

ENGLISH AUDIOPIEDIA
SUPPLEMENTARY MATERIALS

I WAS THE PROTOTYPE FOR 007

A. IDENTIFICATION

Code	:	07/EAP/X/ SMA
Theme	:	A Famous Person
Subtheme	:	Authors
Social Function	:	To ask and give information related to a famous person
Grade	:	Grade X Senior High School

B. KEY VOCABULARY

character (noun)	:	tokoh
secret agent (noun phrase)	:	agen rahasia
prototype (noun)	:	purwa rupa
prestigious (adjective)	:	bergengsi
attaining (verb-ing)	:	mencapai
pursued (verb2)	:	mengikuti
published (verb2)	:	menerbitkan
fame (noun)	:	ketenaran

C. MONOLOGUE SCRIPT

Do you recognize that music? I am sure you are familiar with it. Whenever you listen to it, your mind will go to the self-assured, confident, and unapologetic secret agent: James Bond. He was well known by his code number, 007. I was the inventive mind behind the creation of the James Bond Character.

I am Ian Fleming. People say that I was much like my fictional character. I was a banker, journalist, military man, and secret agent. I also definitely preferred my martinis shaken, not stirred. That is why people said I was the prototype for 007.

I was born in London on May 28, 1908. I was educated at prestigious institutions, such as Eton and Sandhurst Military Academy, in England, Germany and Switzerland. Before attaining fame as a

writer, I pursued journalism at Reuters from 1929 to 1933 after which I took up banking from 1935 to 1939. Between the years of 1945 and 1949, I was a naval intelligence officer while also representing the London Sunday Times as a Foreign Manager during World War II. I was also a full time assistant to a director who was a top British spymaster. My years as a naval officer fed my imagination while executing dangerous missions. My experiences were later reflected on in my adventurous James Bond tales. Towards the end of my career as a secret agent, I discovered the beautiful island of Jamaica where I built a house and wrote my famous Bond series. In 1953, I published my first novel Casino Royale, where I introduced James Bond. Besides the 12 novels and nine short stories featuring James Bond, I was also known for the children's story, Chitty Chitty Bang Bang.

My declining health and my outdoor activities which were prohibited by my doctors caused a heart attack leading to my death in August, 1964. I hope that people will remember me as a suspenseful-fiction novelist, whose character James Bond became one of the most successful and widely imitated heroes of 20th-century popular fiction.

D. EXERCISES

Task 1: Explore

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

1. What is the purpose of the speaker for the talk?
 - A. To provide tips on life achievements
 - B. To explain why it is important to make achievements in life
 - C. To retell the experiences and achievements in his life
 - D. To describe personal characteristics
 - E. To entertain by sharing stories

2. In the recording, the speaker said, "I was educated at prestigious institutions, such as Eton and Sandhurst Military Academy,..."

What is the synonym of the word "prestigious"?

 - A. dangerous
 - B. reputable
 - C. famous
 - D. powerful
 - E. expensive

3. What does the speaker talk about at the beginning of the talk?
- 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. this speaker's life expectations

Key Answer

- 1. C. To retell the experiences and achievements in his life
- 2. B. Reputable
- 3. A. Background information on the speaker

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 was not a good novelist
 - B. Motivate others by sharing the speaker's inspiring story
 - C. Tell others that the speaker was a good actor
 - D. Inform others that the novel authored by the speaker is not worth reading
 - E. Inform people that the speaker was actually James Bond
2. The speaker said, "I was much like my fictional character."
What does the speaker imply?
- A. The speaker loved his work very much.
 - B. The speaker and the character appeared in the same fiction.
 - C. The speaker did not have such rich experiences as the character.
 - D. There are many similarities between the speaker and the character.
 - E. The character created was adored by many people
3. Based on the recording, how did the speaker's experience in Naval Intelligence impact on his works?
- A. It helped the speaker in dangerous missions.
 - B. It promoted the speaker's career as a secret agent.

- C. It enabled the speaker to become a skillful journalist.
- D. It gave the speaker access to the assistant of a spy master.
- E. It provided inspiration for the speaker to write adventurous tales.

Key Answer

1. B. motivate others by sharing the speaker's inspiring story
2. D. There are many similarities between the speaker and the character.
3. E. It provided inspiration for the speaker to write adventurous tales.

Task 3: Apply

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

1. Which group of words fit together?

- A. prestigious, prominent, reputable, traditional
- B. publish, issue, produce, transform
- C. attain, achieve, reach, accomplish
- D. fame, popularity, disgrace, novelty
- E. pursue, follow, leave, join

2. Which sentence is suitable to complete this part of the autobiography?

My declining health and my outdoor activities, which were prohibited by my doctors, caused a heart attack leading to my death in August, 1964. I hope that people will remember me as a suspense-fiction novelist whose character James Bond, became one of the most successful and widely imitated heroes of 20th-century popular fiction.

- A. You can write great works if you keep practicing.
- B. I wanted to see my great works published to keep people remembering Bond.
- C. I will remember you and your support for me and Bond.
- D. I might not be here right now, but I hope Bond will still be going strong for many years to come.
- E. I will be happy if you keep writing your good works about Bond.

Key Answer

1. C. attain, achieve, reach, accomplish
2. D. I might not be here right now, but I hope Bond will still be going strong for many years to come.

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 partner/teacher/group what you have understood about the autobiography of Ian Fleming, using your own words.
2. Suppose you are Ian Fleming, and you have ten more years of life. What will you add to the story?
3. Make an info-graphic time line based on the life story of Ian Fleming. Use illustrations or timeline graphics to show the stages or chronological phases of Ian Fleming's life.

Key Answer

1. The restatement should contain background information, chronological stages of life experience, and a statement about his future dreams. Use vocabulary related to Ian Fleming's life and achievement.
2. Answers may vary

The answer should mention the life phases of Ian Fleming, with additional stories based on the students' imagination or creativity.

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 	<ul style="list-style-type: none"> • Is at ease with expected answers 	<ul style="list-style-type: none"> • Is uncomfortable 	<ul style="list-style-type: none"> • Does not have grasp of

	<p>answering all class questions with explanations and 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>to all questions, without 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>with information and is able to answer only 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>information and cannot answer questions about 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/Voc abulary	<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 	<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

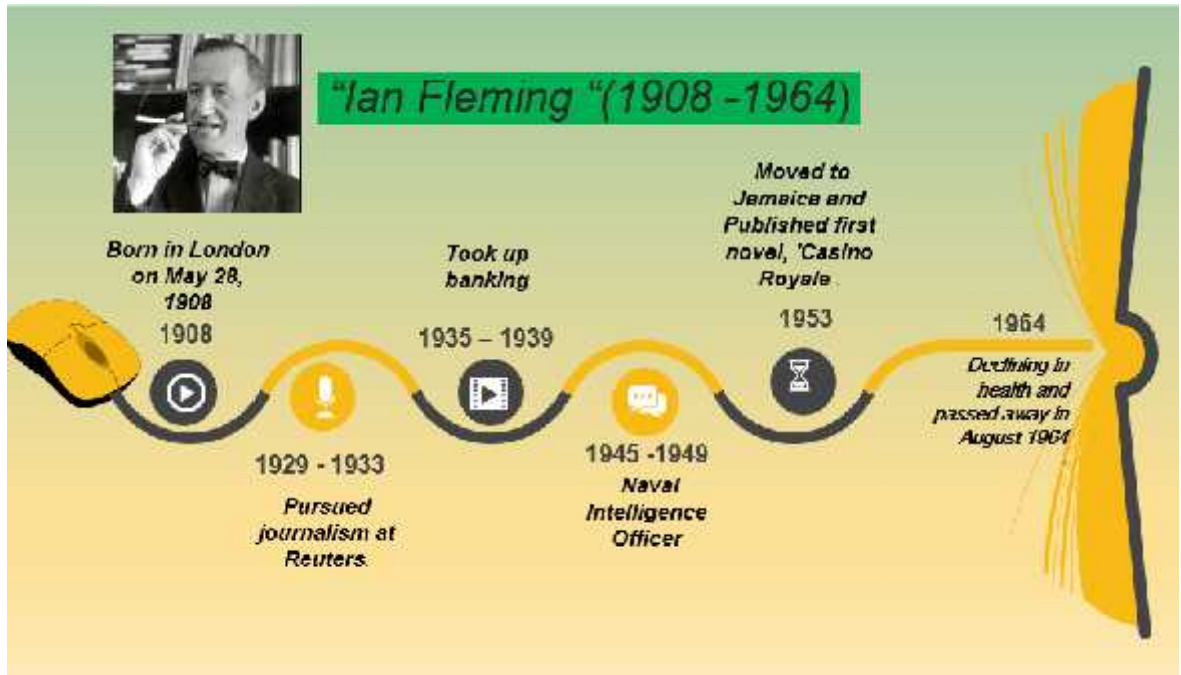
	levels			
Comments				

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 	<ul style="list-style-type: none"> ◆ Few details support main idea ◆ Lacking accurate information ◆ Inadequate 	<ul style="list-style-type: none"> ◆ No details to support main idea ◆ Information is not accurate ◆ Information does not

			◆ Information is mostly adequate and supportive of visual's purpose	information is not clearly supportive of visual's purpose	support the visual's purpose
Focus	20%	◆ Topic and title clear and easily identified ◆ Main idea is clearly appropriate to topic ◆ All illustrations complement purpose of visual	◆ Topic and title are mostly clear and easily identified ◆ Main idea is appropriate to topic ◆ Most illustrations complement purpose of visual	◆ Topic and title difficult to identify ◆ Main idea not clearly stated ◆ Few illustrations complement purpose of visual	◆ Topic and title are not clearly identified ◆ No main idea ◆ Illustrations 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

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

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The Editors of Encyclopaedia Britannica (2010) Ian Fleming British Author diambil dari <https://www.britannica.com/biography/Ian-Fleming> pada 1 Mei 2020

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