

ENGLISH AUDIOPIEDIA
SUPPLEMENTARY MATERIALS

I NEVER PAINTED MY DREAMS, I PAINTED MY OWN REALITY

A. IDENTIFICATION

Code	:	09/EAP/X/ SMA
Theme	:	A Famous Person
Subtheme	:	Artist
Social Function	:	To ask and give information related to a famous person
Grade	:	Grade X Senior High School

B. KEY VOCABULARY

paint (verb1)	:	melukis
painting (noun)	:	lukisan
portrait (noun)	:	potret
culture (noun)	:	budaya
exhibition (noun)	:	pameran
encourage (verb1)	:	mendukung
bedridden (adjective)	:	terbaring di tempat tidur
injured (adjective)	:	terluka
alleviate (verb1)	:	meringankan
displayed (verb2)	:	ditampilkan
recovery (noun)	:	pemulihan
easel (noun)	:	sandaran papan lukis
pulmonary embolism (noun)	:	emboli paru-paru
vivid (adjective)	:	jelas

C. MONOLOGUE SCRIPT

Hi friends! I am sure you already know many famous painters in the world. They have contributed to changing the world through art. I was a famous artist called Frida Kahlo. People say that I contributed to the history of Mexico in my art. I was a Mexican painter known for my many portraits, self-portraits, and works, inspired by the nature and artefacts of Mexico.

I was born on July 6, 1907, in a building nicknamed “La Casa Azul”, for its vivid blue exterior. I contracted polio at the age of 6 and had to be bedridden for nine months. My father encouraged me to do lots of sports to help my recovery. In 1922, I attended classes at the National Preparatory School. I was one of only 35 girls to attend the prestigious school with hopes of becoming a doctor. At this point in my life, I had no interest in pursuing a career as an artist. Then, a tragic accident changed my life. I was severely injured in a bus accident in September, 1925. It took a long time for me to recover. To alleviate the pain, I started painting. Again, my father encouraged me to paint and made a special easel so I could paint in bed. I had a very close relationship with my father throughout my whole life. Although I recovered from the injuries and regained my ability to walk, I remained in extreme pain for the rest of my life. I kept painting and produced more works. Surprisingly, people appreciated my works. I was gradually gaining respect as a talented artist and my paintings were displayed in some popular exhibitions. People thought I was a Surrealist, but I wasn’t. I never painted dreams. I painted my own reality.

I lived in constant pain from my old injuries. Pulmonary embolism caused my death in July 1954. I faced many problems that would have left most people discouraged and uninspired, but nothing could stop me from sharing my love and passion through my art.

D. EXERCISES

Task 1: Explore

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

1. What is the purpose of the speaker in this talk?
 - A. to retell her life story and the achievements in her life
 - B. to present a different opinion about one’s achievements in life
 - C. to explain why it is important to have achievements in life
 - D. to persuade people to share stories
 - E. to describe personal characteristics
2. In the recording, the speaker said, “To alleviate the pain, I started painting.”
What is the synonym of the word “alleviate”?
 - A. increase
 - B. heal
 - C. remove

- D. relieve
 - E. improve
3. What does the speaker talk about at the beginning of the talk?
- A. background information about her life
 - B. her career
 - C. the place where she spent her life
 - D. the reason why she decided to share her story
 - E. her expectations

Key Answer

- 1. A. to retell her life story and the achievements in her life
- 2. D. relieve
- 3. A. background information about her life

Task 2: Explore

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

1. What will listeners most likely do after listening to the talk?
- A. tell others that the speaker faced difficult times in her life
 - B. inform people that the speaker did not want to be an artist
 - C. tell others that the speaker had wanted to be a painter since childhood
 - D. tell others that the speaker felt discouraged for the rest of her life
 - E. inform others that the speaker painted her dreams
2. The speaker said, "I had a very close relationship with my father throughout my whole life."
What does the speaker imply?
- A. The speaker's father stayed near her residence.
 - B. The speaker's father always supported her in her life.
 - C. The speaker's father wanted her to be an artist.
 - D. The speaker's father did not want her to be a painter.
 - E. The speaker's father also had a great talent for painting.

3. Why did the speaker change her mind to become an artist and not a doctor?
 - A. Her father always encouraged her to be an artist.
 - B. Her passion to be an artist was greater than being a doctor.
 - C. Her health problems made it impossible for her to pursue her dream to become a doctor.
 - D. She gained respect as a talented artist.
 - E. She wanted to run her father's business.

Key Answer

1. A. tell others that the speaker faced difficult times in her life
2. B. The speaker's father always supported her in her life.
3. C. Her health problems made it impossible for her to pursue her dream to become a doctor.

Task 3: Apply

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

1. Which group of words is similar in meaning?
 - A. encourage, support, motivate, inspire
 - B. injured, wounded, hurt, fit
 - C. displayed, exhibited, concealed, shown
 - D. tragic, pitiful, miserable, dangerous
 - E. recovery, healing, rehabilitation, infection

2. Which is the most suitable next sentence?

I faced many problems that would leave most people discouraged and uninspired, but nothing could stop me from sharing my love and passion through my art.

 - A. I could not enjoy my painful life.
 - B. Art was my life until the very end.
 - C. It was only me who suffered from this pain.
 - D. I never wanted to let you down.
 - E. I could not forget that painful moment.

Key Answer

1. A. encourage, support, motivate, inspire
2. B. Art was my life until the very end.

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 and your classmates what you have understood about the autobiography of Frida Kahlo, using your own words.
2. Suppose you are Frida Kahlo. If you could 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 story of Frida Kahlo's life. Use illustrations or timeline graphics to show stages or the chronological phases of Frida Kahlo's life.

Key Answer

1. The restatement should contain background information, chronological stages of life experience, and statements about future dreams. It should also use vocabulary related to Frida Kahlo's life and achievements.
2. Answers may vary.

The answer should mention the phases of Frida Kahlo's life with additional stories based on the students' imagination or creativity. The modification could be based on the early phase of Kahlo'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	<ul style="list-style-type: none">• Consistent use of direct eye contact with audience, but still returns to notes• Speaks with satisfactory variation of	<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	<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

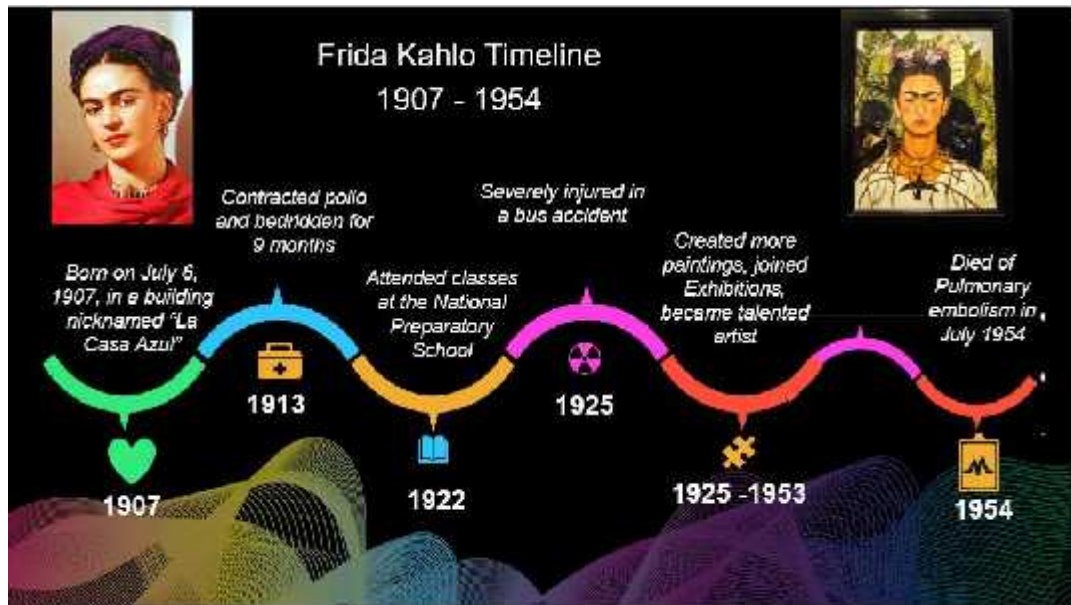
	key points	volume and inflection	inflection	causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • 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 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • 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/Vocabulary	<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 	<ul style="list-style-type: none"> ◆ Topic and title are mostly clear and easily identified ◆ Main idea is 	<ul style="list-style-type: none"> ◆ Topic and title difficult to identify ◆ Main idea not clearly stated ◆ Few 	<ul style="list-style-type: none"> ◆ Topic and title are not clearly identified ◆ No main idea ◆ Illustrations

		complement purpose of visual	appropriate to topic ◆ Most illustrations complement purpose of visual	illustrations complement purpose of visual	do not complement purpose of visual
Visual Appeal	20%	◆ Outstanding use of colour, design, and space ◆ Original and creative design ◆ Overall design is pleasing and harmonious	◆ Adequate use of colour, design, and space ◆ Design is adequate ◆ Overall design is mostly pleasing and harmonious	◆ Inappropriate use of colour, design, and space ◆ Design lacks creativity ◆ Lack of harmonious design in presentation	◆ Little attempt to use colour, design and space appropriately ◆ Design is dull ◆ Project has sloppy appearance
Mechanics	10%	◆ Free of grammatical errors ◆ Words are legible and pertinent to topic	◆ Mostly free of grammatical errors ◆ Most words are legible and pertinent to topic	◆ Frequent grammatical errors ◆ Presentation is illegible and confusing	◆ Too frequent grammatical errors ◆ Distractive elements make illustration ineffective

E. REFERENCES

Frida Kahlo Biography (2020) diambil dari <https://www.fridakahlo.org/frida-kahlo-biography.jsp> pada 8 Mei 2020.

Kementerian Pendidikan dan Kebudayaan. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Puchko, Kristy (2018) 17 Artful Facts About Frida Kahlo diambil dari <https://www.mentalfloss.com/article/80067/17-artful-facts-about-frida-kahlo> pada 10 Mei 2020.

Sekarasih, Betty. (2020). GBIM JM English Audiopedia, I never painted my dreams, I painted my own reality . Yogyakarta: Balai Pengembangan Media Radio Pendidikan dan Kebudayaan.

Wikipedia (2020) Frida Kahlo diambil dari https://en.wikipedia.org/wiki/Frida_Kahlo pada 9 Mei 2020.