

ENGLISH AUDIOPIEDIA
SUPPLEMENTARY MATERIALS

I KNOCKED IT OFF

A. IDENTIFICATION

Code	:	08/EAP/X/ SMA
Theme	:	A Famous Person
Subtheme	:	Adventurer
Social Function	:	To ask and give information related to a famous person
Grade	:	Grade X Senior High School

B. KEY VOCABULARY

mountain (noun)	:	gunung
summit (noun)	:	puncak
adventure (noun)	:	petualangan
feat (noun)	:	prestasi
fascination (noun)	:	pesona/daya tarik
climber (noun)	:	pendaki
ascent (noun)	:	pendakian
peak (noun)	:	puncak
humanitarian (noun)	:	kemanusiaan
profound (adjective)	:	mendalam

C. MONOLOGUE SCRIPT

Hi Friends! I am sure you already know Mount Everest. Yes, you are right, it is the Earth's highest mountain. Reaching its summit has long been an object of fascination for explorers. It gives them status and prestige to say that they have accomplished such a feat. For me, Everest was more of a beginning than an end to my life of adventure. Yes, I was the first man recorded to reach the summit of Everest. I knocked it off! I am Sir Edmund Hillary.

I was born in Auckland, New Zealand, on 20 July 1919. My father was a bee-keeper and my mother was a teacher. I was educated at Auckland Grammar School and I spent two years at Auckland University before joining my father in the honey production business. My first contact

with mountains came through a skiing trip at high school in 1935 but my interest soon changed with ten years of weekends and holidays spent making a number of difficult first ascents in New Zealand's mountainous regions. 1951 was the beginning of my association with the Himalayas when I made my first ascent of six peaks over 20,000 feet, with four New Zealand climbers. I was back in the Himalayas again in 1952 with the British Cho Oyu expedition, and on 29 May in 1953 with Tenzing Norgay, I reached the summit. Knighted by Queen Elizabeth II, I became both an international celebrity and a local hero at that time.

Soon after that, I participated in expeditions to the South Pole and was among the first to reach the top of Mount Herschel. In 1961 I also developed resources for the people of Nepal. I acted on my growing concerns for the Sherpa people's welfare. On 11 January in 2008, I died of heart failure at Auckland City Hospital. I devoted myself to the environment and humanitarian efforts and I hope that I made a profound difference to communities in Nepal where my famous summiting was achieved.

D. EXERCISES

Task 1: Explore

Answer the questions by choosing A, B, C, D, or E.

1. What is the purpose of the speaker?
 - A. to present different opinions about achievements in life
 - B. to explain why it is important to have achievements in life
 - C. to persuade people to share stories
 - D. to describe someone's personal characteristics
 - E. to retell the story of his experiences and achievements in life
2. The speaker said, ". . . I was the first man recorded to reach the summit of Everest."
What is a synonym of the word "summit"?
 - A. peak
 - B. adventure
 - C. explorer
 - D. action
 - E. challenge

3. What is the last part of the talk about?
 - A. background information on the speaker
 - B. the speaker's career
 - C. the place where the speaker spent his life
 - D. the reason why the speaker decided to share his story
 - E. the speaker's expeditions

Key Answer

1. E. to retell the story of his experiences and achievements in life
2. A. peak
3. E. the speaker's expeditions

Task 2: Explore

Answer the questions by choosing A, B, C, D, or E.

1. What will the listener most likely do after listening to the talk?
 - A. tell others that the speaker reached the summit of Everest alone
 - B. inform people that the speaker did not like adventure
 - C. motivate others by sharing the speaker's inspiring story
 - D. tell others that the speaker did not have enough experience in ascents in New Zealand
 - E. inform others that the speaker did humanitarian work for New Zealanders

2. The speaker said, "For me, Everest was more of a beginning than an end to my life of adventure.". What does the speaker imply?
 - A. The speaker loved adventure very much.
 - B. The speaker considered that reaching the Everest summit was not so great.
 - C. The speaker did not have enough experience in climbing mountains.
 - D. The speaker thought that knocking off Everest peak was a great feat.
 - E. The speaker did not think that reaching the top of Everest was the last of his adventures.

3. Based on the talk, what made the speaker so passionate about mountain climbing?
 - A. his first skiing trip when he was in senior high school
 - B. his success in several difficult ascents in New Zealand's mountainous regions
 - C. his failure in studying at university

- D. his experience in running a honey production business
- E. his humanitarian efforts for the people of Nepal

Key Answer

1. C. motivate others by sharing the speaker's inspiring story
2. E. The speaker did not think that reaching the top of Everest was the last of his adventures.
3. B. his success in several difficult ascents in New Zealand's mountainous regions

Task 3: Apply

Answer the questions by choosing A, B, C, D, or E.

1. Which group of words is synonymous?
 - A. prestige, status, disregard, dignity
 - B. peak, summit, top, slope
 - C. ascent, climbing, descent, drop
 - D. profound, deep, intense, bottomless
 - E. reach, arrive at, get to, release

2. Which answer is most suitable to complete this part of the story?

I have devoted myself to environmental and humanitarian efforts and I hope that I have made a profound difference to communities in Nepal where my famous summiting was achieved.

 - A. Seeing their quality of life improve brought me great happiness.
 - B. I wanted to reach the peak again and again.
 - C. I should not think about their lives anymore.
 - D. Climbing the mountain was so prestigious.
 - E. I could not forget that wonderful moment.

Key Answer

1. D. profound, deep, intense, bottomless
2. A. Seeing their quality of life improve brought me great happiness.

Task 4: Present

Listen to the audio and do the following activities. You may choose the ones that you like most or the activities that your teacher assigns to you.

1. After listening to the talk, tell your teacher/partner/group what you have understood about the autobiography of Sir Edmund Hillary, using your own words.
2. Suppose you are Edmund Hillary, and you can go back to the early phase of your life, what would you add to the story?
3. Make an infographic time line based on the life story of Edmund Hillary's life. Use illustrations or timeline graphics to show the stages or the chronological phases of Edmund Hillary's life.

Key Answer

1. The restatement should contain background information, chronological stages of life experience and a statement about future dreams, as well as the use of vocabulary related to Sir Edmund Hillary's life and achievements.

2. Answers may vary.

The answer should mention the life phases of Edmund Hillary, with additional stories based on the students' imagination or creativity. The modification could be based on the early phases of Hillary's life.

Use the following Rubric for oral presentation assessment (For activity 1 and 2)

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none">• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	<ul style="list-style-type: none">• Consistent use of direct eye contact with audience, but still returns to notes• Speaks with satisfactory variation of volume and inflection	<ul style="list-style-type: none">• Displays minimal eye contact with audience, while reading mostly from the notes• Speaks in uneven volume with little or no inflection	<ul style="list-style-type: none">• Holds no eye contact with audience, as entire report is read from notes• Speaks in low volume and/ or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none">• Demonstrates full knowledge by answering all class questions with explanations and	<ul style="list-style-type: none">• Is at ease with expected answers to all questions, without	<ul style="list-style-type: none">• Is uncomfortable with information and is able to answer only	<ul style="list-style-type: none">• Does not have grasp of information and cannot answer questions about

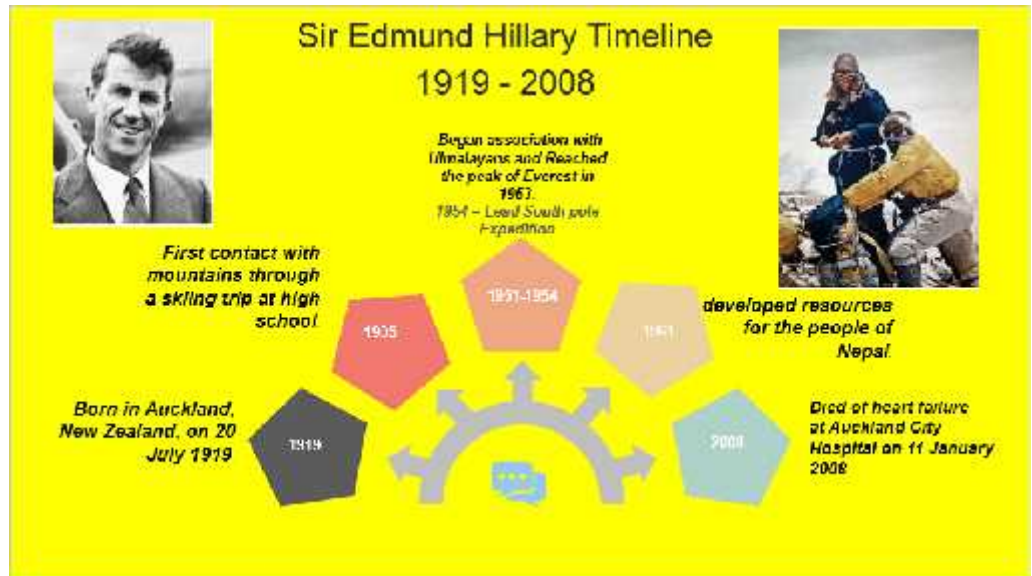
	<p>elaboration</p> <ul style="list-style-type: none"> • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<p>elaboration</p> <ul style="list-style-type: none"> • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<p>rudimentary questions</p> <ul style="list-style-type: none"> • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<p>subject</p> <ul style="list-style-type: none"> • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Grammar/Vocab ulary	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical form • Uses a range of appropriate vocabulary when talking 	<ul style="list-style-type: none"> • Shows sufficient degree of control of simple grammatical form • Uses appropriate vocabulary to talk 	<ul style="list-style-type: none"> • Shows only limited control of a few grammatical form • Uses a vocabulary of isolated words and phrases when talking 	<ul style="list-style-type: none"> • Shows no control of grammatical form • Does not use appropriate vocabulary to talk
Pronunciation	<ul style="list-style-type: none"> • is mostly intelligible and has some controls of phonological features at both utterance and word levels 	<ul style="list-style-type: none"> • is mostly intelligible despite limited controls of phonological features 	<ul style="list-style-type: none"> • has limited controls of phonological features and is often unintelligible 	<ul style="list-style-type: none"> • No controls of phonological features and is mostly unintelligible
Comments				

3. Infographic

Good infographics contain :

- Life phases – the year and the event
- Chronological order
- Timeline form

Example:



Use the following Rubric for infographic assessment

Rubric for Infographic

Task Description:

Criteria	Weight	Exceptional	Admirable	Marginal	Unacceptable
Content	50%	<ul style="list-style-type: none"> ◆ Appropriate details support main idea ◆ Accurate and detailed information ◆ Information adequately supports purpose of visual 	<ul style="list-style-type: none"> ◆ Most details support main idea ◆ Accurate information for almost all subject matter ◆ Information is mostly adequate and supportive of visual's purpose 	<ul style="list-style-type: none"> ◆ Few details support main idea ◆ Lacking accurate information ◆ Inadequate information is not clearly supportive of visual's purpose 	<ul style="list-style-type: none"> ◆ No details to support main idea ◆ Information is not accurate ◆ Information does not support the visual's purpose
Focus	20%	<ul style="list-style-type: none"> ◆ Topic and title clear and easily identified ◆ Main idea is clearly appropriate to topic ◆ All illustrations complement purpose of visual 	<ul style="list-style-type: none"> ◆ Topic and title are mostly clear and easily identified ◆ Main idea is appropriate to topic ◆ Most illustrations complement purpose of 	<ul style="list-style-type: none"> ◆ Topic and title difficult to identify ◆ Main idea not clearly stated ◆ Few illustrations complement purpose of visual 	<ul style="list-style-type: none"> ◆ Topic and title are not clearly identified ◆ No main idea ◆ Illustrations do not complement purpose of visual

			visual		
Visual Appeal	20%	<ul style="list-style-type: none"> ◆ Outstanding use of colour, design, and space ◆ Original and creative design ◆ Overall design is pleasing and harmonious 	<ul style="list-style-type: none"> ◆ Adequate use of colour, design, and space ◆ Design is adequate ◆ Overall design is mostly pleasing and harmonious 	<ul style="list-style-type: none"> ◆ Inappropriate use of colour, design, and space ◆ Design lacks creativity ◆ Lack of harmonious design in presentation 	<ul style="list-style-type: none"> ◆ Little attempt to use colour, design and space appropriately ◆ Design is dull ◆ Project has sloppy appearance
Mechanics	10%	<ul style="list-style-type: none"> ◆ Free of grammatical errors ◆ Words are legible and pertinent to topic 	<ul style="list-style-type: none"> ◆ Mostly free of grammatical errors ◆ Most words are legible and pertinent to topic 	<ul style="list-style-type: none"> ◆ Frequent grammatical errors ◆ Presentation is illegible and confusing 	<ul style="list-style-type: none"> ◆ Too frequent grammatical errors ◆ Distractive elements make illustration ineffective

E. REFERENCES

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