wonderful holiday.*

*Toto : The sunset was so beautiful that I couldn’t get away from the sight.*

*Surya : That’s right. The sound of the waves made me relax as if it whispered to me.*

*Toto : True! I felt so enjoy being on the beach. It made me forget all of the burdens I had at that time.*

*Surya : I smelled the salty fresh air. it was an unforgettable moment for me.*

**GRAMMAR FOCUS**

**Things to Remember**

1. Answer may be vary. For example: *Maya looked at herself in the mirror. She smiles at herself, and touches her face gently. She is happy with herself.*
2. Herself.
3. herself

**12. Complete this e-mail with suitable reflexive or reciprocal pronouns provided in the box.**

1. by themselves
2. myself
3. itself
4. each other
5. each other
6. by herself
7. one another
8. yourself
9. themselves

**13. Create dialogues involving reflexive or reciprocal pronouns based o the following situations.**

Answer may be vary. For example:

*Situation 3:*

*Diana : Hi, Juan. Why yourself looks a little nervous?*

*Juan : Do you see the brown-haired girl standing by the piano? She was the girl I admired secretly in high school.*

*Diana : The girl who stands by herself is my cousin, Nora.*

*Juan : I DO MYSELF HAVE the desire to talk to her. But, I don’t know how to begin by myself.*

*Diana : You have to be brave and be yourself. Go, just talk to each other now.*

**Lesson 2**

**FABLES OF CONFLICT AND INTRIGUE**

**READING**

**1. How do you describe “Friendship”. Fill in the bubble with your thoughts, feelings and hopes. Two have been done for you as examples.**

Answer may be vary depending on student’s understanding. For example:

* *A long-lasting relationship.*
* *We have to trust each other.*
* *We have to understand each other.*
* *We have to take care of each other.*
* *A mutual affection between people.*
* *A strong connection between people.*
* *Friends are people who support one another.*

**2. Which of the following picture suits with the ideas in the bubbles. If there aren’t, add the description by yourself.**

Answer may be vary depending on student’s understanding. For example:

*Picture 1: A friend has to take care of each other.*

*Picture 2: A friend has to understand each other.*

*Picture 3: Friends are people who support one another.*

*Picture 4: Friendship is a strong connection between people.*

**3. Write your own quote about “friend” and “friendship”.**

* Your quote:

Answer may be vary. For example: *“Someone who knows you from the inside out, has faith in your potential, and loves you regardless of who you are is a friend.”*

* Your friend’s quote:

Answer may be vary. For example: *“Who we have in our lives is more important than what we have.”*

* What’s the difference?

Answer may be vary. For example: *Friendship is about a relationship between people, and friend is about the person itself.*

4. Read the story carefully and answer the questions.

1. In ancient India during the reign of the Gupta Empire.
2. Traits of the three scholars and the Himanshu:

Answer may be vary depending on student’s understanding. For example:

|  |  |
| --- | --- |
| ***The three scholars*** | ***Himanshu*** |
| *1. Intelligent*  *2. Proud of themselves*  *3. Foolish* | *1. Wise*  *2. Logical mind*  *3. Illiterate* |

1. Answer may be vary depending on student’s understanding. For example: *Yes, intelligent and initiative.*
2. Because they only thought about wealth.
3. Answer may be vary depending on student’s understanding. For example: *Himanshu was the only person who survived the lion because he refused to reconstruct the skeletons.*
4. Answer may be vary depending on student’s understanding. For example: *Knowledge is nothing without wisdom.*
5. Answer may be vary depending on student’s understanding. For example: *Yes, because the three scholars were not thinking wisely and made their selves die.*
6. Answer may be vary depending on student’s understanding. For example: *Wise, logical, and humble.*
7. After the fifth paragraph.
8. Third-person point of view.

5. Match the information in Column A with the one in column B.

|  |  |  |
| --- | --- | --- |
| **No.** | **Column A** | **Column B** |
| **1)** | The first paragraph of the story is . . . . | c) exposition |
| **2)** | The idea of moving away from the village to earn a lot of money is categorized as . . . . | a) inciting accident |
| **3)** | The event when the lion sprang up to kill the three scholars is categorized as . . . . | g) climax |
| **4)** | The whole story is arranged in . . . . | e) progressive plot |
| **5)** | When Himanshu went down from the tree and ran to the village is categorized as . . . . | d) anti-climax |
| **5)** | The last paragraph is the . . . . | b) resolution |

**6. Based on the story in Task 4, rearrange the following jumbled sentences so what it makes a good summary of the story.**

|  |  |
| --- | --- |
| 2 | Initially, the three scholars have a disagreement to leave the youngest scholar, Himanshu, since they thought he was illiterate and did not make a benefit for them. |
| 5 | On the way of the journey, they found a pile of lion bones. This made the three scholars enthusiastic to prove their powerful magic and knowledge to make the lion came to life. |
| 4 | The next morning the four friends set out from their village and went by foot to seek jobs in another country. |
| 6 | Himanshu did not agree as it was a very dangerous thing to do. When the lion came back to life, he would feel hungry and consumed anything alive around it. |
| 9 | They were amazed on seeing the lion was really alive. After waking up, the lion felt hungry, sprang up the scholars and killed them for its food. |
| 1 | Four scholars from ancient India dreamed of being rich by exploring their knowledge and power. |
| 3 | Finally, they agreed to take Himanshu with them since they had been friends for a long time and he was considered the wisest of all. |
| 10 | Himanshu was saved because he had climbed the tree before he became the lion’s prey. |
| 7 | The three scholars laughed and underestimate Himanshu and arrogantly said that he was a coward and ridiculous man. |
| 8 | Soon, the three scholars demonstrated their power proudly to make the lion came back to life again. |

**7. Supposed you had to change the story in Task 4 from the progressive plot into the flashback plot, how would you begin the story with? Rewrite the text.**

Answer may be vary, for example: *Himanshu looked at his picture with his other four friends. He remembered the time when they chose to leave the village and wandered around. They wanted to search for wealth, but they got killed instead. It was a heartbreaking story for Himanshu.*

**8. Read the text carefully.**

**9. Look at the paragraphs of the story (number1-3). Match them with the following topics.**

1. 6
2. 1
3. 7
4. 5
5. 8
6. 9
7. 2
8. 3
9. 4

**10. Read the text in Task 8 again and answer the questions.**

1. Answer may be vary depending on student’s understanding. For example:

*- Exposition : Tells about the washerman and the donkey/*

*- Rising Action : The washer covered the donkey with the tiger’s skin.*

*- Climax : The field’s owner was suspicious with the tiger.*

*- Falling action : The secret was revealed.*

*- Resolution : The donkey was captured, and Vilasa was outcasted.*

1. A.
2. A = In a village.

B = In a corn field.

C = In the morning, at night.

1. The fact and the opinion:

|  |  |
| --- | --- |
| **Fact** | **Opinion** |
| He had a donkey, . . . | Even though Vilasa worked so hard, day and night, . . . |
| . . . which staggered every day to a nearby village, pulling a cart to deliver the laundry and take the dirty clothes. | . . . and was not able to feed his donkey properly. |
| . . . he still lived in poverty . . . | That’s why the animal had grown so weak from carrying too heavy loads. |
| Vilasa, the master, however, loved the donkey very much. | The donkey looked as thin as a toothpick, fragile, and soon it would die. |

1. Paragraph 2.
2. Answer may be vary. For example. Yes, in paragraph 2.

**11. Look at the blue words in the Task 8. Match them with their functions.**

|  |  |
| --- | --- |
| **Words** | **Functions** |
| a. Huh | 1) is used when you’re not sure what another person is saying. |
| b. As soon as | 2) is used when something happens immediately after some other event. |
| c. Can you imagine | 3) to express the speaker’s surprise, astonishment, or perhaps horror about something in the next event. |
| d. Look | 4) to ask someone to turn their eyes in a particular direction to see something. |
| e. Initially | 5) to convey about something that happened in the beginning. |
| f. That’s why | 6) to tell the reason why something happened. |
| g. Even though | 7) to link two contrasting ideas. |
| h. One day | 8) to refer to an event happened at some unspecified time in the past time. |

**12. Some words are provided for you in the box. Pick out each word and put it into the right classification boxes.**

|  |  |
| --- | --- |
| **VERBS show “up”** | **VERBS show “down”** |
| * come * go up * climb * grow * rise * turn up * rocket * increase | * drop * decrease * lower * go down * turn down * climb * decline |

**13. Some words are provided for you in the box. Pick out each word and out it into the right classification boxes.**

|  |  |
| --- | --- |
| **Adjectives** | **Adverbs** |
| * transformational * quicksilver * drastic * unstable * revolutionary * irregular * seismic * evolutionary * inconsistent * radical * developed * changeable | * rapidly * gradually * dramatically * slowly * unpredictably * constantly * up and down * consistently |

**14. Complete the sentences with the appropriate words that show changes**.

1. Answer may be var. For example: *develop*
2. Answer may be var. For example: *become*
3. Answer may be var. For example: *turn down*
4. Answer may be var. For example: *rise; fall*
5. Answer may be var. For example: *decrease; rocket*
6. Answer may be var. For example: *modify; change*
7. Answer may be var. For example: *write down*
8. Answer may be var. For example: *gradually*
9. Answer may be var. For example: *stay*
10. Answer may be var. For example: *adjustable*

**15. Choose one of the following topics. Write a short paragraph (of 4-5 lines) describing what has changed in your surroundings. Use the words describing changes you have studied to flourish your paragraph. An example has been done for you.**

Answer may be vary. For example: *I used to live in a small town called Fantasia. I remember when I had to go to another city to buy stationery for school. However, it changed gradually in 2010. The town began to shift in a good way, and it provides everything now. I am so grateful for the transformation of this city.*

**LET’S VIEW**

**16. Observe the following pictures. Match the pictures with the titles.**

1. The Sun and the Moon Fairies
2. The Honest Cow and the Tiger
3. The Three Dresses
4. The Four Princes
5. The Two Friends and a Bear
6. The Twelve-Dancing Princesses

**17. In pairs, search the stories in streaming platform. Choose one of the stories and watch the video. Then, analyze the story according to the plot. Use the template plot below.**

Answer may be vary. For example:

*Source: https://www.youtube.com/watch?v=l7oPOJxPBwg*

*Plot Diagram*

* *Story : Adventures of Akbar and Birbal Story*
* *Exposition :*

*- Setting : India (place)*

*- Characters : Akbar, Birbal, a scholar*

* *Rising Action Events: There came a man who claimed to be the smartest man.*
* *Conflict : Akbar thought Birbal would look down on him if Akbar kept boasting about Birbal.*
* *Climax : Akbar told Birbal to get him the most magnificent painting*
* *Falling Action Events: Birbal brought a painting of an empty field.*
* *Resolution : Akbar awarded Birbal with a bag of gold coins.*

**SHORT FUNCTIONAL TEXTS**

**18. Read this movie ticket and state whether the statement is True (T) or False (F). write the T or F in the provided box.**

1. F
2. T
3. T
4. F

**19. Based on the ticket in Task 18, answer the following questions.**

1. The time of the movie.
2. Answer may be vary depending on student’s understanding. For example: *To show the rating of the movie.*
3. They couldn’t, because the ticket only valid on the written schedule.

**Lesson 3**

**STORIES FROM OLD WRITERS**

**READING**

**1. Write the characterizations in the box into their classifications.**

|  |  |
| --- | --- |
| **POSITIVE CHARACTERIZATION** | **NEGATIVE CHARACTERIZATION** |
| * reliable * open-minded * affectionate * innovative * confident * honest * trustworthy * optimistic * courageous * humorous | * antisocial * apathetic * controlling * cowardly * gossipy * grumpy * ignorant * impatient * manipulative * possessive |

**2. Write the following deeds into a positive and negative characterizations.**

|  |  |
| --- | --- |
| **POSITIVE CHARACTERIZATION** | **NEGATIVE CHARACTERIZATION** |
| * Help a friend in need * Hold the door for people behind you * Be environmentally conscious * Pay a visit to a nursing home * Save electricity by unplugging your device when not in use * Use our talent to benefit others * Donate food or clothing * Volunteer in our community | * Cheating in a competition * Taking revenge * Breaking others’ property * Talking gossip * Dong dirty business * Slandering others * Telling lies * Taking bribes * Bullying others * Accusing one without clear evidence |

**3. Read these two texts carefully**

**4. Based on the texts, find the similarities between the characters.**

Answer may be vary depending on student’s understanding. For example:

|  |  |  |
| --- | --- | --- |
| ***Mathilde and Frau*** | ***Aspects of similarities*** | ***Della and James*** |
| *Busy city* | *The town/the city they live* | *Busy city* |
| *Low class* | *Class society* | *Low class* |
| *Loving husband* | *Husbands* | *Loving husband* |
| *Yes* | *Is there a twist in how the story end?* | *Yes* |
| *3rd* | *1st or 3rd perspective* | *3rd* |

5. Put the names of Della or Mathilde at the end of each statement.

1. Mathilde
2. Della
3. Della
4. Mathilde
5. Mathilde
6. Della
7. Della
8. Mathilde
9. Mathilde
10. Della

**6. Based on the texts, decide whether the statements are True (T) or False (F).**

1. T
2. T
3. F
4. T
5. T

**7. Based on the information of characterization and characters, let’s analyze the two texts by filling in the table and answer the questions.**

**Answer may be vary depending on student’s understanding. For example:**

|  |  |  |
| --- | --- | --- |
| ***“The Necklace”*** | ***The Major Characters*** | ***“The Gift”*** |
| *Mathilde and Frau* | *Della and James* |

|  |  |  |
| --- | --- | --- |
| ***“The Necklace”*** | ***The Minor Characters*** | ***“The Gift”*** |
| *Mrs. Forester* | *Mme. Sofronie* |

|  |  |  |
| --- | --- | --- |
| ***“The Necklace”*** | ***Protagonist and Antagonist*** | ***“The Gift”*** |
| *Protagonist: Frau*  *Antagonist: Mathilde* | *Protagonist: Della and James*  *Antagonist: -* |

1. Answer may be vary depending on student’s understanding. For example:

|  |  |  |
| --- | --- | --- |
| ***“The Necklace”*** | ***Static/Dynamic*** | ***“The Gift”*** |
| *Static: Frau*  *“Frau had to work extra hours at night”*  *Dynamic: Mathilda*  *“Mathilda seemed to be getting older and was dressing in an untidy manner.”* | *Static: James*  *“I parted with my wristwatch to get you this hair comb. Isn't it hilarious?”*  *Dynamic: Della*  *“She got $ 20, had her hair trimmed, and left the salon an hour later”* |

1. Answer may be vary depending on student’s understanding. For example:

|  |  |  |
| --- | --- | --- |
| ***“The Necklace”*** | ***CHARACTERIZATION*** | ***“The Gift”*** |
| *Direct: “She was unhappy because of the run-down apartment she resided in, complete with worn-out furniture”* | *Direct: “He was just 22 and already had to shoulder the financial responsibility of a family.”* |
| *Indirect: “I'm frustrated because I don't have any jewelry to match my dress. I'll appear shabby. I'd rather not attend the party,”* | *Indirect: “Our New Year's gifts are the finest presents in the world, you know."* |

1. Answer may be vary depending on student’s understanding. For example:

**“The Necklace” – Guy de Maupassant**

**Mathilde**

|  |  |
| --- | --- |
| **Speech** | *Mathilde was not grateful for what she had.* |
| **Thought** | *Mathilde was unhappy with her condition.* |
| **Effect** | *She made Frau worked hard to pay for what she did.* |
| **Action** | *She lost the necklace she borrowed.* |
| **Look** | *She looked older and dressed unproperly.* |

**“The Gift” – O’Henry**

**Della**

|  |  |
| --- | --- |
| **Speech** | *She loved her husband very much.* |
| **Thought** | *She did everything to make her husband happy.* |
| **Effect** | *She made James feel funny because of what they did.* |
| **Action** | *She sold her hair to buy a gift for James.* |
| **Look** | *She had beautiful and shiny hair.* |

**LET’S CREATE AND PRESENT**

**8. Now it’s your turn to create your own stories (your story must be original). Do the following instruction.**

Answer may be vary. For example: *Once upon a time, in a desert far away, there was a rose who was so proud of her beauty. Her only issue was growing up next to an ugly tree. Every day, the beautiful rose would make fun of the tree's appearance and insult him, but the tree would stay quiet. All the other plants in the area tried to talk sense to the rose, but she was too caught up in her own beauty to listen. . . .*

**1. How much do you know about social etiquette in Britain? Write whether these statement is True (T) or False (F).**

1. F
2. T
3. T
4. F
5. F
6. F

**2. Discuss with your teacher and friends to answer these questions.**

1. Answer may be vary depending on student’s understanding. For example: *They shake hands.*
2. Answer may be vary depending on student’s understanding. For example: *Yes, but they sometimes being late.*
3. Answer may be vary depending on student’s understanding. For example: *Ask about salary and family issues.*

**Critical Thinking Tasks**

**1. Read the following text and answer the questions.**

1. A. Hughie Erskine
2. E. The first paragraph tells us that Hughie was a young, friendly, good handsome man, but the second paragraph tells us that he was a poor unemployed man.
3. B. Hughie couldn’t marry Laura until he had his own money and job.

**2. Read the following text and answer the questions.**

1. E. look
2. E. “A shilling an hour,” replied Alan easily without a burden.

**3. Read the following text and answer the questions.**

1. A. generous

C. merciful

E. compassionate

1. B. Thought
2. B. Ashamed

C. Embarrassed

E. Red-faced

**4. Read the following text and answer the questions.**

1. Answer may be vary. For example: *“Baron Hausberg was the elderly guy you saw that day in the studio. He wanted me to paint him in a beggar’s clothes. He paid me a high cost for my master artwork. I have to admit that even in his rags, he cut an amazing figure”*
2. “He told me that he will always keep your sovereign. As his gratitude, he entrusted me a cheque of ten-thousand-pounds worthy enough for the Colonel let you marry Laura Merton.”

**LET’S REFLECT**

1. Exposition, rising action, climax, falling action, and resolution.
2. A character that develops through time as a result of the story's conflicts and plot.
3. A plot that tells a series of events chronologically. Answer may be vary. For example: *A story about someone’s life from 10 until 12 years old.*
4. The process by which a writer makes a character's personality known.
5. A character that is not complicated and have a personality that just has one dimension.