Chapter 17

Strong Wind

Tujuan Pembelajaran:
Setelah mempelajari Bab 17, siswa diharapkan mampu:
1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana berbentuk legenda rakyat.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif sederhana berbentuk legenda rakyat.
3. Menentuk fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat.
4. Merespon makna teks naratif sederhana berbentuk legenda rakyat.
A  WARMER

PANTOMIME

Your teacher will tell you how to play this game. You have to guess what words that your teacher has shown you through a pantomime.

![Pantomime Image]

Source: Dokumen Kemdikbud
Picture 17.2

After you know how to play the game, your teacher will divide you into two groups to play the game. The group who can guess more words will be the winner.

B  VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate’s.

a sled (noun) – arang
gentle (adjective) – bergetar
jealous (adjective) – lembut
rags (noun) – kereta es
coals (noun) – tali panah
remain (verb) – membakar
bow (noun) – baju lusuh
burn (verb) – tetap
bowstring (noun) – panah
turn into (verb) – mengubah
tremble (adjective) – iri
fear (noun) – kejahatan
meanness (noun) – ketakutan

Di unduh dari : Bukupaket.com
C

PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

wind : / wɪnd /
a warrior : / əˈwɔːriər /
a sled : / ə sled /
invisible : / ɪnˈvɪzəbl ə l /
a rope : / ə rʊp /
gentle : / 'dʒentl /
jealous : / 'dʒeləs /
rags : / ræɡ /
coal : / kʊəl /
remain : / rɪˈmeɪn /
bow : / bau /
burn : / bɜːrn /
bowstring : / bəʊstrɪŋ /
turn into : / tɜːrn ˈɪntuː /
tremble : / 'tremb ə l /
fear : / fər /
meanness : / məˈnɛs /

D

READING COMPREHENSION

Task 1:
Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself ______________(1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.
Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, “Do you see him?”
Each girl would answer, “Oh, yes! I see him!”
Then Strong Wind’s sister would ask, “What is he pulling his sled with?”
And then the girls would answer, “with a ____________ (2)” or “with a wooden pole.”
Then Strong Wind’s sister would know that they were lying, because their guesses were wrong.
A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _________ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and ______________ (4).
The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind’s sister asked them, “Do you see him?”
“Oh, yes! I see him!” Each of them answered.
“What is his bow made out of?” asked Strong Wind’s sister.
“Out of iron,” answered one. “Out of wood,” answered the other.
“You have not see him,” said Strong Wind’s sister.
Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.
One day the youngest daughter went to try and see Strong Wind. She was wearing ____________ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind’s tent she waited.

When Strong Wind was coming, his sister asked the girl, “Do you see him?”
“No,” the girl answered. “I don’t see him.”
Strong Wind’s sister was surprised because the girl had told the truth. “Now do you see him?” asked Strong Wind’s sister.
“Yes,” answered the girl. “Now, I do see him. He is very wonderful.”
“What is his _____________ (6) made of?” asked Strong Wind’s sister.
“The rainbow,” answered the girl.
“And what is the bowstring made of?” asked Strong Wind’s sister.

“Of Stars,” answered the girl.
Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth.

“You really have seen him,” said Strong Wind’s sister. Then the sister washed the girl, and all the burns went away. Her hair grew __________ (7) and black again. The sister dressed the girl in ______________ (8)clothes. Strong Wind came and the girl became his wife.

The girl’s two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always ____________ (9) with fear wherever he comes near, because they know he remembers their ____________ (10) and meanness.

(taken from ‘Using Folktales’ by Eric K. Taylor).

Task 2:
Answer the following questions:

1. Who is Strong Wind?
2. What was Strong Wind’s special capability?
3. How would Strong Wind’s sister know that the girls were lying?
4. Who burned the chief’s youngest daughter?
5. Who could see Strong Wind and how could she do that?
6. How did the chief’s youngest daughter regain her old face?
7. What did Strong Wind change into an aspen tree?
8. Did Strong Wind know that the chief elder daughters were rude to their youngest sister? Justify your answer.
9. Why did Strong Wind decide to have the chief youngest daughter as his wife?
10. If you were in the story, which role would you play? Why?
Complete the following sentences using the words in the box. If needed, you may change the parts of speech.

<table>
<thead>
<tr>
<th>wind</th>
<th>warrior</th>
<th>sled</th>
</tr>
</thead>
<tbody>
<tr>
<td>invisible</td>
<td>rope</td>
<td>gentle</td>
</tr>
<tr>
<td>jealous</td>
<td>rags</td>
<td>coals</td>
</tr>
<tr>
<td>remain</td>
<td>mean</td>
<td>bowstring</td>
</tr>
<tr>
<td>seated</td>
<td>tremble</td>
<td>fear</td>
</tr>
</tbody>
</table>

1. The poor peasants wear ____________ every day.
2. You may not ____________ of somebody else’s wealth.
3. Coming home, her ____________ body made us anxious to know what had happened.
4. Remain ____________ although your name is called for hundred times.
5. She is always ____________ to me. I don’t know why.
6. The ____________ is elastic. It can stretch as long as 60 centi metres.
7. She ____________ to speak in her father’s presence.
8. The great, fearless ____________ fight for his beloved country.
9. They used ____________ to pull the carts.
10. The ____________ blew the young man’s hat.
11. The ____________ hand help her solve the chronic problem.
12. The ____________ was pulled by two dogs.
13. The girl is ____________ and beautiful.
Individually, complete the following chart to find out the structure of the story ‘Strong Wind’.

<table>
<thead>
<tr>
<th>Parts of Narrative</th>
<th>Purposes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting and character</td>
<td>To introduce setting and character</td>
<td>- There was a great warrior named Strong Wind.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- He lived with his sister in a tent by the sea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- His sister could see him, but no one else could.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- He would marry the first woman who could see him.</td>
</tr>
<tr>
<td>Conflict</td>
<td>To start the conflict</td>
<td></td>
</tr>
<tr>
<td>Plot (action)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot (rising action)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot (climax)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot (falling action)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE PAST PERFECT TENSE

Look at these sentences taken from the reading text. Focus your attention on the verbs in italics.

1. He had said he would marry the first woman who could see him.
2. A chief lived in a village. His wife had died.
3. Strong Wind himself heard them and knew that they had lied.
4. Strong Wind’s sister was surprised because the girl had told the truth.
5. Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth.

The use of Past Perfect:
1. Completed Action Before Something in the Past

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Example:
I had met the beautiful girl before I came to this city.

2. Duration before something in the Past (non-continuous verb)

The Past Perfect Tense can be used to show that something started in the past and continued up until another action in the past.
**Example:**

*By the time we finished our study, we had been in Malang for five years.*

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**Task 1:**

**Grammar Exercise**

*Read the following sentences and change the bracketed verbs into correct forms.*

1. My plane landed at 8 pm yesterday. I __________ (ask) the hotel personnel to pick me up at the airport.
2. John _______________ (repair) many cars before he received his mechanic’s license.
3. She ________________ (never see) jackfruit before she came to Indonesia.
4. Marie ____________ (feel) bad about selling her car because she ____________ (own) it for ten years.
5. We ____________________ (understand) the movie because we ______________ (read) the book about it.
6. Kamal ________________ (study) about Germany before he ____________ (go) there for his university education.
7. I did not have any money to buy food because I __________ (lose) my wallet.
8. Ahmad ______________ (never be) to Mecca before last week trip to Masjidil Haram.
9. We could not get a hotel room last night because we ____________ (not book) in advance.
10. We were not welcome by the family because we ____________ (not make) a telephone call telling them that we would come last night.
**Task 1:**
Pair work

Discuss with your friends: 1) important stages in Strong Wind story. 2) discuss whether they have similar story to Strong Wind folktale.

**Task 2:**
Write a Script

Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.

**Task 3:**
Role play

In your groups, do the following: 1) rehearse for your performance. 2) Perform in the class for maximum of 10 minutes.
Collaborative Story Writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your friends. Follow her/his instructions:

**Step 1:**
- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your friend.
- Give your paper to your friend on your right and get another piece of paper from your friend on your left.
- Read your friend’s sentence. Continue writing another sentence. Try to connect your sentence and your friend’s. Then, give the paper to your friend on your right.
- Continue the activities until your paper arrives back to you.

**Step 2:**
- Read the story that you’ve written with your friends. What do you think? What’s good and not good about it?

**Step 3:**
- Rewrite your story. Don’t forget to include connecting words and phrases. Use clear references, too.
**REFLECTION**

At the end of this chapter, ask yourself the following questions to know how effective your learning process is.

1. Have you been able to understand the structure of a story?
2. Can you write a short story?

If your answer is ‘no’ to one of these questions, see your teacher and discuss with him/her on how to make you understand and able to talk about a story.

**FURTHER ACTIVITIES**

Read other stories available in your school library. You can also read them from the internet.

“"My philosophy is that not only are you responsible for your life but doing the best at this moment puts you in the best place for the next moment.""

Oprah Winfrey