

English

For Nusantara

**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
2022**

SMP/MTs KELAS IX

Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia
Dilindungi Undang-Undang

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English for Nusantara untuk SMP/MTs Kelas IX

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka. Kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengimplementasikan kurikulum dengan prinsip diversifikasi sesuai dengan kondisi satuan pendidikan, potensi daerah, dan peserta didik.

Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan dengan mengembangkan buku siswa dan buku panduan guru sebagai buku teks utama. Buku ini dapat menjadi salah satu referensi atau inspirasi sumber belajar yang dapat dimodifikasi, dijadikan contoh, atau rujukan dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik.

Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihian Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 262/M/2022 Tentang Perubahan atas Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihian Pembelajaran, serta Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 033/H/KR/2022 tentang Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan dan perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Desember 2022
Kepala Pusat,

Supriyatno
NIP 196804051988121001

Prakata

Halo adik-adik kelas IX. Buku *English for Nusantara* hadir kembali untuk kalian. Buku *English for Nusantara* Kelas IX ini akan menemani kalian untuk mengeksplorasi penggunaan Bahasa Inggris dalam lingkungan sekolah, rumah, dan keseharian kalian. Buku ini nantinya akan bersama-sama kalian untuk belajar berbagai macam topik, penggunaan bahasa, ilustrasi, dan kegiatan pembelajaran yang disesuaikan dengan lingkungan kalian sebagai remaja dalam berkomunikasi dengan menggunakan Bahasa Inggris. Kalian akan ditemani kembali oleh Galang, Monita, dan Andre untuk mempelajari Bahasa Inggris dalam konteks lingkungan rumah dan sekolah.

Buku Peserta didik *English for Nusantara* sudah dikembangkan sesuai dengan Capaian Pembelajaran yang dimuat dalam Kurikulum Merdeka. Nanti kalian akan mempelajari Bahasa Inggris yang beranjak dari keterampilan berbahasa lisan menuju bahasa tulis. Keterampilan berbahasa yang difokuskan pada buku ini meliputi menyimak, berbicara, membaca, memirsing, menulis dan merepresentasikan yang disajikan secara terpadu dalam berbagai jenis teks.

Ada berbagai jenis teks yang akan kalian pelajari nantinya. Mulai dari teks *narrative*, *recount*, *descriptive*, *report*, sampai *procedure*. Teks *report* merupakan teks yang baru dipelajari di Kelas IX yang merupakan satu keluarga dengan teks *descriptive* yang sudah dipelajari oleh kalian di kelas VII dan VIII. Teks *report* yang disajikan di buku Kelas IX berfokus pada teks faktual yang terkait dengan hewan khas Indonesia.

Kalian juga akan belajar Bahasa Inggris melalui berbagai aktivitas seru seperti berdiskusi dan menyampaikan keinginan atau perasaan dalam dialog-dialog.

Di buku ini juga kalian akan mempraktikkan Profil Pelajar Pancasila dan topik penting dari *Sustainable Development Goals* (SDG) dari Perserikatan Bangsa-Bangsa (PBB). Nantinya kalian akan berkesempatan untuk mengeksplorasi pengalaman melalui topik terkait kesadaran lingkungan, kebugaran, literasi finansial, dan kesehatan mental.

Buku *English for Nusantara* Kelas IX akan memotivasi dan mendukung kalian dalam menguasai Bahasa Inggris sebagaimana diamanatkan dalam Capaian Pembelajaran Kurikulum Merdeka. Melalui topik, ilustrasi, dan karakter yang ditampilkan, adik-adik yang duduk di kelas IX akan dapat mengeksplorasi Bahasa Inggris. Nantinya rasa percaya diri kalian dalam menggunakan Bahasa Inggris akan meningkat. Akhir kata, Tim Penulis *English for Nusantara* berterima kasih kepada seluruh pihak yang telah membantu dalam penyusunan buku ini. Semoga buku ini dapat memberi banyak manfaat. Selamat belajar.



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Petunjuk Penggunaan Buku

Buku ini terdiri dari enam chapter; Chapter 0, Chapter 1, Chapter 2, Chapter 3, Chapter 4, dan Chapter 5.



Chapter 0

Chapter ini melampirkan materi yang meliputi: *Classroom language, exclamation, measurement, expressing surprise and disbelief, agreement, question tag, expression of wish, adjective, sympathy, degree verb, transition signals, disappointment, comparative, superlative, phrasal verb*, dan *attracting someone's attention*. Chapter ini dirancang untuk menunjang proses belajar peserta didik, dengan materi yang akan dipelajari pada chapter-chapter berikutnya.

Chapter 1 - Chapter 5

Chapter ini merupakan bagian utama yang berisikan materi Bahasa Inggris yang akan dipelajari pada buku ini. Dalam setiap chapter terdapat tiga *unit*. Dalam setiap *unit*, terdapat beberapa *section* sebagai berikut:



Say What You Know

Say What You Know adalah pembuka setiap unit. Pada bagian ini, peserta didik diperkenalkan ke topik yang akan dipelajari pada setiap unit. Terdapat gambar dan pertanyaan yang dapat membantu peserta didik mengungkapkan pengalaman dan pikiran berdasarkan pengalaman sendiri yang sesuai dengan topik yang akan dipelajari. Peserta didik boleh menggunakan Bahasa Inggris, Bahasa Indonesia, atau bahasa daerah dalam berinteraksi dengan gambar dan pertanyaan yang disajikan.



Listening

Listening menampilkan berbagai macam teks lisan baik dalam bentuk monolog maupun dialog. Teks-teks ini dapat peserta didik pelajari sebagai contoh-contoh penggunaan bahasa Inggris yang berterima. Selain itu, teks lisan yang diperdengarkan digunakan pula untuk memeriksa pemahaman peserta didik melalui pertanyaan yang disajikan.



Speaking

Speaking menampilkan berbagai teks model *listening*, *language focus*, dan kosa kata kunci. Peserta didik akan difasilitasi untuk mengekspresikan keterampilan berbicara secara monolog maupun dialog bersama seorang teman atau teman-teman di dalam kelas.



Reading

Reading menampilkan berbagai teks tulis. Dengan bantuan kosa kata kunci, peserta didik akan dibantu untuk mendapatkan pemahaman terhadap teks-teks yang ditampilkan. Peserta didik akan dilatih mengidentifikasi berbagai cara memahami teks melalui pertanyaan *literal*, *inferential*, dan *interpretive*.



Viewing

Viewing menampilkan fenomena-fenomena dalam bentuk gambar, diagram, tabel, infografis, dan lain-lain. Peserta didik akan mendapat latihan pemahaman pembentukan makna yang mengkombinasikan bahasa verbal dan visual.

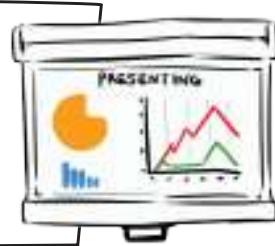


Writing

Writing menampilkan teks-teks tulis yang dijadikan model untuk menulis. Melalui teks model yang ditampilkan, peserta didik dapat mengamati cara menyusun teks dalam berbagai *genre* (jenis teks). Setelah mengamati teks model, peserta didik akan dipandu untuk menulis sebuah jenis teks dengan menunjukkan struktur teks dan unsur kebahasan.

Representing

Representing membantu peserta didik dalam memaparkan gagasan dalam Bahasa Inggris. Peserta didik akan dibantu dengan berbagai media visual, digital, dan audio-visual.



Did you know?

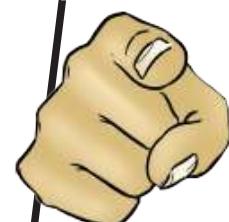
Did You Know?

Did You Know? ditampilkan kepada peserta didik untuk dijadikan informasi tambahan selain materi-materi pokok yang ditampilkan pada setiap bab. Informasi yang ditampilkan berasal dari berbagai tempat baik dari Indonesia maupun luar negeri. Peserta didik akan mendapatkan fakta-fakta menarik terkait dengan topik-topik yang dipelajari.

Your Turn

Your Turn merupakan bagian yang ditujukan untuk kalian mengekspresikan keterampilan berbahasa Inggris.

Ini dijadikan penilaian bagi guru sebagai bukti hasil belajar kalian.



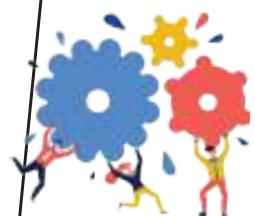


Fun Time

Peserta didik akan diajak bersenang-senang dalam belajar Bahasa Inggris pada kegiatan *Fun Time*. Peserta didik dimotivasi untuk menggunakan Bahasa Inggris dalam suasana santai, tapi tetap menunjukkan keseriusan dalam menggunakan Bahasa Inggris.

Enrichment

Peserta didik dapat mengekspresikan kemampuan berbahasa Inggris pada lingkup yang lebih luas. Selain dengan lingkungan kelas, peserta didik bisa berinteraksi dengan lingkungan di luar kelas seperti sekolah dan rumah.



Selain section yang telah disebutkan, buku ini juga menyajikan bagian-bagian khusus yang dapat menunjang pembelajaran peserta didik seperti:



Reflection

Peserta didik menunjukkan hasil perjalanan/pengalaman belajar. Peserta didik mengidentifikasi yang telah dipelajari dengan memberi penilaian pada hasil belajar diri sendiri.

Progress Check

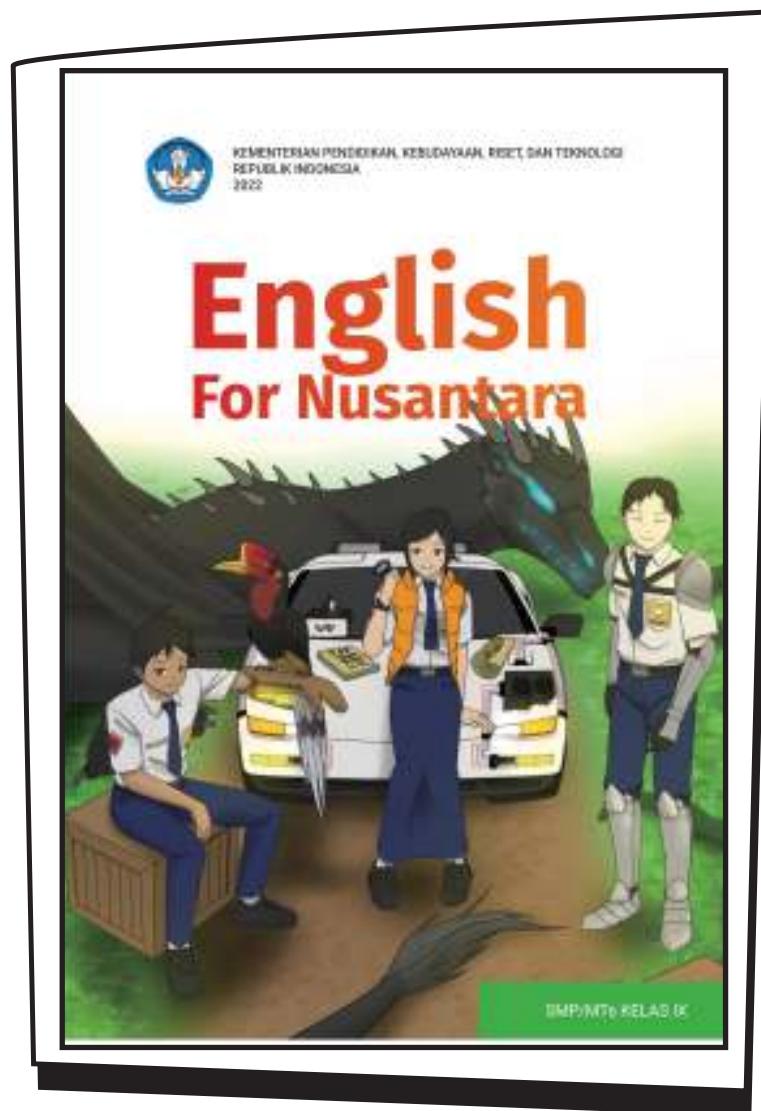
Progress Check ditampilkan setelah menyelesaikan materi pada Chapters 1-2 dan Chapters 3-5. Peserta didik bisa melakukan asesmen secara mandiri terkait dengan materi-materi pokok pada bab-bab yang terdapat pada buku.



Word Box

Word box berisi kumpulan kosa kata yang terdapat pada teks lisan dan tulis. Ini dapat digunakan untuk membantu peserta didik dalam memahami teks.

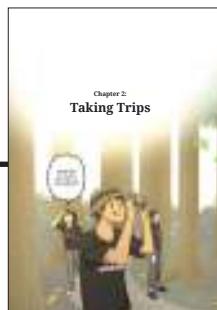
Mind Map





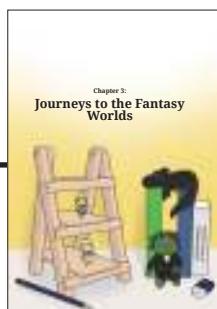
Chapter 1

Exploring Fauna
of Indonesia



Chapter 2

Taking Trips



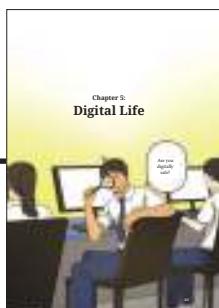
Chapter 3

Journeys to the
Fantasy Worlds



Chapter 4

Upcycling used
materials



Chapter 5

Digital Life

Scope and Sequence

Chapter 1:
**Exploring Fauna
of Indonesia**



Chapter 1
Exploring Fauna
of Indonesia

1

Unit 1. Bekantan

Chapter 1 - Exploring Fauna of Indonesia

Function

Talk about an animal native to Indonesian wildlife

Language features

Noun groups
A long-nosed monkey

Listening

Listen to monologues and dialogues for specific information about Bekantan

2

Unit 2. Orangutan and Gorilla

Chapter 1 - Exploring Fauna of Indonesia

Function

Identify specific information about Indonesian wildlife

Language features

Possessive adjectives
Gorilla's fur is black
Has/Have
A gorilla has black fur

Reading

Read descriptive texts for specific information about Orangutan and Gorilla

Viewing

View the detail information about Orangutan

3

Unit 3. Indonesian Birds

Chapter 1 - Exploring Fauna of Indonesia

Function

Describe characteristics and features of an animal

Language features

Using passive voice
Binoculars are brought by Galang to the forest.

Listening

Listen to a dialogue for specific information

Reading

Read a descriptive text for specific information about Cendrawasih

Writing

Write a report text about birds

Chapter 2

Taking Trips

1

Unit 1. Going to a National Park

Chapter 2 - Taking Trips

Chapter 2:
Taking Trips



- Function** Talk about past experience
- Language features** Verbs: Past-tense form—negative, interrogative, short answers
"When did you go to the national park?"
- Listening** Listen to dialogues for specific information about going to a national park
- Speaking** Say specific informations based on the situation given

2

Unit 2. What did you do there?

Chapter 2 - Taking Trips

- Function** Identify parts of a recount
- Language features** Clauses: order of the events/activities
"Once we got there, we were taken straight to the hotel."
- Reading** Read recount texts for specific information about holiday experiences
- Viewing** View photos with captions for specific information

3

Unit 3. My Underwater Adventure

Chapter 2 - Taking Trips

- Function** Write a recount text
- Language features** Past continuous and past simple
"While I was swimming, when I saw the sea turtles."
The use of when and while to combine the sentences written in past continuous and past simple
- Reading** Read recount texts for specific information about experiences
- Writing** Write sentences based on recount texts
Write a recount text
Write a short poem

Chapter 3

Journeys to the Fantasy Worlds

1

Unit 1. Andre and Princess Suripit

Chapter 3 - Journey to Fantasy Worlds

Chapter 3:
Journeys to the Fantasy Worlds



Function Tell a fantasy story

Language features Using was and were
"He was no longer at home."

Listening Listening to a narrative sequence of a story

Presenting Write sentences based on a picture using was and were

2

Unit 2. Back to the 90s

Chapter 3 - Journey to Fantasy Worlds

Function Analyze (problem-solution) faced by the main characters

Language features Indirect speech for question
Monita asked if the man knew the name of the place.

Reading Read narrative texts

3

Unit 3. The Multiverse Story of Timun Mas

Chapter 3 - Journey to Fantasy Worlds

Function Write a fantasy story

Language features Structure of narrative text (develop unusual and unexpected events)
Orientation, complication, resolution, coda

Reading Read narrative texts

Writing Write a sequence of events in a story
Write a short poem

Chapter 4

Upcycling used materials

1

Unit 1. Look At My New Creation

Chapter 4 - Upcycling Used Materials



Function

Talk about things by describing the materials and functions

Language features

Adjective order
Circular plastic cap

Listening

Listen to monologues and dialogues for specific information about upcycling

Speaking

Describe some pictures

Presenting

Create something new from a used material and describe it using adjectives learned

2

Unit 2. They're On Sale!

Chapter 4 - Upcycling Used Materials

Function

Identify and categorize specific information about goods and their prices

Language features

Expression of asking for price and saying the price
“How much is it/the backpack?”
“It is 50.000 rupiahs.”

Reading and Viewing

Read comics and a short description for specific information about preloved goods

3

Unit 3. Let's Donate

Chapter 4 - Upcycling Used Materials

Function

Describe an object with specific characteristics and details

Language features

Passive forms
“It is run by student volunteers.”

Reading

Read descriptive text about an event for specific information about charity shop

Viewing and Writing

Write a descriptive text
Write a short poem

Chapter 5

Digital Life

1

Unit 1. Let's Check The Facts!

Chapter 5 - Digital Life

Function

Use imperative in a procedural text

Language features

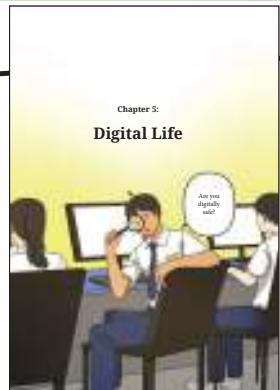
Imperative sentence
"Fold the paper into eighths."

Listening and viewing

Listen to dialogues for specific informations about how to use the internet
Listen to a monologue for specific information about how to make a pocket book

Speaking

Practicing a conversation about how to search the internet



2

Unit 2. Stay Safe in The Digital World

Chapter 5 - Digital Life

Function

Identify specific information about ways to stay safe online

Language features

Imperative sentence with always and never
Never click it!

Reading and viewing

Reading procedural texts and infographics for specific information

3

Unit 3. Turn Back Hoax!

Chapter 5 - Digital Life

Function

Write a procedural text

Language features

Elements of a procedural text

Reading

Reading a procedural text for specific information about spotting fake news
The goal of the activity, materials, steps

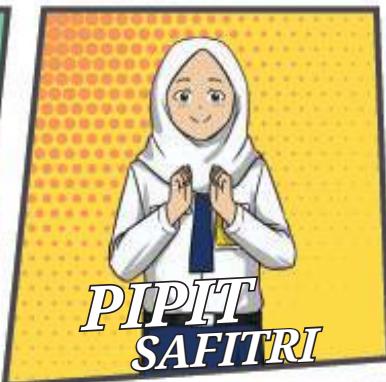
Viewing

Analyzing infographic for specific information about filtering news

Writing

Write a procedural text about how to be an expert checker

Meet Your Characters!







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Chapter 0: **The Beginning**



A.**Classroom language**

Mari belajar cara menyampaikan berbagai ungkapan yang diperlukan di dalam kelas. Kalian mungkin pernah mendengar atau menggunakan ungkapan tersebut. Dalam beberapa kesempatan, guru di kelas akan menggunakan ungkapan-ungkapan berikut ini:

Teacher Talk	
<i>We will learn how to ...</i>	Kita akan belajar mengenai ...
<i>Would you pronounce the word “...”?</i>	Bisakah kamu melafalkan kata “...”?
<i>How do you spell that?</i>	Bagaimana cara mengejanya?
<i>How do you say “...” in English/ Indonesian?</i>	Apakah bahasa Inggris/Indonesia dari kata “...”?
<i>You are going to work in pairs.</i>	Kalian akan bekerja berpasangan.
<i>You are going to work in a group of three / four.</i>	Kalian akan bekerja bersama kelompok yang terdiri dari tiga/empat orang anggota.
<i>Open your book to page</i>	Buka buku kalian halaman ...
<i>Have you all finished?</i>	Apakah kalian sudah selesai mengerjakan?
<i>Any question?</i>	Ada yang mau ditanyakan?
<i>Do you get it?</i>	Apakah kalian mengerti?
<i>Who would like to read ... ?</i>	Siapa yang mau membaca ...
<i>Let's check the answers.</i>	Mari kita periksa jawabannya.
<i>Who would like to answer question number ...?</i>	Siapa yang mau menjawab pertanyaan nomor ... ?
<i>Just a moment, please.</i>	Tunggu sebentar.
<i>May I have your attention, please.</i>	Perhatikan.
<i>Listen up, please.</i>	Dengarkan.
<i>Have a look at ...</i>	Lihat ...

Sebagai peserta didik, berikut ini adalah ungkapan-ungkapan yang dapat kalian gunakan di kelas:

Student Talk

<i>Could you repeat, please?</i>	Bisakah diulangi?
<i>May I ask you a question?</i>	Bolehkah saya bertanya?
<i>How should I pronounce “...”?</i>	Bagaimana cara mengucapkan ... ?
<i>How do you pronounce this word?</i>	Bagaimana cara mengucapkan kata ini?
<i>Would you give us an example?</i>	Apakah bisa diberi contoh?
<i>Would you spell the word for me, please?</i>	Apakah bisa membantu cara mengejanya?
<i>Could you explain a little bit more about that?</i>	Bisakah dijelaskan lagi tentang hal tersebut?
<i>When is the homework due?</i>	Kapan pekerjaan rumahnya dikumpulkan?
<i>Could you speak more slowly?</i>	Bisakah diulangi lebih pelan?
<i>Could you speak more loudly?</i>	Bisakah diulangi lebih keras?
<i>What page are we on?</i>	Sekarang kita belajar di halaman berapa?
<i>Can I answer the question?</i>	Bolehkah saya menjawab pertanyaannya?
<i>Can you help me, please?</i>	Bisakah membantu saya?

B.**Exclamation**

Exclamation merupakan ungkapan yang digunakan untuk mengungkapkan perasaan secara spontan.

Exclamation	
<i>How brave!</i>	Sungguh berani!
<i>How genius!</i>	Sungguh jenius!
<i>How brilliant!</i>	Sungguh brilian!
<i>You are very kind!</i>	Kamu baik sekali!
<i>What a funny game!</i>	Alangkah lucunya permainan itu!
<i>What a fun way to learn!</i>	Alangkah menyenangkannya cara belajar ini!
<i>Awesome!</i>	Luar biasa!
<i>Oh, no!</i>	Oh tidak!
<i>Look!</i>	Lihat!

C.

Measurement

Berikut adalah satuan ukuran yang dapat kamu gunakan untuk menyatakan pengukuran.

Measurement	Fungsi
Kilogram (kg/kgs)	Untuk mengukur berat
Grams	
Centimeter (cm/cms)	Untuk mengukur panjang
Year	Untuk mengukur waktu (tahun)
Rupiah	Untuk mengukur harga dengan mata uang Indonesia

Contoh dalam kalimat:

1. “I bought 1 **kg** eggs for thirty thousand **rupiah**.”
2. “I bought 3 **cm** heels for a hundred thousand **rupiah**.”
3. “I have 1000 **grams** of gold.”
4. “A dog can live up to 20 **years**.”

D.**Expressions of surprise and disbelief**

Ungkapan-ungkapan berikut ini dapat kamu gunakan untuk menunjukkan rasa kaget atau tidak percaya.

Expressing surprise		Example of responses	
<i>Really?</i>	Benarkah?	<i>Positively!</i>	Iya!
<i>Are you serious?</i>	Apa kamu serius?	<i>I'm serious</i>	Saya serius
<i>You must be kidding!</i>	Kamu pasti bercanda!	<i>No, I am not</i>	Tidak, saya tidak bercanda
<i>Wow! What a surprise!</i>	Wow! Sangat mengejutkan!	<i>Is it for real?</i>	Sungguh?
<i>Is that so?</i>	Apakah begitu?	<i>Yes, that is!</i>	Iya
<i>How surprising!</i>	Betapa mengejutkan!	<i>Yup!</i>	Iya
<i>Incredible!</i>	Luar biasa!	<i>It is</i>	Iya
<i>That is amazing!</i>	Itu sangat luar biasa!	<i>It is</i>	Iya

E.**Expressions of agreement**

Ungkapan-ungkapan berikut ini dapat kamu gunakan untuk mengungkapkan kesetujuan.

Agreement

<i>I agree with you!</i>	Saya setuju denganmu!
<i>I couldn't agree more!</i>	Saya sangat setuju denganmu!
<i>I was going to say that!</i>	Saya baru saja mau bicara seperti itu!
<i>Absolutely!</i>	Sangat!
<i>Exactly!</i>	Tepat!
<i>That's so true!</i>	Itu benar!
<i>That's right!</i>	Betul sekali!
<i>That's for sure!</i>	Itu sudah pasti!

F.

Question tags

Dengan *question tag*, kita dapat memastikan atau mengkonfirmasi suatu ungkapan dengan bentuk pertanyaan pendek sebagaimana contoh-contoh berikut:

..., <i>is it/she/he?</i>	It isn't real, is it?
..., <i>isn't it/she/he?</i>	It is wonderful, isn't it?
..., <i>was it/she/he?</i>	She wasn't there, was she?
..., <i>wasn't it/she/he?</i>	She was cooking, wasn't she?
..., <i>do you?</i>	You don't go to school, do you?
..., <i>don't you?</i>	You study English, don't you?
..., <i>does he/she/it?</i>	He doesn't like vegetables, does he?
..., <i>doesn't he/she/it?</i>	He watches cartoons, doesn't he?
..., <i>will you?</i>	You won't play, will you?
..., <i>won't you?</i>	You will come, won't you?
..., <i>can you?</i>	You can't open it, can you?
..., <i>can't you?</i>	You can write it, can't you?

- *The trip to Lestari National Park yesterday was fun, wasn't it?* (chapter 2)
- *This is Banjarmasin, isn't it?* (chapter 3)



Expressions of wish

Wish dan *hope* memiliki arti yang hampir sama, yaitu untuk menyatakan pengharapan. Yang membedakan adalah, *wish* biasanya digunakan untuk menyatakan pengharapan yang tidak mudah atau tidak mungkin untuk diwujudkan. Sedangkan *hope* biasanya digunakan untuk menyatakan pengharapan yang bisa atau sangat mungkin terjadi.

I wish ...

(Aku harap ...)

I wish I had not missed that place. (but I did)

I wish I could stay here longer. (but I can't)

I wish I had gotten my breakfast. (but I didn't)

I hope ...

(Aku harap ...)

I hope you pass the examination.

I hope I can read that book.

H.

Adjective ending in -ish

Dalam Bahasa Inggris, ada beberapa *adjectives* atau kata sifat yang berakhiran *-ish*. *Adjectives* atau kata sifat yang demikian memiliki arti “ke-an”.

Red → *Reddish*
(kemerah-merahan)

It's a **reddish**-brown monkey

Purple → *Purplish*
(keungu-unguan)

I like her **purplish** dress

Green → *Greenish*
(kehijau-hijauan)

He has a **greenish** eyes

Child → *Childish*
(kekanak-kanakan)

He is a **childish** boy

I

Expressions of sympathy

Ungkapan simpati kita gunakan untuk menunjukkan kepedulian pada teman atau keluarga yang sedang bersedih atau mengalami masa-masa sulit. Berikut adalah beberapa ungkapan simpati yang dapat kita gunakan dengan tepat:

Expressions of Sympathy	
<i>Oh, I'm sorry to hear that.</i>	Saya turut prihatin.
<i>Oh, no! I hope that you're feeling better soon.</i>	Oh tidak! Saya harap kamu akan segera merasa lebih baik.
<i>Take care.</i>	Hati-hati/jagalah dirimu.
<i>You've got this.</i>	Kamu bisa.
<i>I've got your back.</i>	Saya mendukungmu.
<i>Please accept my condolences.</i>	Saya turut berbela sungkawa.
<i>I was deeply saddened to learn the news.</i>	Saya ikut berduka mendengar berita tersebut.

J.

Intensifier

Intensifier digunakan untuk memberikan keterangan tentang intensitas sesuatu. *Intensifier* biasanya ditempatkan sebelum kata sifat, kata keterangan, atau kata kerja yang dimodifikasi, meskipun ada beberapa pengecualian. Berikut merupakan beberapa contoh *intensifier*:

Intensifier	
Very (Sangat)	I'm very hungry
Quite (Lumayan)	It's quite big
Totally (Benar-benar)	I'm totally tired
Completely (Benar-benar)	I'm completely confused
Highly (Sangat)	I highly recommend it
Entirely (Seluruhnya/Sangat)	It's entirely different
Absolutely (Sangat)	You're absolutely right
Almost (Hampir)	We're almost there

K

Transition signals

Transition signals merupakan kata atau frasa penghubung dua kalimat. Berikut ini adalah contoh-contoh *transition signals* yang sering kita jumpai:

Transition Signals	
Before (Sebelum)	Before going to school, I take a bath. I pray before going to sleep.
The next day (Hari berikutnya)	I went early the next day . On the next day , I go to sleep late.
After (Setelah)	I'll be fine after we rest for a little bit.
Hence (Oleh karena itu)	My mother forgot to bring the key. Hence , I have to wait a little bit longer.
However (namun)	The building was there. However , it was broken.
But (tapi)	It's raining but I don't bring my umbrella.
On the other hand (di sisi lain)	My mother likes beef. On the other hand , my sister likes chicken.
Then (kemudian)	Then , I wash the dishes.

L.

Expressions of disappointment

Beberapa ungkapan dalam Bahasa Inggris dapat digunakan untuk menunjukkan kekecewaan. Berikut adalah contoh-contoh ungkapan yang dapat digunakan untuk menunjukkan kekecewaan:

Disappointment	
Unfortunately, ...	Sayangnya, ...
What a pity!	Sayang sekali!
If only I played soccer well.	Kalau saja saya bermain sepak bola dengan baik.
Why didn't they finish on time?	Mengapa mereka tidak selesai tepat waktu?
That's too bad.	Sayang sekali.
That's so disappointing!	Sungguh sangat mengecewakan!

M.

Comparatives

Comparative adalah ungkapan yang digunakan untuk menunjukkan perbandingan antara dua hal yang berbeda. Berikut adalah contoh-contoh ungkapan yang menggunakan *comparative*:

Comparatives	
Darker (Lebih gelap)	The tunnel is darker than the cave.
Bigger (Lebih besar)	His cat is bigger than my dog.
Funnier (Lebih lucu)	Mike is funnier than Isaac.
More boring (Lebih membosankan)	This book is more boring than the last one.
More exciting (Lebih menyenangkan)	This event is more exciting than the one last year.
Better (Lebih baik)	You dance better than I do.
Prettier (Lebih cantik)	The view of the mountains is prettier here.
More expensive (Lebih mahal)	This restaurant is more expensive than that cafe.
Cheaper (Lebih murah)	My scooter is cheaper than hers.

N.

Superlatives

Superlative adalah kata sifat atau kata keterangan yang menunjukkan bahwa suatu hal merupakan yang paling di antara hal lain sebagai pembandingnya, misalnya untuk mengungkapkan bahwa sesuatu merupakan hal yang ‘paling banyak’ atau ‘paling sedikit’. Berikut adalah contoh-contoh ungkapan yang menggunakan *superlative*:

Superlatives	
The most (Paling)	Apple is the most delicious fruit for me.
The eldest (Tertua)	Martha is the eldest of the four sisters.
The best (Terbaik)	Today I had the best time learning English.
The weirdest (Teraneh)	That must be the weirdest play ever written.
The fastest (Tercepat)	Justin is the fastest runner on the track team.
The smallest (Terkecil)	Mercury is the smallest planet in the solar system.
The biggest (Terbesar)	Blue whale is the biggest animal in the world.
The brightest (Paling terang)	Sirius is the brightest star in the sky.

0.

Phrasal Verbs

Phrasal verbs adalah frasa yang terdiri dari kata kerja dan *adverb* atau *preposition*. *Phrasal verbs* banyak dijumpai dalam percakapan sehari-hari dan bersifat informal. Berikut adalah contoh-contoh ungkapan yang menggunakan *phrasal verbs*:

Phrasal Verbs	
Picked up (Jemput)	Uncle Joe picked us up from the hotel
Woke up (Bangun)	We woke up early this morning
Looking forward to (Menantikan)	I am looking forward to seeing you.
Come on (Ayo)	Come on , we'll be late.
Broke in (Menerobos masuk)	The thieves broke in and stole all the equipment.
Let down (Mengecewakan)	You would never let any of your friends down .
Clean up (Membersihkan)	Her boss said she had to either clean up or find a new job.
Count on (Mengandalkan)	If I make a mistake, I can count on my friends to warn me.
Find out (Menemukan)	We'll have to wait until the next TV episode to find out who the killer is.
Hand in (Menyerahkan)	The teacher wants us to hand in our essays through email.



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Chapter 1:

Exploring Fauna of Indonesia



1

Chapter 1

Exploring Fauna of Indonesia

Unit 1. Bekantan

Unit 2. Orangutan and Gorilla

Unit 3. Indonesian Birds



Learning objectives

Upon completion of Chapter 1, you should be able to:

1. talk about an animal native to Indonesian wildlife;
2. identify specific information about Indonesian wildlife; and
3. describe characteristics and features of an animal.

Unit 1. Bekantan





Section 1 - Say What You Know

Unit 1. Bekantan

Look at the picture and answer the questions that follow.



Word Box

native (to): berasal/khas (dari)
wildlife: margasatwa

Picture 1.1 In the library

- What animal is it?
- What do you know about this animal?
- Can you name other animals native to Indonesia's wildlife?



Section 2 - Listening

Unit 1. Bekantan

- a. Listen to Audio 1.1. Andre and Monita are talking about Bekantan's physical features. Then, fill in the gaps. See the **Word Box**.

Bekantan



- Bekantan is a reddish-brown **monkey** with a long and big nose.
- Its _____ is about 6-22 kilograms.
- Its height is around ____ to ____ cm.
- _____ means a long-nosed monkey.
- Bekantan is a type of _____.
- Its scientific name is _____.

Source: PublicDomainPictures/pixabay.com
Worksheet 1.1

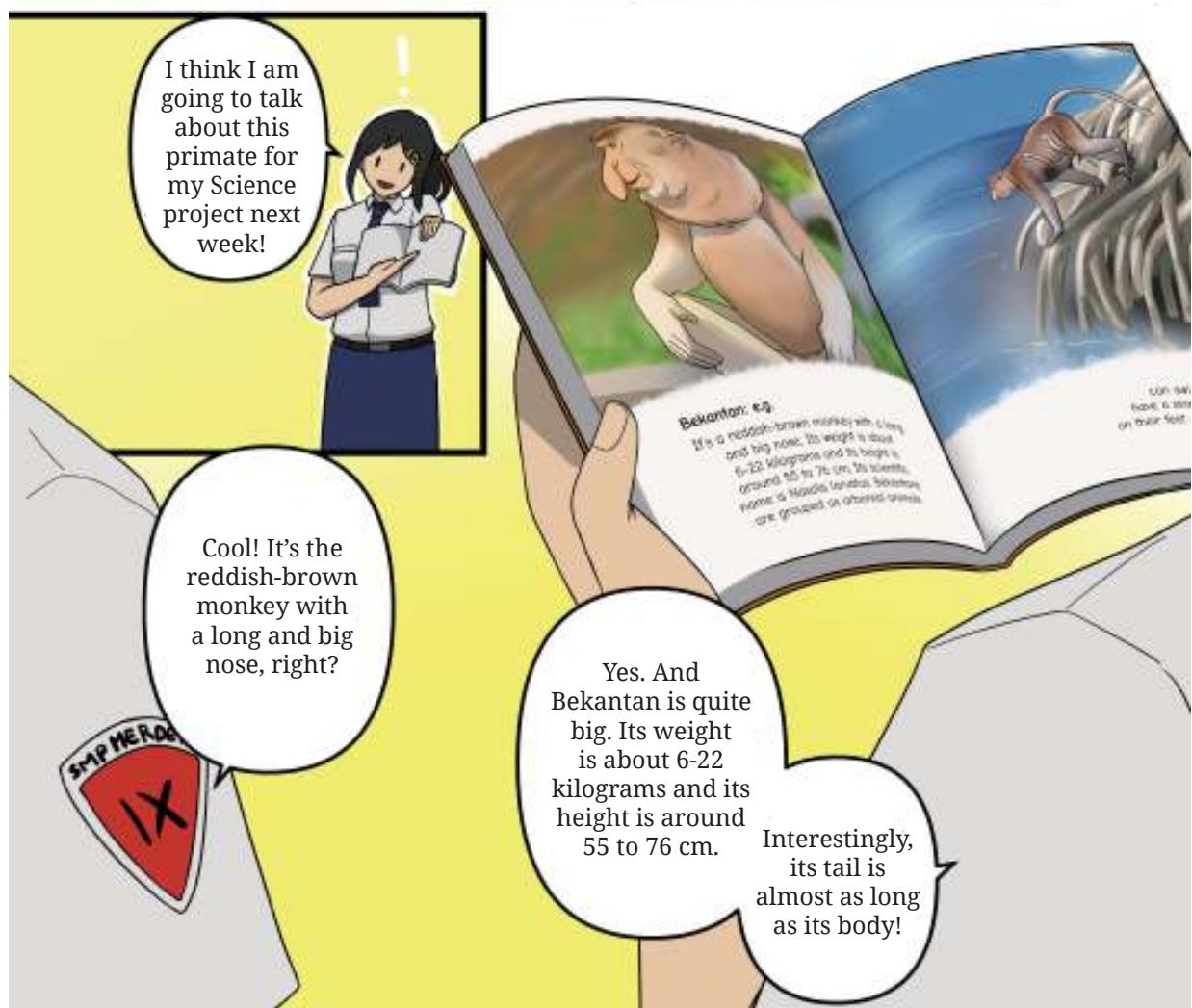


Word Box

pardon: maaf (mohon diulangi)
primate: hewan primata
weight: berat badan
height: tinggi badan
tail: ekor
interesting: menarik
reddish-brown: (berwarna) coklat kemerah
scientific name: nama ilmiah

Part 1 What's in a name?

This is *Bekantan*





- b. Listen to Audio 1.2. Andre and Monita are talking about the habitat of Bekantan. Then, read statements in Worksheet 1.2. Write T if the statement is true and F if it is false. See the **Word Box**.



Word Box

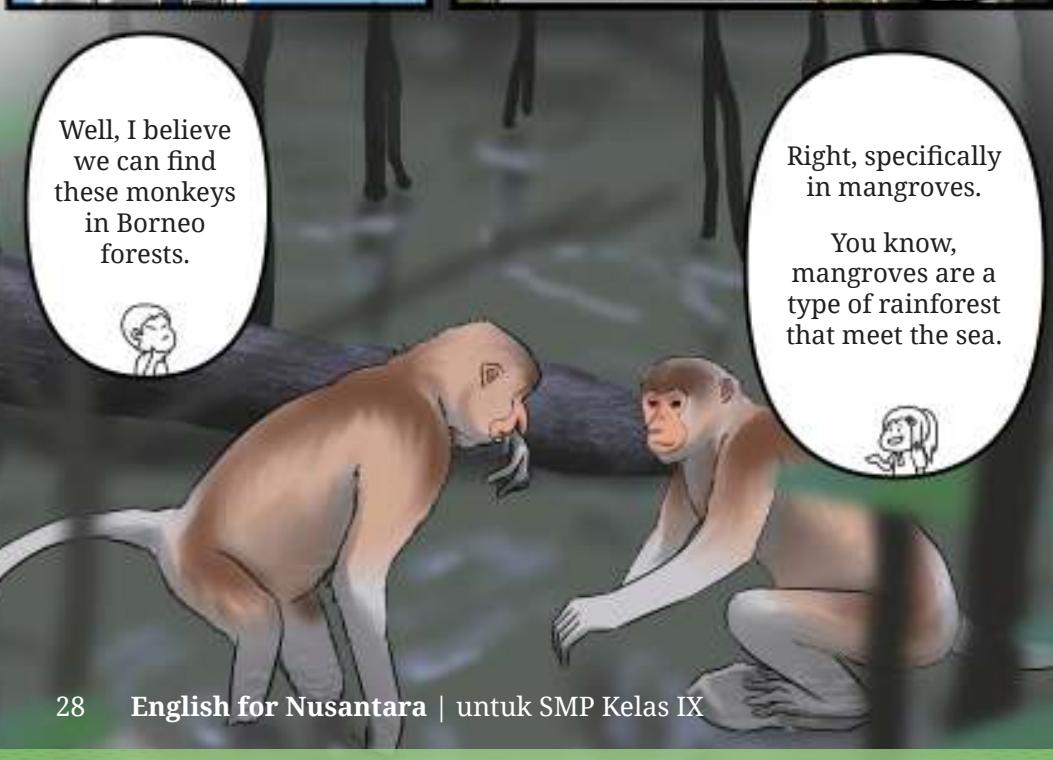
mangrove: hutan mangruf
rainforest: hutan hujan tropis
specifically: terutama

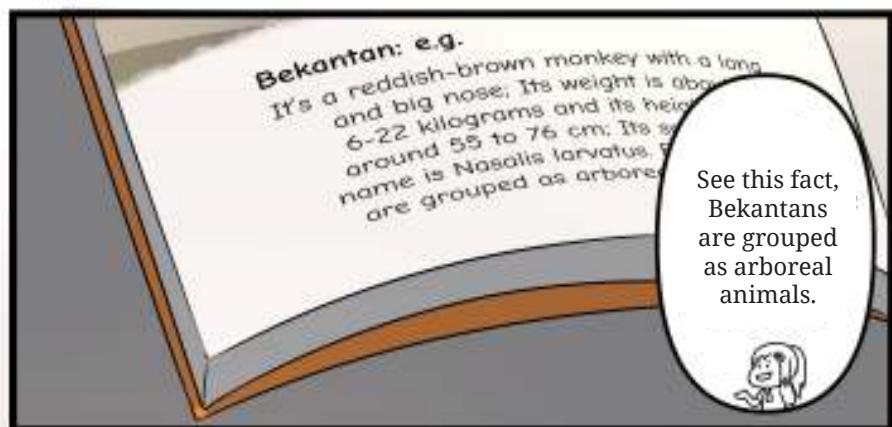
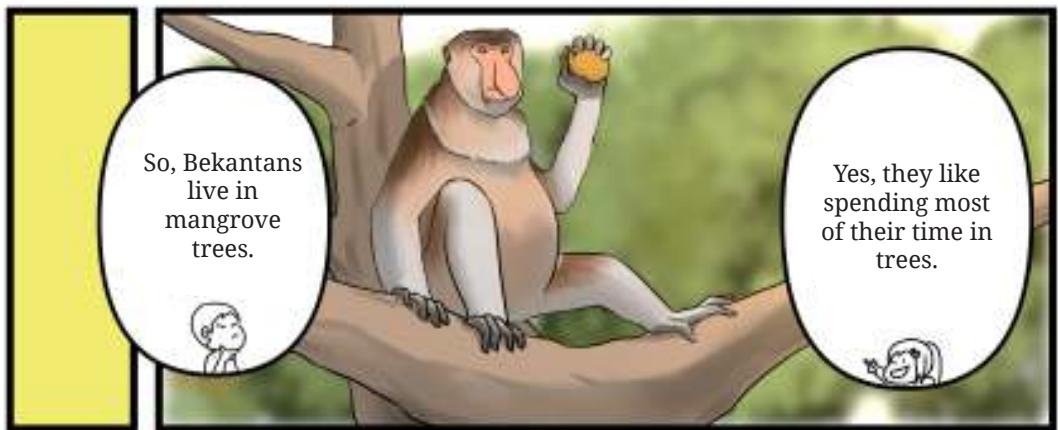


Picture 1.2 Bekantan

Part 2 Habitat

Where does it live?





Comic Strip 1.2

1. We can find Bekantans mostly in Kalimantan. T
2. Bekantans are the mascot of the capital city of South Kalimantan.
3. There are not many Bekantans in Borneo forest.
4. Mangroves are rainforests that meet the mountain.
5. Animals that live in trees are called arboreals.
6. Bekantans usually eat, sleep, and play on trees

Worksheet 1.2



Section 3 - Listening

Unit 1. Bekantan

- a. Listen to the Audio 1.3. Andre and Monita are talking about Bekantan's Behaviors and diet. While listening, look at Comic Strip 1.3, then circle the correct word you hear in the brackets. See the Word Box.

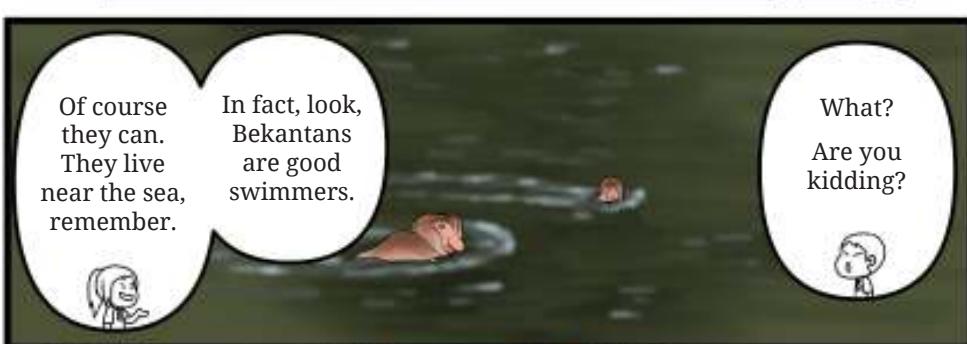
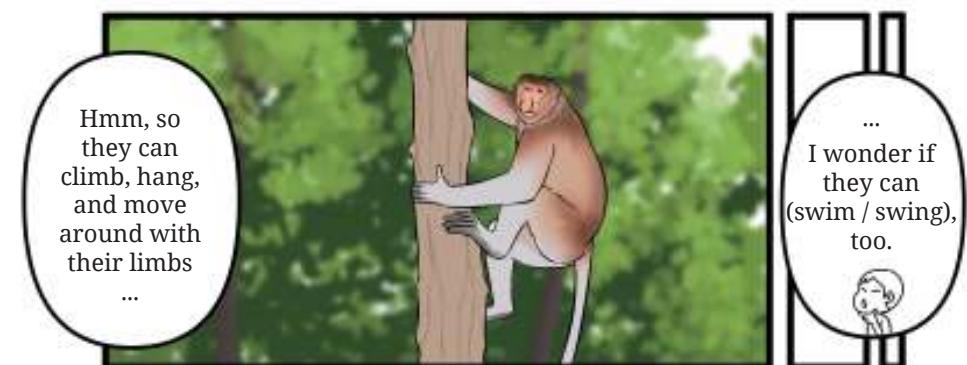
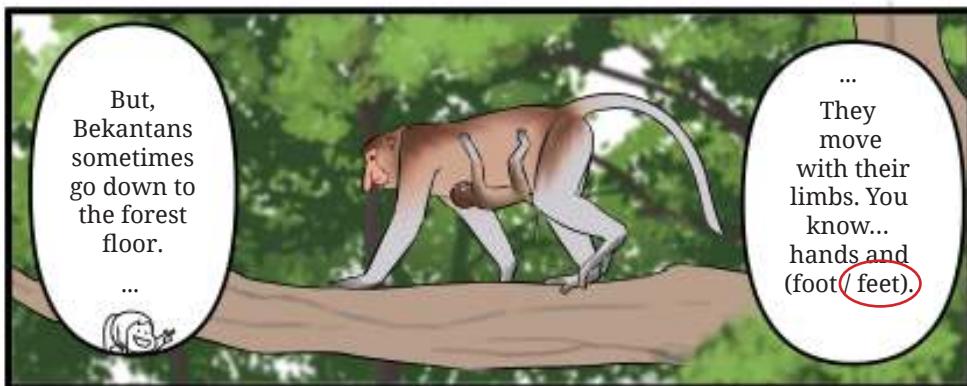
Word Box

go down: turun
hang: menggelantung; bergelantung(an)
consume: mengonsumsi; memakan
limbs: tangan dan kaki
membrane: selaput

Picture 1.3 Bekantan's Behavior

Part 3 Behaviors and diet

They eat leaves





Comic Strip 1.3

- b. Listen again to Audio 1.3. Put the ideas in the correct groups based on the dialog above.

Bekantans' behaviors	1) Go down to the forest floor 2) _____ 3) _____
Bekantans' diets	4) Young leaves 5) _____ 6) _____

Worksheet 1.3

- c. Listen to Audio 1.4. Andre and Monita are talking about Bekantans' predators. Then, put the Bekantans' predators and threats in the order that you hear them in the dialog. See the **Word Box**.

Word Box

predator: pemangsa
destruction: perusakan
disappear: menghilang; punah; hancur
endangered: terancam punah
up to: hingga



Part 4 Predator and threat

Bekantan is endangered





Monitor lizards	Crocodiles
Pythons	
Leopards	
Crocodiles	
Habitat destruction	
Human's activities	

Worksheet 1.4

**Did you
know?**

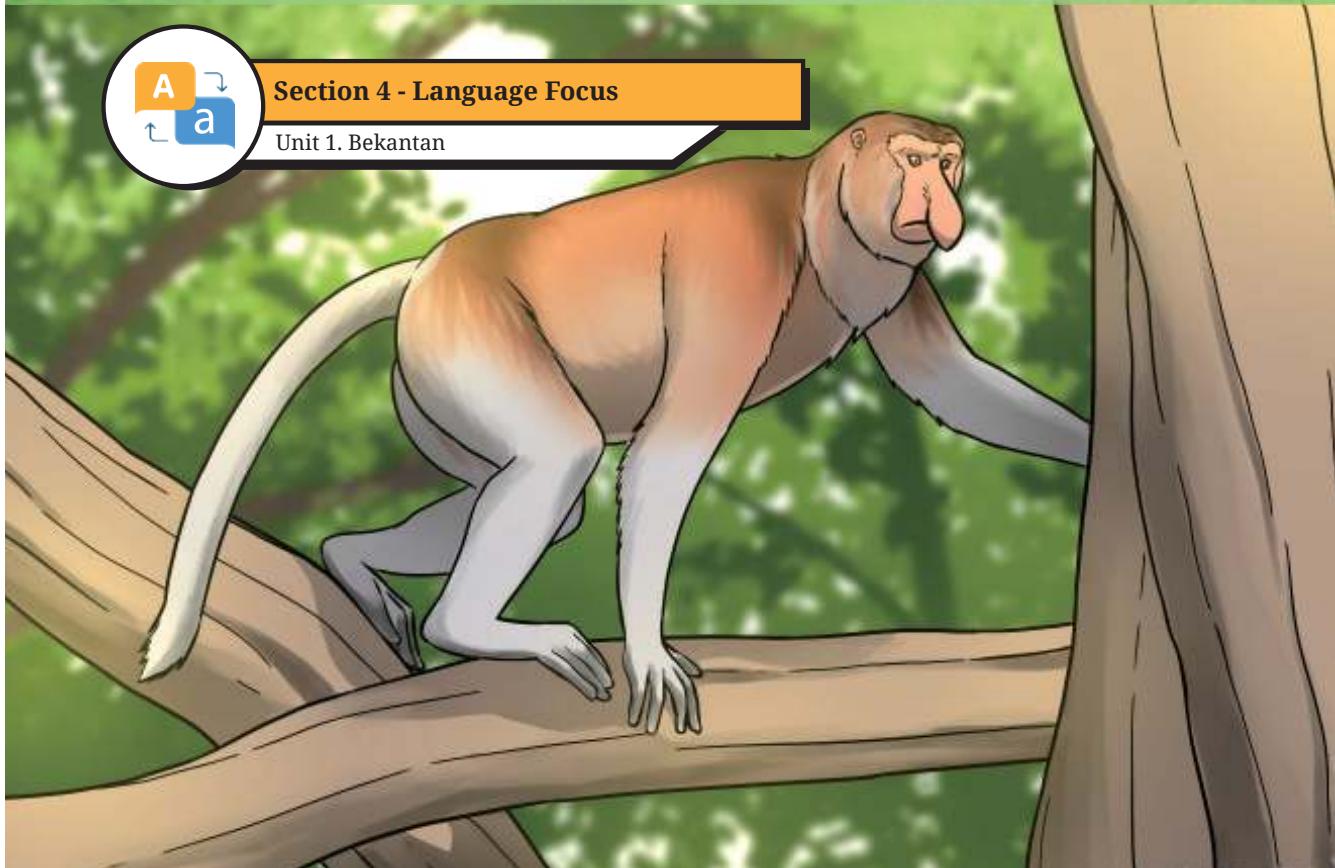
Can you guess how Bekantans use their nose? They use their long and big nose to attract mates. They use it to impress females or to intimidate rival males. The other unique characteristic of Bekantans is that they can swim. They do this to escape their predators such as crocodiles and cross rivers to find food.

(Adapted from: <https://www.nationalgeographic.com/animals>)



Section 4 - Language Focus

Unit 1. Bekantan



Picture 1.5 Bekantan Inside the Mangrove Forest



Word Box

neck: leher

intelligence: kecerdasan

mammal: hewan beranak, mamalia

bluish white: putih kebiru-biruan

graying black: hitam keabu-abuan

featherless patch: kulit tak berbulu

bamboo shoots: tunas bambu; rebung

a. Noun Groups

Study the following explanation about how to describe the characteristics of an animal. Then, do the exercise that follows. Number 1 has been done as an example.

To give more information about an animal, we can use a noun group. Take a look at these examples:

- *A long-nosed monkey*
- *A reddish-brown monkey*

A noun group is a group of words around a noun or a headword. It contains a main noun (e.g. *A monkey*). The other words in the noun group such as *long-nosed*, *reddish-brown* are adjectives. They tell more about the main noun. We write the adjectives before the noun. Let's take a look at the following examples:

- *Monkey*
- *The monkey*
- *The big monkey*
- *The big, long-nosed monkey in a mangrove tree*
- *The big, long-nosed, reddish-brown monkey in a mangrove tree*
- *The big, long-nosed, reddish-brown monkey in a mangrove tree is playing.*

The noun groups above are all about a monkey. We can see that as the sentences get longer, the adjectives give us more information about the monkeys. The descriptive words help us picture the monkey clearly. Using noun groups helps us to communicate a lot of information in a quick way.

1. The two big, long-nosed, hairy monkeys are climbing the mangrove trees.
2. A strong, large, black gorilla is feeding on bamboo shoots.
3. That big, tall, grayish black mammal is called an elephant.
4. Orangutans are large, reddish-orange primate that are famous for their intelligence.
5. The female Helmeted Hornbill has a bluish white featherless patch on its neck.
6. Komodo dragons are the largest living lizards on Earth.

Worksheet 1.5



Section 5 - Your Turn: Listening

Unit 1. Bekantan

Word Box



branches: dahan pohon
lychee: leci
mangosteen: manggis
figs: buah ara
holes: lubang
feather: bulu
habitat loss: kerusakan habitat
illegal hunting: Perburuan liar
featherless patch: area kulit tak berbulu
conservation programs: program konservasi/pelestarian

Listen to Audio 1.5. You will hear information reports about two animals. Complete Worksheet 1.6 with the information you hear from Audio 1.5. After you finish, compare your answers with your classmates.

- What is it?

 - To what other species is it related?

 - What does it look like?

- Where do they live? _____
 - How do they behave? _____
 - What do they eat? _____
 - Are they endangered? _____
 - What are their predators? _____



Source: Chuttersnap/unplash.com

- What is it?
.....
- To what other species is it related?
.....
- What does it look like?
.....
- Where do they live?
- How do they behave?
- What do they eat?
- Are they endangered?
- What are their predators?



Source: Neoh Hor Kee/macaulaylibrary.org

Worksheet 1.6



Section 6 - Fun Time: What Animal Am I?

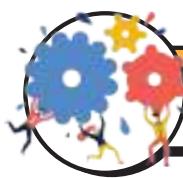
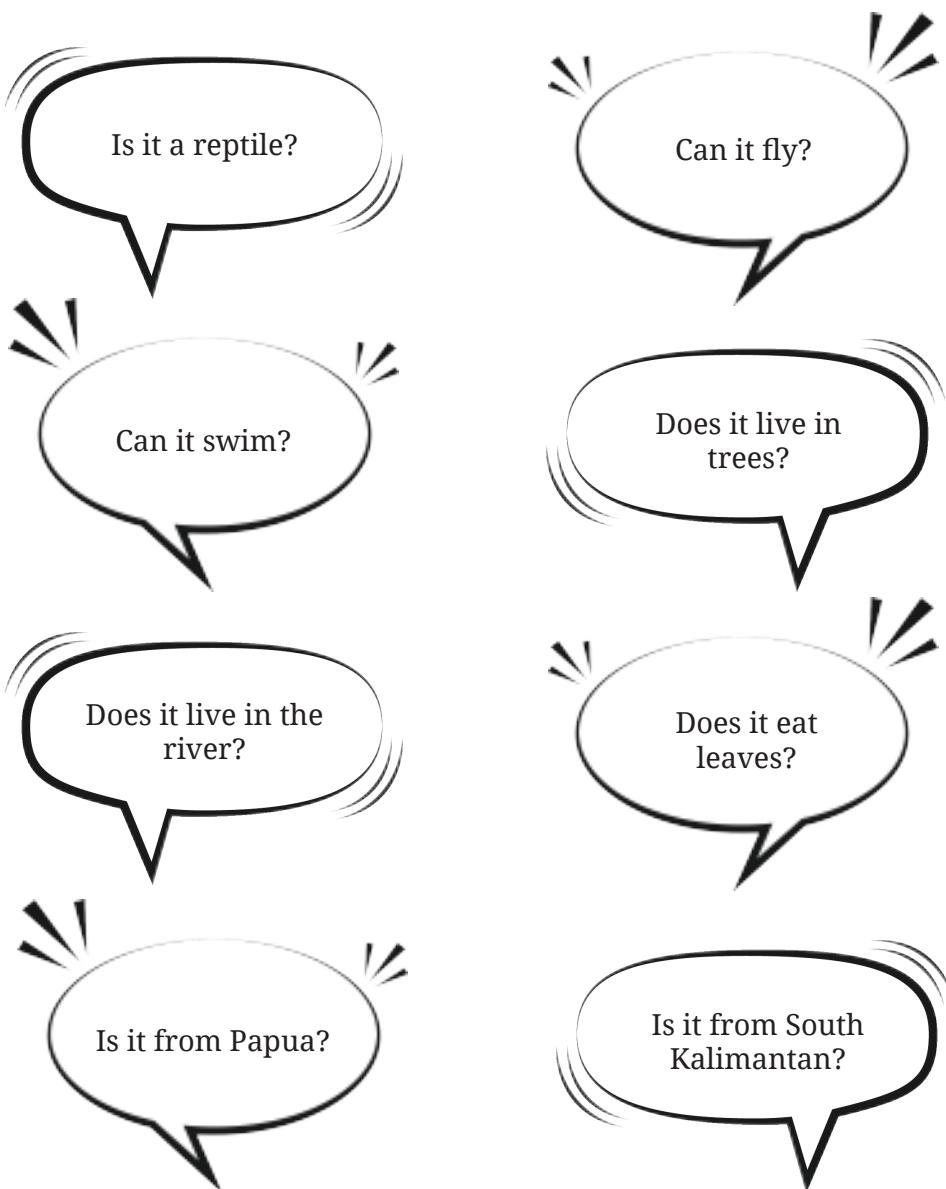
Unit 1. Bekantan

What animal am I?

Your teacher will tape an animal card to your back. Stand up and ask **each classmate one yes/no question** to find out what animal it is. After asking a question to each classmate, sit down and guess the animal.

Is it big?

Is it a mammal?



Section 7 - Enrichment

Unit 1. Bekantan

Make a voice note

- Record your voice while reading the monolog script you have learned in this unit. Listen to Audio 1.5 in Section 5 as an example.
- Then, send your voice note to your class group chat or to your teacher privately.

Unit 2. Orangutan and Gorilla





Section 1 - Say What You Know

Unit 2. Orangutan and Gorilla



Picture A

Source: Chuttersnap/unsplash.com

Picture B

Source: Paula Robinson/unsplash.com

Picture 1.6 Orangutan and Gorilla

Questions:

- a. Which one is an orangutan? And, which one is a gorilla?
Picture A or Picture B?
- b. Do you think they have the same size?
- c. Look at their facial features, are they similar?
- d. Do they have the same colors?



Section 2 - Reading

Unit 2. Orangutan and Gorilla

- Mind Map of Orangutan.

Orang utan



Origin: Borneo and Sumatra

Size: a male orangutan is bigger than the female

Physical traits: brown hair, no tail, strong arms

Threats: deforestation

Behaviors: live with family groups, live in tree branches, eat fruits,

- b. Read the text and answer the questions that follow.

Orangutan

Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is *Pongo Abelii* and the scientific name of Orangutan from Borneo is *Pongo Pygmaeus*.

Orangutans have big bodies. A male orangutan can be more than 100 kilograms and can be quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.

Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.

Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.

Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.

(Adapted from: <https://www.worldwildlife.org/species/orangutan>)

Questions:

1. Orangutans are ...
 - a. Monkeys
 - b. Apes
 - c. Birds
 - d. Reptiles
2. A male orangutan can be ... meters tall.
 - a. 150
 - b. 1.5
 - c. 120
 - d. 1.2
3. Orangutans have strong ...
 - a. Arms
 - b. Hair
 - c. Fur
 - d. Tails
4. Orangutans can be categorized as ...
 - a. Herbivores
 - b. Carnivores
 - c. Insectivore
 - d. Omnivores
5. There are about ... orangutans in Sumatra and Borneo.
 - a. 104,000
 - b. 7,500
 - c. 111,500
 - d. 200

Worksheet 1.7

c. Match the pictures with the descriptions of orangutans.

	Orangutans favorite food is fruit
	A male orangutan can be more than 150 centimeters tall.
	Orangutans have big bodies
	Orangutans have brown reddish hair
	Orangutans have strong arms to swing between branches

Did you know?

Apes and monkeys are two different animals. The first and easiest way to know the difference is by observing the absence or presence of their tails. Monkeys have tails while apes don't. The second thing that we can observe is their body shape. Apes' body shape is similar to humans'. They have larger and heavier bodies than monkeys. Third, we can teach apes to use sign language and technology to communicate with people.

(Adapted from: <https://www.rekoforest.org/field-stories/5-main-differences-between-apes-vs-monkeys/>)



Section 3 - Language Focus

Unit 2. Orangutan and Gorilla

- Study the following expressions about how to define an animal.

First, we can use have or has to describe certain features that belong to an animal, for example:

- A gorilla has black fur.
- An orangutan has black eyes.
- Orangutans and gorillas have long arms.

Note that have follows a plural subject and has follows a singular subject.

Second, we use possessive adjectives to express the features of an animal, for example:

- Gorilla's fur is black
- Orangutans and gorillas' legs are long.

In first example, the subject is singular. So, we add apostrophe+s ('s) after the subject. In second example, the subject is plural and ends with an 's', so the possessive is formed by adding an apostrophe after the 's'. No additional 's' is necessary.

Note that we can change the underlined expressions into:

- Its fur is black.
- Their legs are long.

Depending on the subject, possessive adjectives can take different forms. Look at the table:

Table 1.2 Possessive adjectives

Subject	Possessive Adjective
I	My
You	Your
We	Our
They	Their
He	His
She	Her
It	Its

b. Fill in the blanks with suitable expressions of have or has.

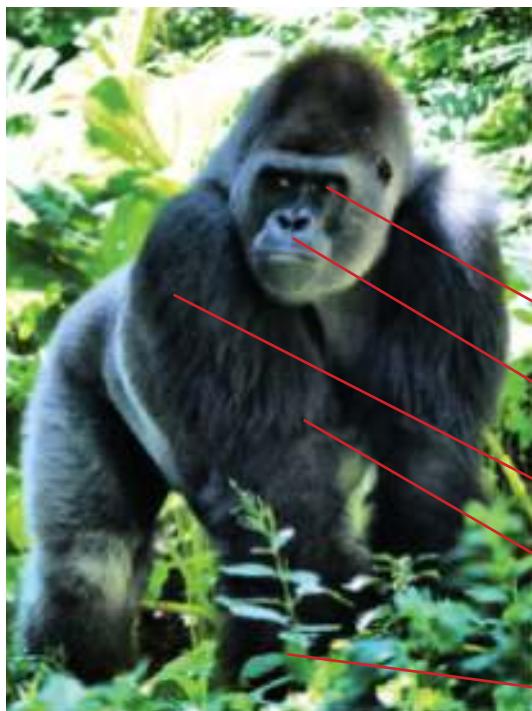
1. Gorillas _____ long arms.
2. Bekantan _____ unique shape of nose.
3. Gorillas and orangutans _____ similar body sizes.
4. Different from orangutans, gorillas _____ black skin.
5. An orangutan _____ reddish brown hair.

- c. Fill in the blanks with the suitable possessive adjectives.

Galang and 1) **his** friends are writing a report about the life of Gorillas and Orangutans. Galang divides the task for 2) _____ friends. Monita's task is to find information about Gorillas. 3) _____ notes are about the physical appearance of a gorilla. Andre and Pipit work together to find information about orangutans. 4) _____ task is to take notes about the physical appearance of orangutans. Galang is the captain of the group. 5) _____ task is to collect all of the information and write them as a report. Galang and 6) _____ friends should submit their report on Monday.

Worksheet 1.10

- d. Match the picture and the physical appearances of gorillas and orangutans



Laura Seaman/Unsplash.com

Broad shoulder,
Human-like hands,
Hairless face.
Black skin and hair.
Large nostrils.

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 1.11



Pat Whelen/Unsplash.com

Black eyes and face
Reddish brown hair
No tail
Long arms
Five-fingered hand

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 1.12

- e. Look at Worksheet 11 and Worksheet 12 again. Fill in the table with a short description of gorillas and orangutans. Number one has been done for you.

Orangutan	Gorilla
1. It has reddish brown hair	1. It has black skin and hair
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Worksheet 1.13



Section 4 - Viewing

Unit 2. Orangutan and Gorilla

- a. Study the information about orangutans in Indonesia below. Then, answer the questions.

ORANGUTAN

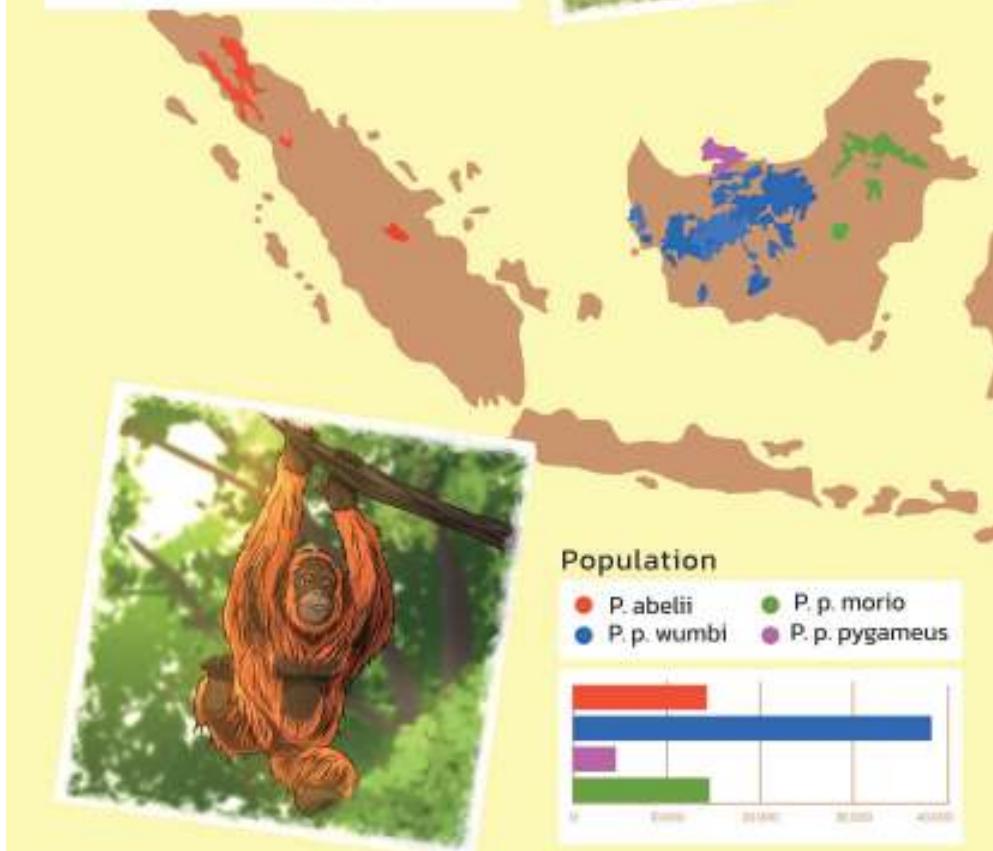
Population and habitats

Orangutan is the big ape. this ape can be found in asia. there are now around 14,630 Sumatran Orangutan (*Pongo Abelii*) and 57,350 Borneo orangutan (*Pongo pygmaeus*) living in habitat of 181,692 km².



Habitats

- P. abelii
- P. p. morio
- P. p. wumbi
- P. p. pygmaeus



Picture 1.7 Orangutan's Population and Habitat

Source: <https://www.mongabay.co.id/2017/09/04/konservasi-orangutan-masih-hadapi-kendala-apa-saja/>

Table 1.3 Orangutan species, threats, and conservation strategies

Orangutan species	Threats	Conservation Strategies
<i>p. abelii</i>	Habitat conversion into plantation and infrastructure	<ul style="list-style-type: none"> • Forest management • Law enforcement • Better landscape planning
<i>p.p. morio</i>	Habitat conversion into farming	Law enforcement for farming
<i>p.p. pygmaeus</i>	Habitat conversion into farming	Law enforcement for farming
<i>p.p.wuembii</i>	Forest fire	Forest management

Questions:

1. What year is the report from?

2. What are the four species of Orangutan in Indonesia?

3. What species has the biggest population?

4. Where do each species live?

5. What are the threats of the Orangutan population?

6. What are the strategies to prevent the threats?



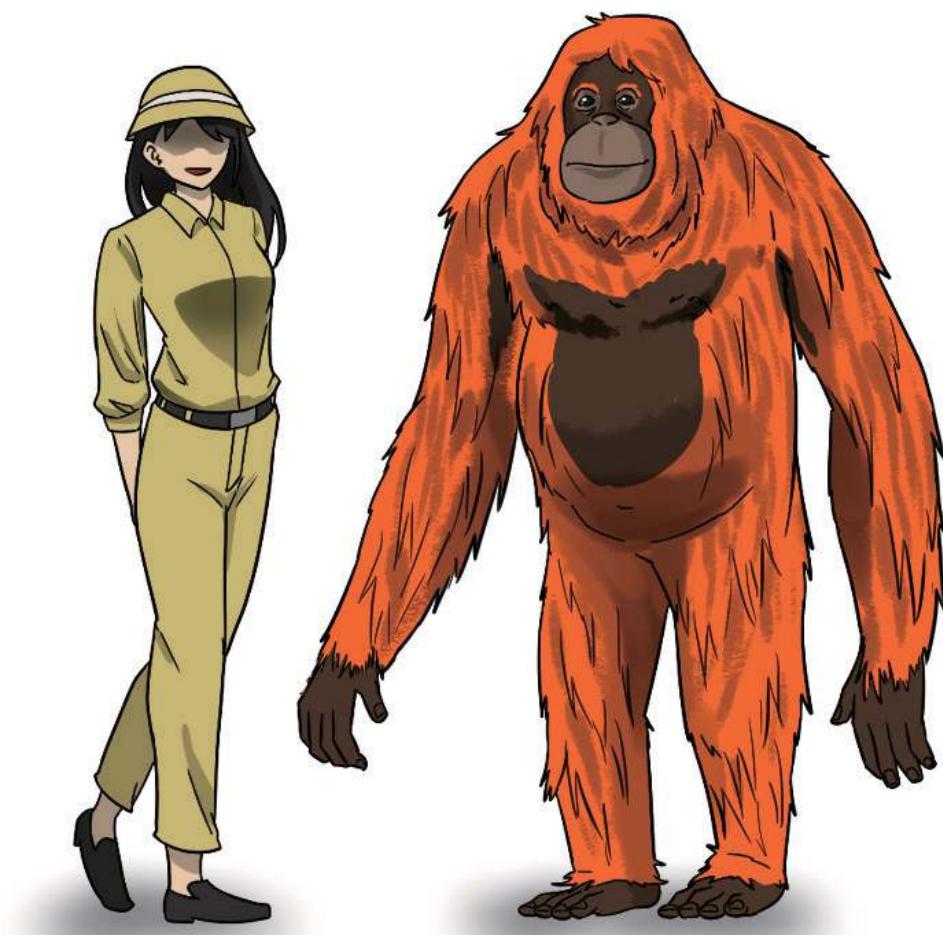
Section 5 - Your Turn: Reading

Unit 2. Orangutan and Gorilla

- a. Read the words. Discuss the meanings of the words with your classmates. You can also check your dictionary.

Table 1.4 Possessive adjectives

vegetarians	decrease
tropical	have
scientific	live
become	eat



b. Read and fill in the blanks with the words in 5a.

Gorillas

Gorillas are the largest apes in the world. Gorillas are our closest cousins because they share 98.3% of their genetic code with humans. Their _____ name is *Gorilla beringei beringei*.

Gorillas have broad shoulders and chests, human-like hands, small eyes, and hairless faces. They _____ black skin and hair. Their nostrils are large. Gorillas have behaviors and also emotions. They can laugh and show their sadness.

Gorillas only live in _____ forests of Africa. We can find gorillas in the rain forests of Cameroon and Congo.

Gorillas are _____. They eat leaves, shoots, and stalks. They also sometimes _____ fruits.

Gorillas _____ in a family group of 6 until 30. The group is led by a group leader. The leader is called a silverback. The leader is a male gorilla who will be a leader for years.

The females _____ mature when they are seven until eight years old. Gorillas give birth to only one baby every four to six years. It makes the gorilla's population _____ every year. They are now endangered species.

(Adapted from: Gorilla | Species | WWF (worldwildlife.org))

- c. State whether the following statements are true or false according to the text above. Circle T or F.

1. Gorillas are bigger than orangutans T F
2. We can see gorillas' expressions when they are sad. T F
3. There is some hair on gorillas faces. T F
4. The leader of a gorilla's group has silver skin. T F
5. Female gorillas give birth to only one baby in their life. T F

Worksheet 1.16

- d. Read the texts in Section 2 and 5 again. Complete the diagram to map the differences between orangutans and gorillas.

Gorilla		Orangutans
	Physical appearance	
	Habitat	
	Behavior	
	Diet	
	Predators	

Worksheet 1.17

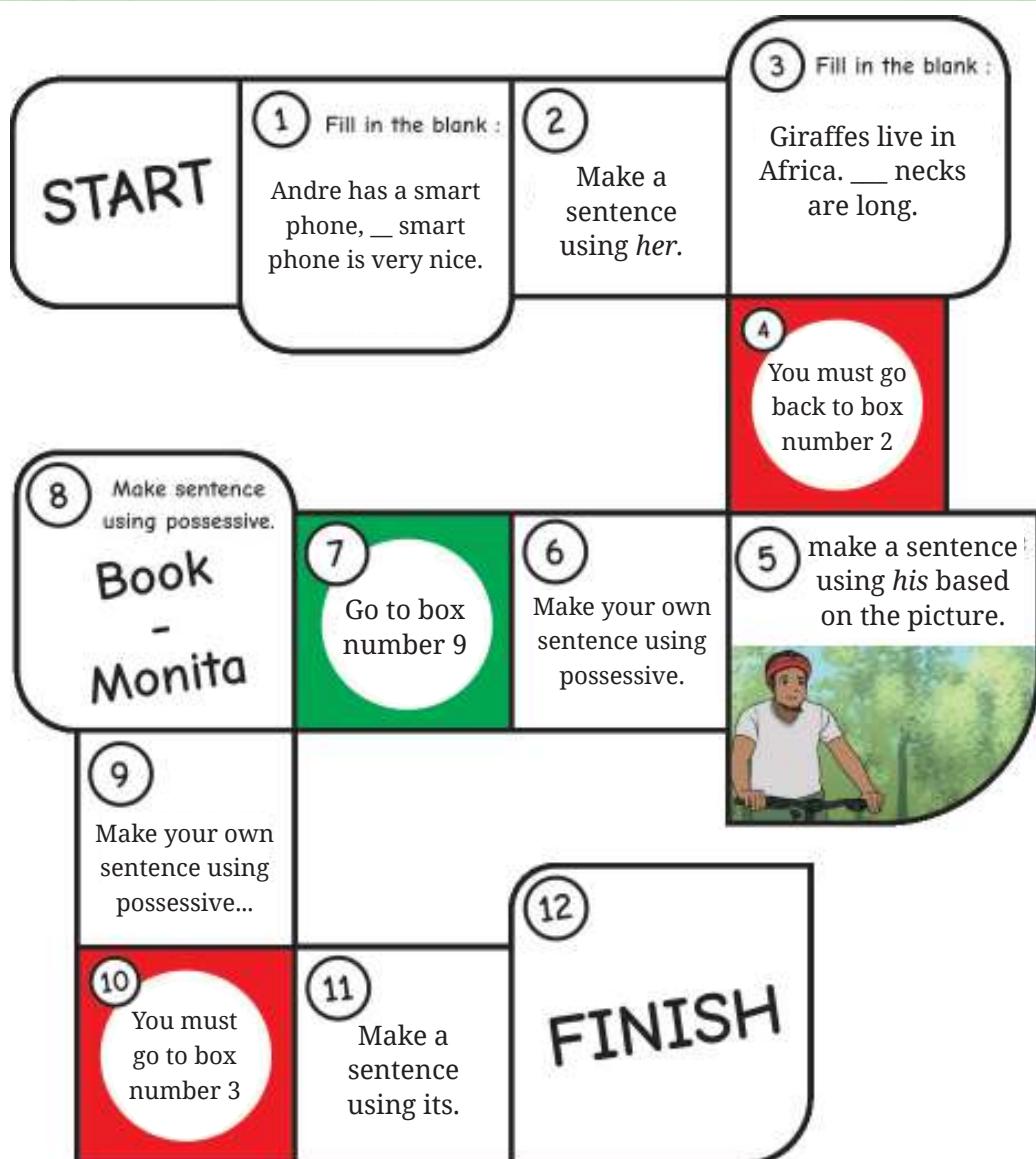


Section 6 - Fun Time

Unit 2. Orangutan and Gorilla

Play a board game (passive voice, possessive adjective). Follow the instructions below.

1. Prepare a dice and some tokens.
2. Get yourselves in groups of five.
3. With your group members, take turns rolling the dice.
4. Move your tokens and do the instruction in every question.
5. If your team cannot do the instruction in the box, you must go back to your previous box.
6. The winner is the first group that reaches the finish box.



Section 7 - Enrichment

Unit 2. Orangutan and Gorilla

- Find one animal that you have talked about in Unit 1.
- Make the list of features of an animal such as the physical appearance, habitat, behavior, diet and predator.
- Prepare Powerpoint slides for your presentation. If you can't access Powerpoint, you may create a poster.
- Report the result to the class

Unit 3. Indonesian Birds





Section 1 - Say What You Know

Unit 3. Indonesian Birds



Picture 1.8 Indonesian Birds

Pay attention to the pictures, then answer the questions that follow.

Questions:

1. What is Galang wearing?
2. Do you know how it works?
3. What does he see through the device?
4. Do you know the names of each bird?
5. Do you know where they are from?
6. Can you make a short description of each bird?



Section 2 - Listening

Unit 3. Indonesian Birds

- a. Listen to Audio 1.6. Galang, Andre, Monita, and Pipit are watching some birds using a Virtual Reality (VR) headset. They bring their notebooks, and pens. Listen to them talking about the birds that they observe. Then, answer the questions.





Comic strip 1.5

Questions:

1. What birds are they watching in the forest?

2. What is the color of the bird's neck?

3. Where is the bird's nest?

4. What is a casque?

5. Why do the birds now become critically endangered?

Worksheet 1.18

b. Listen to Audio 1.6 and tick the correct picture of the bird based on the description.



Picture 1.9 Helmeted Hornbill

Worksheet 1.19



Section 3 - Reading

Unit 3. Indonesian Birds

- a. Mind Map of Cendrawasih.



Cendrawasih

kuritafsheen77/Freepik.com

Origin: Eastern Indonesia, Papua New Guinea and Eastern Australia

Diet: fruits and arthropods

Physical traits: bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'.

Threats: natural devastation and illegal hunting, reproduction cycle

- b. Read the text and answer the questions that follow.

Cendrawasih

Cendrawasihs or the birds of paradise are from the family of Paradisaeidae. These birds are easily recognized by their bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'. Their tails are known as wires or streamers.

Birds of Paradise live in Eastern Indonesia, Papua New Guinea and Eastern Australia. The diet of these birds are fruits and arthropods. The natural devastation and illegal hunting make Cenderawasih an endangered species. Their reproduction cycle also makes the preservation difficult as they only produce one until two eggs.

Adapted from: <https://www.nationalgeographic.com/animals/birds/facts/birds-of-paradise?msclkid=26256016d06b11eca2f6547d404146b0>, <https://westpapuastory.com/cenderawasih-bird-paradise/>

Questions:

1. What family does cendrawasih belong to?

2. What are the colors of cendrawasih's feathers?

3. What is the difference between male and female cendrawasih?

4. What is the other name for cendrawasih's tail?

5. Where do cendrawasih live?

6. What do they eat?

7. What makes them endangered?

Worksheet 1.20



Section 4 - Language Focus

Unit 3. Indonesian Birds

- a. Study the following explanation about how to emphasize an action in a sentence. Then, choose the correct form of the verb in brackets.

When we talk about facts or events, we sometimes want to emphasize the action rather than who is doing the action. It means that the action is more important than the doer. We use passive voice to show interest in the person or object that experiences an action. Look at the examples:

- Orangutans' habitat **is threatened** by people doing deforestation.
- The number of Bornean orangutans **is now estimated** at about 104,000 and the Sumatran orangutans about 7,500.
- Bekantan **is used** as the icon of Banjarmasin, South Kalimantan.
- Bekantans **are grouped** as arboreal animals.

These are the examples of the changes from active into passive

- Galang brings binoculars to the forest. (Active).
Binoculars **are brought** by Galang to the forest. (Passive).
- Monita sees a helmeted hornbill. (Active)
A helmeted hornbill **is seen** by Monita. (Passive)

1. Bekantan is (find/found) in Kalimantan.
2. The leaves are (eat/eaten) by Bekantans.
3. Water is (drink/drunk) from holes between tree branches by orangutans.
4. The presentation script about Bekantan is (prepare/prepared) by Monita and Andre
5. Gorillas are (predict/predicted) to be extinct in 10 years.

Worksheet 1.21

- b. Change the sentences into passive and then compare your sentences with one of your classmate's.

1. Monita reads a book about bekantan.

2. Helmeted hornbills feed their chicks.

3. Pipit takes a notebook when she does the bird watch.

4. Some people hunt helmeted hornbills.

5. Bekantan sometimes consumes fruits.

Worksheet 1.22

**Did you
know?**

What is bird watching exactly? It is an activity where birds are observed for the purpose of recreation or science. People who like birdwatching are called birders. Other than simply watching or listening to birds, birders also take notes on their observations, identify the birds they see, and share their findings with other bird enthusiasts. Birders would observe birds' appearance and behavior. Because there are a massive number of bird species in different regions, birders will not run out of things to be excited by.

Sources: <https://worldbirds.com/what-is-birding/>



Section 5 - Report

Unit 3. Indonesian Birds

- a. Look at the steps of writing a report in the left column. Put the steps into a good order by numbering the boxes. Then, match the steps with the correct description in the right column by drawing lines.

Gathering Information	We collect information by reading references and making observations.
Organizing Information	We categorize our information into relevant groups
Writing the draft	We write the report into a draft.
Revising and Editing the draft	We check our draft. Then, we revise and edit our drafts.
Publishing your work	We publish our written report as a printed assignment to submit to our teacher. We can also publish our work on social media.

Worksheet 1.23

- b. Galang and friends are preparing a report about birds. What do you think they should do at every step of making the report? Write them.

Gathering information:

Organizing information:

Writing the draft:

Revising and editing the draft:

Publishing the work:

Worksheet 1.24



Section 6 - Writing

Unit 3. Indonesian Birds

Look at the fact sheet about Bali starlings. Then, Write a sentence for every point in the infographics. Number 1 has been done for you. You can use passive voice.



Bali Starling

[*Leucopsar Rothschildi*]

- **Threats:** Poaching for illegal songbird trade. This is made worse by habitat loss.
- **Distribution:** Northwest Bali, with a small population introduced onto the small island of Nusa Penida..
- **Habitat:** Forest edges including open shrub savannas and flooded savanna woodlands.
- **Diet/Feeding:** Seeds, insects, fruits and occasionally small reptiles.
- **Social behaviour:** They're monogamous, so form long term pair-bond which are strengthened by mutual preening and displays.
- **Males and females:** There's no obvious difference between males and females, although male crest feather tend to be slightly longer.
- **Lifespan:** 5 years in the wild, but can live for up to 15 years in captivity.
- **Number of young:** Clutches often have 2-3 eggs, but normally only 1 survives
- **Interesting fact:** The bali starling is the national bird of Bali. Nearly extinct in the wild, breeding and reintroduction programmes saved occurrences.

Text 1.3

1. Point: Threats

Sentence: Poaching for illegal songbird trade is a threat for Bali starlings.

2. Point: _____

Sentence: _____

3. Point: _____

Sentence: _____

4. Point: _____

Sentence: _____

5. Point: _____

Sentence: _____

6. Point: _____

Sentence: _____

7. Point: _____

Sentence: _____

8. Point: _____

Sentence: _____

9. Point: _____

Sentence: _____

Worksheet 1.25



Section 7 - Your Turn

Unit 3. Indonesian Birds

Write a report text about a bird by following the steps below.

a. Planning and brainstorming

1. Observe birds around your neighborhood area.
2. Choose and observe one type of bird.
3. Make a general note about the bird.

Worksheet 1.26

b. Outlining and drafting

Complete the fact file about your selected bird.

Name of bird: _____	
What is it?	
To what other species is it related?	
What does it look like?	
Where does it live?	
How does it move?	
What does it eat?	
Is it endangered?	
What are its predators?	

Worksheet 1.27

c. Writing and editing

Write your draft of the report text based on the notes in 7a. Then, edit your draft.

d. Proofreading

When you finish writing your report, show your work to a classmate. Let your classmate read your work and give you feedback on the language and content.



Section 8 - Fun Time

Unit 3. Indonesian Birds

Play a guessing game by following the instructions below.

1. Make a group of five or six.
2. Prepare a list of words related to the bird's body parts.
3. The first group chooses another group to guess a word from the list.
4. The first group should give the first letter of the word for the clue. The first group should also give a description of the word (It can be the function of the body part).
5. The opponent's group must try to guess the body part using the clues in 10 seconds.
6. If the opponent group can guess the word, the opponent team gets 10 points. If they fail, the first group gets 10 points.
7. After that, the second group does the same thing to play the game.
8. The team who gets the most points wins the game.



Section 9 - Enrichment

Unit 3. Indonesian Birds

Choose one of the two options below to make a post in your social media. Then, see how many 'likes' you get from your post and your friends' comments about your post.

1. Post a picture of a local bird and make a short report about the bird as a caption.
2. Post a short video of a local bird and make a spoken report about the bird.



Reflection

Unit 3. Indonesian Birds

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Chapter: 1

Date:

What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN	😊	😐	😢
identify the characteristics of Indonesian wildlife			
describe the characteristics of Indonesian wildlife			
identify the features of Indonesian wildlife			
describe the features of Indonesian wildlife			
write a simple report text			

If you ticked 😊 or 😢 you need to revise these parts.

I shared with my family:

I read a monolog script about an Indonesian animal for my family. I asked them to rate my performance by using an emoji.

My Parent's Signature

Audio Transcript 1

- Today's topic for the animal is orangutans. The name orangutan means "man of the forest." It's the largest arboreal mammal.
- Pongo pygmaeus is their scientific name.
- Their long, powerful arms and holding hands, as well as their feet, help them to move through the branches.
- Orangutans are one of the smartest primates. They can vary in height from 1 to 1.4 meters and weight from 29.9 to 99.79 kgs.
- Orangutans live in Borneo's swamps and forests. They usually go down from the trees to explore the ground. They sleep at night and relax during the day on trees. They eat lychees, mangosteens, and figs, and drink from holes in the ground.
- Threats to orangutans include habitat loss through deforestation and illegal hunting.

Adapted from: <https://www.worldwildlife.org/species/orangutan>

Audio Transcript 2

- Good morning. Today, we'll learn about another critically endangered Indonesian bird, the Helmeted Hornbill, or Rhinoplax vigil.
- This large bird has a long tail feather in the middle. Its length is 190 cm from the tip of the beak to the tip of the tail, it has a 90 cm wingspan, and its weight is 3 kgs. Males have a red featherless patch on the neck, while females have a bluish-white patch.
- It lives in lowland to semi-tropical forests with tall, big trees up to 1,500 meters above sea level. Its laugh is unique and can be heard from 2 km away.
- The helmeted hornbill consumes large fruits from Ficus trees and also small animals.
- Helmeted hornbills' threats include forest loss, a lack of conservation programs, and frequent hunting.

Adapted from: <https://rangkong.org/en/enggang-in-indonesia/helmeted-hornbill>

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Chapter 2: Taking Trips



What did
you see in
the nature?

2

Chapter 2

Taking Trips

Unit 1. Going to a National Park

Unit 2. What an Experience!

Unit 3. My Underwater Adventure



Learning objectives

Upon completion of Chapter 2, you should be able to:

1. talk about personal experiences;
2. identify a series of past events; and
3. write personal experiences in the past.

Unit 1. Going to a National Park



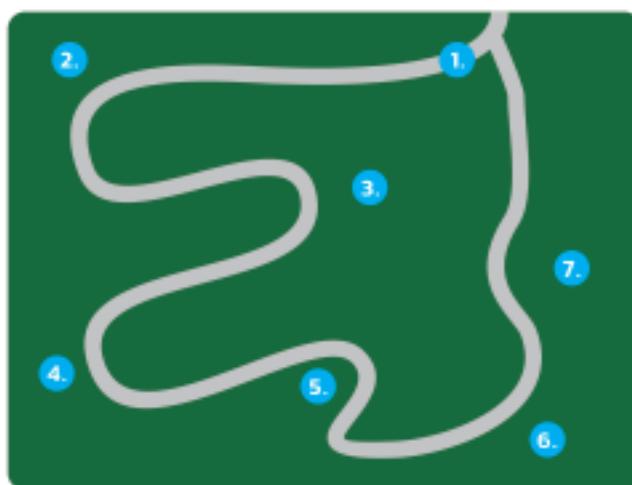


Section 1 - Say What You Know

Unit 1. Going to a National Park

Look at the picture of Lestari National Park. Have you ever visited a national park before? What can you see inside a national park?

Lestari National Park



1. **Lestari National Park Gate.**
2. **Dedication Area.** this is the area were important people plant their trees.
3. **Camping Ground.**
4. **Limited Plant Area.** You can see rare plant here.
5. **Fruits Area.** You can pick and eat any fruits that you want.
6. **Flowers Area.** See a lot of beautiful flowers here.
7. **Orchids' Area.** Only for orchids' lovers

Picture 2.1 National Parks



Section 2 - Listening

Unit 1. Going to a National Park

- a. Listen to Audio 2.1. Galang and Monita are talking about their trip to Lestari National Park. Complete their conversation with the correct verbs below.

saw

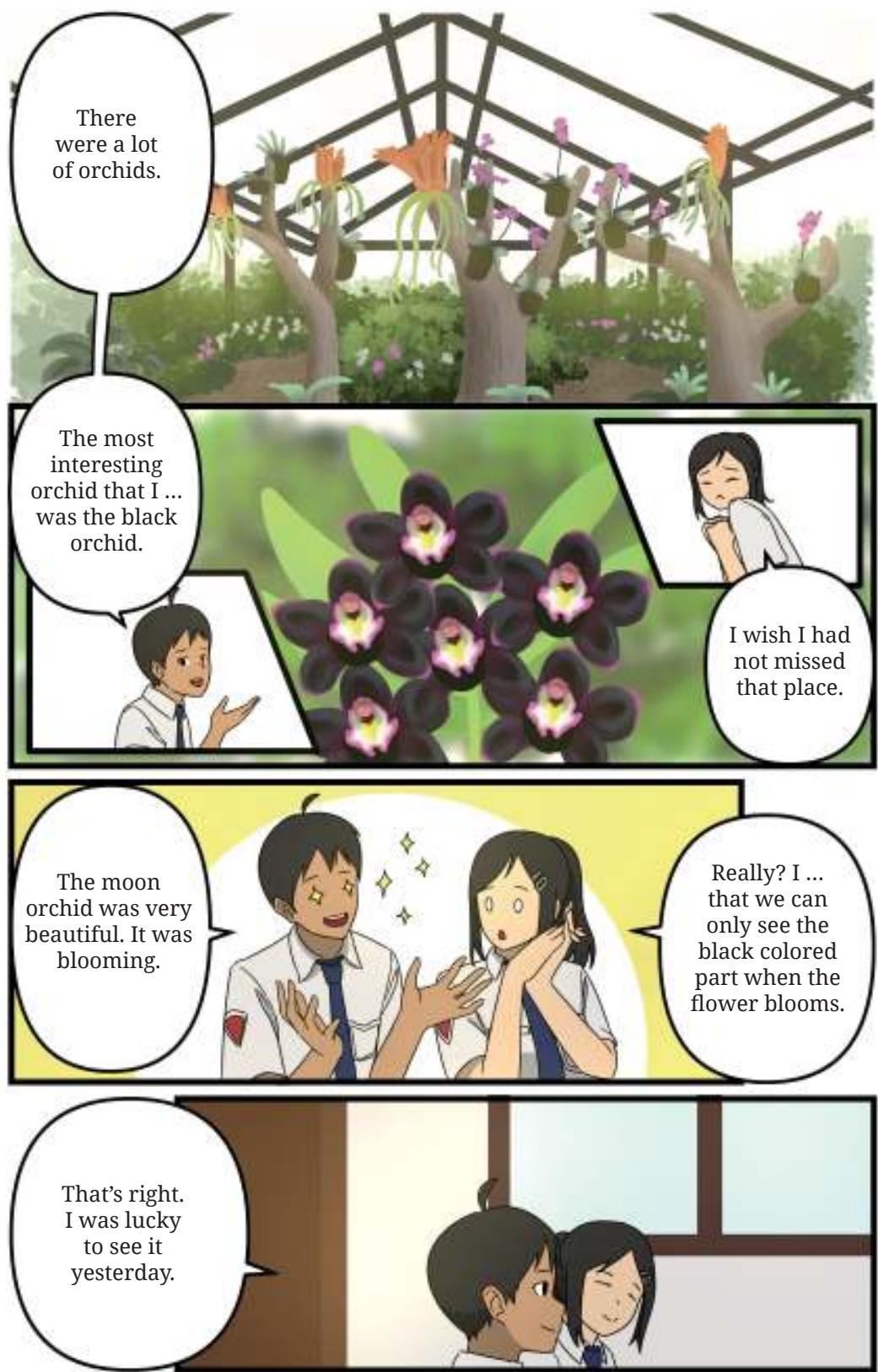
took

visited

heard

learned





Comic Strip 2.1

- b. Based on the dialogue, answer the questions.
1. Where did Galang and Monita go yesterday?
They went to
 - a. national park
 - b. orchid park
 - c. forest
 - d. photo booth
 2. What did Monita do when she saw some rare plants?
She ...
 - a. picked the rare plants.
 - b. watered the plants
 - c. took photos of the rare plants.
 - d. gave the rare plants to Galang.
 3. What did Ibu Ida give to Galang?
He gave ...
 - a. a rare plant.
 - b. a black orchid.
 - c. a rare plant.
 - d. a map.
 4. Who saw the black orchid?
 - a. Monita
 - b. Andre
 - c. Galang
 - d. Ibu Ida
 5. How was the black orchid?
It was...
 - a. lucky.
 - b. smelly.
 - c. beautiful.
 - d. funny.



Section 3 - Speaking

Unit 1. Going to a National Park

- a. Find the meanings of the words with your classmates. Then, match the words with the suitable situation in Comic Strip 2.2

1. walk	4. get into	8. flowers
2. observe	5. see	9. clipboard
3. take notes	6. gate	10. bus
4. label	7. trees	11. herbal plants

Worksheet 2.2

Two weeks ago...



Comic strip 2.2 A trip to a national park

- b. Describe the situation in the comic. Say what happened on the trip. Use the suitable words in Worksheet 2.2 to help you make the description. Number one has been done for you.

1. Pak Romy and his students (go) on a trip.

Pak Romy and his students went on a trip.

2. Pak Romy and his students (see) some plants.

3. Monita (observe) some plants.
-

4. Monita (take notes) about the plants on her clipboard.
-

5. Pak Romy, Galang and Monita (get into) the bus to go back to school.
-

Worksheet 2.3



Section 4 - Language Focus

Unit 1. Going to a National Park

- Study how to make questions and negative sentences using past tense.

Sometimes we need to ask about people's experiences in the past. In this case, we can make questions using past tense. For example, we can ask:

- Question: Did you go to the national park?
Answer: Yes, I did.
- Question: When did you go to the national park?
Answer: I went there a week ago.
- Question: How did you go there?
Answer: I went there by bus.

In first example, the question starts with 'Did'. This type of question can be answered with 'Yes' or 'No'.

Question word 'when' in second question is to ask for information about time.

Question word 'how' in third question is to ask for information about in what ways.

In answering the questions, we can use positive or negative sentences.

Positive sentences:

- Yes, I went to the national park.
- I went to the national park.
- I went there by bus.

Negative sentences:

- No, I didn't go to the national park.
- I didn't go to the national park a week ago.
- I didn't go there by bus.

Didn't is a contraction form of **did not**. Did + not is used with all subjects in negative past tense.

- b. Construct questions with the words provided below. Number one has been done for you.

1. she/go/for a school trip/last month

Did she go for a school trip last month?

2. where/the students/go/for a school trip

3. what/they/see/at the national park

4. how/they/go/to the national park

5. they/take notes/about the plants

6. when/they/finish/the trip

c. Construct negative sentences with the words provided below.
Number one has been done for you.

1. She/go/to the national park

She did not go to the national park.

2. They/go/by car

3. She/take note/about the flowers

4. He/bring/ a clipboard

5. It/rain/at the national park

6. He/write/ a report about the trip

Worksheet 2.5

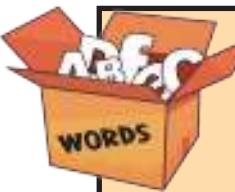


Section 5 - Listening

Unit 1. Going to a National Park

- a. Listen to Audio 2.2 and then state whether the statements are true or false.



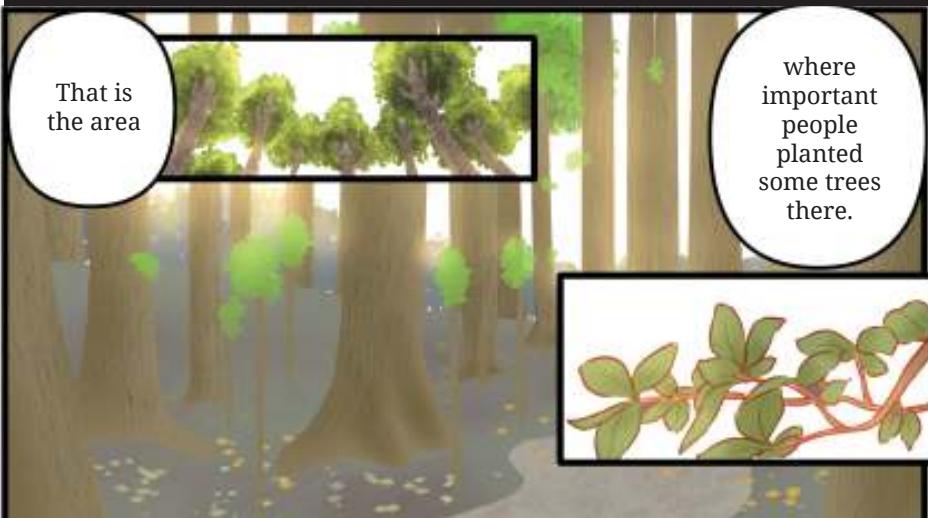


Word Box

Excursion: karya wisata

Important: penting

Scary: menakutkan



Comic strip 2.3

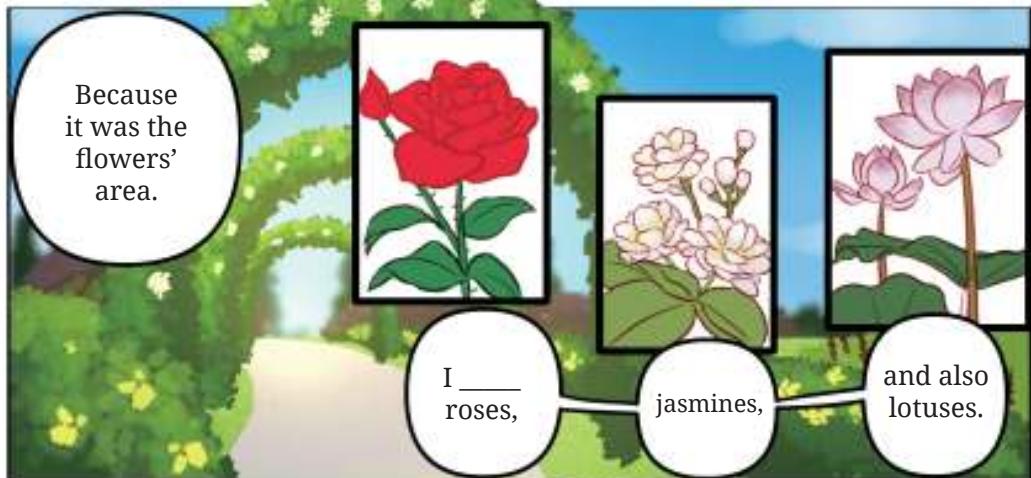
b. State whether the sentences are True (T) or False (F) based on the dialogue.

1. Andre did not join the school trip because he was sick. T F
2. Monita saw a scary tree in the first area. T F
3. Monita visited six areas at Lestari National Park. T F
4. Some important people planted trees at Lestari National Park. T F
5. Monita saw pohon ulin at the limited plants area. T F

Worksheet 2.6

c. Listen to Audio 2.3 and complete the dialogue in Worksheet 2.7 with the correct words in the box.

visited	saw	notice
ate	tasted	





Worksheet 2.7

- d. Listen again to Audio 2.2 and Audio 2.3 again. Fill in the table using information from the two dialogues. The first row has been done for you.

First area	Monita saw a tree with a unique name.
Second area	
Third area	
Fourth area	

Worksheet 2.8

**Did you
know?**

Bogor Botanical Garden or Kebun Raya Bogor is the first botanical garden in Indonesia. It was actually a man made forest established by the Sunda Kingdom. The forest was left behind after the Sundanese Kingdom was destroyed in the 16th century.

In the 18th century, a mansion and a garden was established by the Dutch East India Company at the site that we now know as Kebun Raya Bogor. In 1811, Sir Thomas Stamford Raffles took Bogor Palace (Buitenzorg Palace) since the British successfully invaded Java. He then renovated the garden into an English style one.

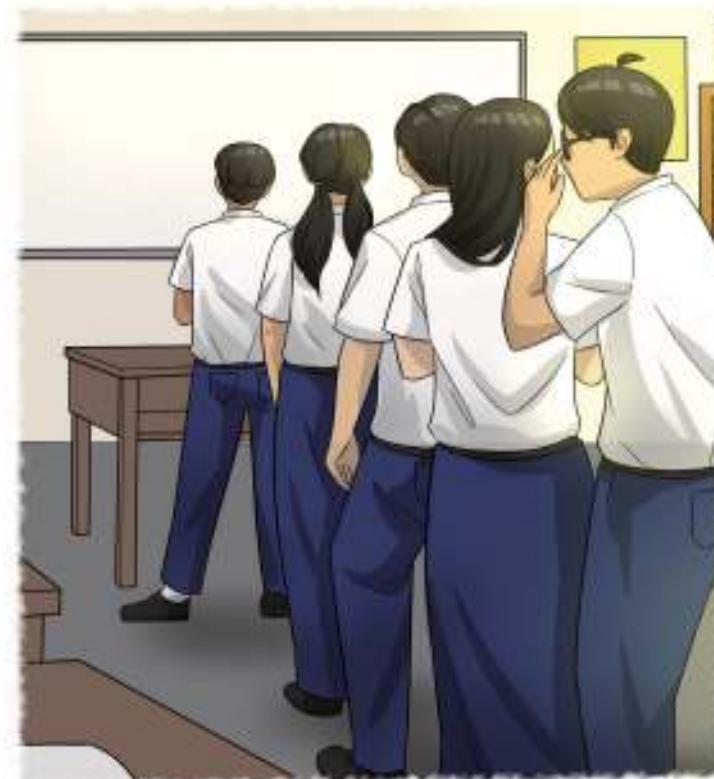
(Adapted from: Bogor Botanical Gardens - Wikipedia)



Section 6 - Fun Time: Whisper Game

Unit 1. Going to a National Park

Play a whisper game. Follow the instructions below.



Picture 2.2

1. Make a group that consist of some people based on recount text that your teacher prepare.
2. Every group must stand in a line. Your teacher will whisper thr sentences (it can be sentences related to a recount text) to the last student that stands in the line.
3. He or she must whisper to the second student that stands in front of him/her. The second student must do the same to the third student that stands in front of him or her until the last student in the group. The last student must write the word on their paper.
4. The winner is the group that can write the whole story correctly.



Section 7 - Your Turn

Unit 1. Going to a National Park

- a. Look at the report about students' excursion to a national park. Then, make questions for the answers. Number one has been done for you.



Biomerdeka
@biology_SMPMerdeka

SMP Merdeka had an excursion to Lestari National Park.

@aku_ika

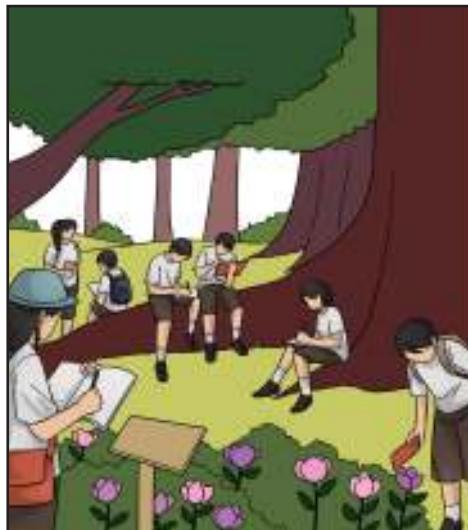
@biology_SMPMerdeka

We went there on 4 May 2021

@ray_imut

@biology_SMPMerdeka

They brought a clipboard because they need to write some notes about the plants.



Biomerdeka
@biology_SMPMerdeka

We were having fun at Lestari National Park #biology #excursion #yay

@aji_uruyu

@biology_SMPMerdeka

We took notes of trees', flowers' and plants' names.

@mahmud9

@biology_SMPMerdeka

We drew our favorite flowers and their parts.



Biomerdeka
@biology_SMPMerdeka

We were at dedication area
to see Tampar Hantu
#not a ghost #excursion

@pipit_cantik

@biology_SMPMerdeka
We saw a tree called
Tampar Hantu.

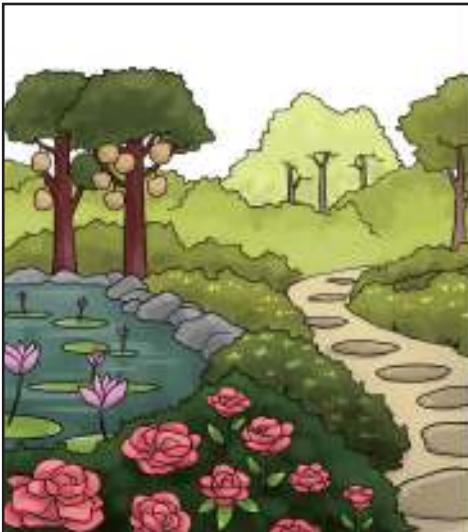


Biomerdeka
@biology_SMPMerdeka

We were at limited plants
area #Borneo #excursion

@hendra_oke

@biology_SMPMerdeka
We took pictures of
Pohon Ulin in limited
plants area.



Biomerdeka
@biology_SMPMerdeka

Our favorite place in Lestari
National Park: Flower area!
#yay #excursion

@iyen_ceunah

@biology_SMPMerdeka
We saw roses, jasmines
and lotuses in the flower area.

- b. Look at the map of Lestari National Park. Identify places you can visit in the park.



Picture 2.3 The map of Lestari National Park

- c. Interview a classmate about an excursion at Lestari National Park following the map. Make a question list before you interview your friend. Number one has been done for you as an example.

1. Example:

Question: Where did you gather with your friends before the excursion trip?

Answer: We gathered at Lestari National Park gate. It is number 1 on the map.

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____

6. Question: _____

Answer: _____

7. Question: _____

Answer: _____

- d. Based on your answers in part c, make a report about SMP Merdeka excursion. Tell your report in front of the class. Follow the model.

Students at SMP Merdeka gathered at the gate of Lestari National Park.

They _____

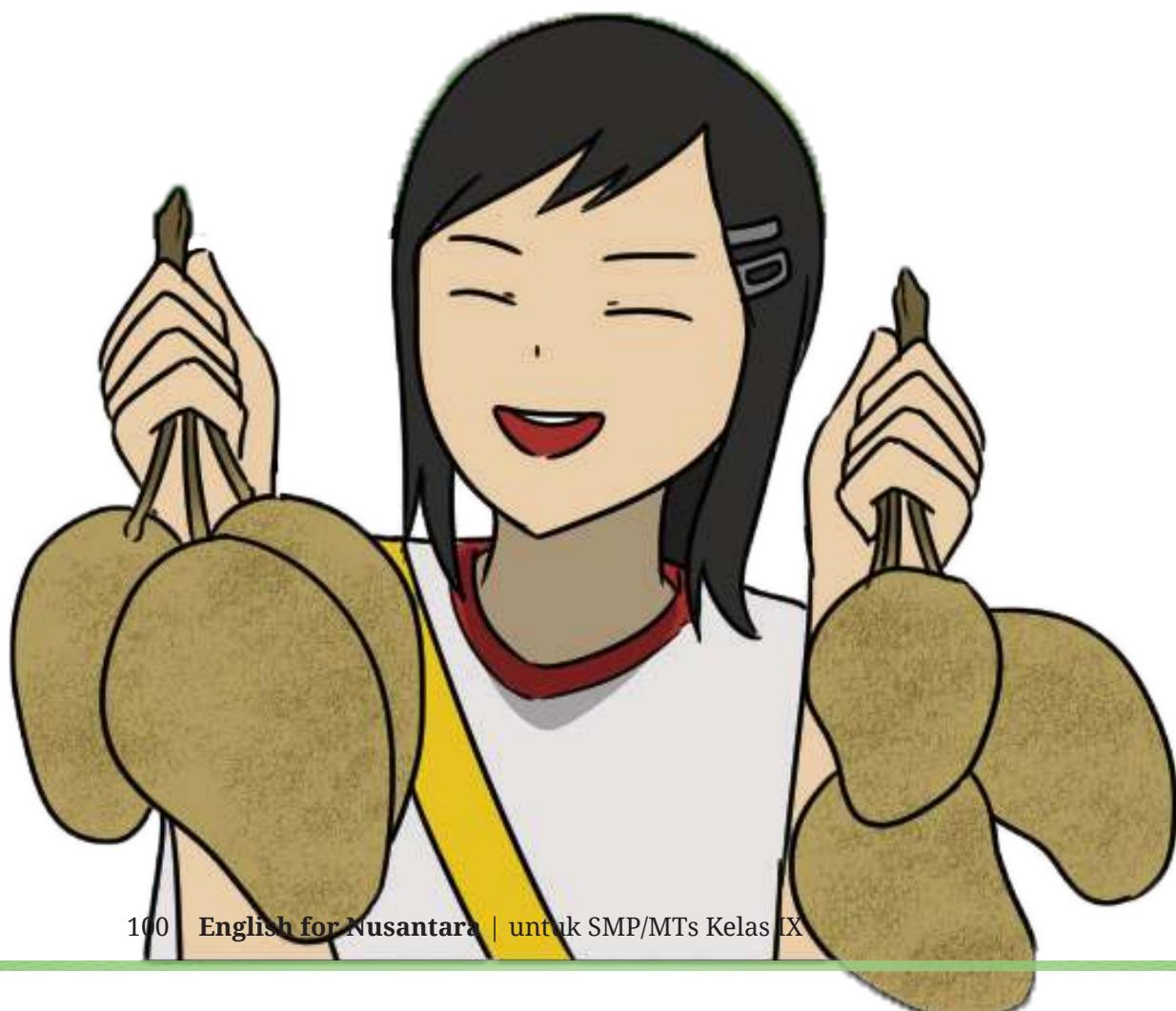
Worksheet 2.11



Section 8 - Enrichment: Show and Tell

Unit 1. Going to a National Park

Bring a picture of you on an excursion or a school activity or a holiday. Present to the class about the excursion/school activity/holiday. Let your friends ask questions.



Unit 2. What an Experience!





Section 1 - Say What You Know

Unit 2. What an Experience!

Look at the picture and answer the questions.



Picture 2.4 On the beach

Questions

- What is Picture 2.4 about?
- Have you ever won such a competition? Tell us.
- Have you ever been to the beach?
- What do people usually do at the beach?



Section 2 - Viewing

Unit 2. What an Experience!



Galang posted his photos on his social media. Read the captions below the photos and answer the questions.

Number one has been done for you.



Enjoying the sunset.
#Karimunjawa #holiday



Me enjoying the sea
#snorkeling #Karimunjawa



Galaxxxxxxx



you, _moonichan, okkybw and more liked your post

What an experience!

This was my first experience going to Karimunjawa. I went there with other winners from different schools, from April 21st to April 22nd. We enjoyed the sunset and we went snorkeling and swimming with sharks. Although it was a short holiday, we enjoyed ourselves. It was really fun.

Thanks to @tourisxxxxxx

#holiday #Karimunjawa #Jepara

Picture 2.5

Questions	Answers
1. What was the event?	A trip to Karimunjawa.
2. Who went there?	
3. When did it happen?	
4. Where did the writer go?	
5. Why did he go there?	
6. What did the writer do there?	
7. How did the writer feel?	

Worksheet 2.12



Section 3 - Reading

Unit 2. What an Experience!



Word Box

depart (base verb)/departed (past verb): berangkat
pack (base verb)/packed (past verb): mengemas, berkemas

excited: bersemangat, senang, gembira

north : utara

thrilling: mendebarkan, menggembirakan

to spend more time: memiliki/menghabiskan waktu lebih banyak

coral reefs: terumbu karang

reasonable price: harga yang wajar

it takes longer: memerlukan waktu yang lebih lama

- a. Read Galang's story about his holiday to Karimunjawa. Then, mark T if the statement is True according to the passage, and F if the statement is False. Number one has been done for you.



Home

Profile

Discover

A

What an Experience!

This was my first experience going to Karimunjawa. It was so fun. I was so excited days before the trip. I went there with other winners from different schools. We had the holiday last month, from April 21st to April 22nd. We went there by ferry.

Karimunjawa is a group of islands located north of Java, around 83 kilometers from Jepara. There are two options if you want to get there. The first one is using a ferry, which costs 81,000 rupiah. It takes 1 hour 45 minutes. The other option is using a car ferry, which is cheaper, only 72,000 rupiah. However, it takes longer to get there, around 6 hours. The committee provided us the first option because it took less time.

We departed from Jepara in the morning so we could spend more time in the afternoon exploring the islands. Once we got there, we were taken straight to the hotel where we had lunch. The next thing to do was enjoying the sunset at Bukit Love Karimunjawa. It was amazing! As soon as the sky got darker, we went back to the hotel. We had dinner before we continued our activity. We explored the hotel premises.

The next day, we did other activities. We went snorkeling after we finished our breakfast. We had a chance to have our pictures taken with beautiful fish and coral reefs there. I also spent time swimming with sharks. It was both exciting and thrilling. We went back to the hotel once we finished all the activities. We packed before we left the islands.

Although it was a short holiday, we enjoyed ourselves. It was really fun.

#holiday #Karimunjawa #Jepara

True or False

1. The writer went to Karimunjawa in April. T
2. The writer has been to Karimunjawa before.
3. The committee took the highest price to get to Karimunjawa
4. The writer enjoyed the sunset, then he had lunch.
5. When the night fell, the writer went back to the hotel.
6. Snorkeling was the next activity after breakfast.
7. The writer took a picture of the sharks.
8. The writer felt happy for the holiday.

Worksheet 2.13

- b. Complete Worksheet 2.14 based on Galang's story. The first two numbers have been done for you.

Day	No.	Answers
Day 1	1.	departed from Jepara
	2.	went to the hotel to have lunch
	3.	_____ the sunset at Bukit Love
	4.	_____ back to the hotel
	5.	_____ dinner
	6.	_____ the hotel premises
Day 2	7.	_____ breakfast
	8.	_____ snorkeling
	9.	_____ pictures taken
	10.	_____ swimming with sharks
	11.	_____ back to the hotel
	12.	_____ to go home

Worksheet 2.14



Section 4 - Language Focus

Unit 2. What an Experience!

When we tell a story, we may need to connect two ideas or events. To do this, we use connectors. In this section, we are going to learn about connectors.

- Study the picture below.



Picture 2.6

Look at how the word once connects the two events.

Once	We got there	We were taken straight to the hotel
Connector	<i>Event 1</i>	<i>Event 2</i>

The word **once** is called a connector. Connectors are words/phrases used to connect two ideas or events. In this case, we use connectors to connect two events. The followings are examples of connectors:

once

as soon as

before

after

- b. Study the following sentences taken from Galang's story in Section 3a. Decide which ones are Event 1 and Event 2. Look at the example.

1.	We got there	We were taken straight to the hotel
	<i>Event 1</i>	<i>Event 2</i>
2.	The sky got darker	We went back to the hotel
3.	We had dinner	We continued our activity
4.	We went snorkeling	We finished our breakfast
5.	We went back to the hotel	We finished all the activities
6.	We packed	We left the islands

Worksheet 2.15

- c. Connect the following events with the connectors provided. Pay attention to the order of the events. Look at the example.

Event 1	Event 2	Connector	Answer
We finished swimming	We took a shower	Once	Once we finished swimming, we took a shower.
We arrived in our room	We took a rest	As soon as	
We arrived at the beach	We went swimming	After	
We arrived at the beach	We took some photos	After	
We enjoyed the sunset	We went back to the hotel	Before	
The captain checked all passengers	The boat departed from the island	Before	

Worksheet 2.16

- d. Complete the following sentences with your idea.

1. Before I went to the beach last week, _____.
2. Once I finished my breakfast, _____.
3. As soon as I put on my goggles, _____.
4. _____ after I got on the boat.
5. _____ once I arrived at the hotel.

Worksheet 2.17

Did you know?

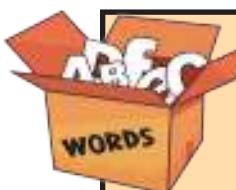
Karimunjawa was formally declared a Strict Natural Reserve in 1986 and has since been one of the priority areas for the conservation of marine biodiversity in Southeast Asia. In 1999, the Ministry of Forestry established the Karimunjawa Marine National Park encompassing a total area of 111,625 hectares. In 2001, an area of 110,117.30 ha was declared as Marine Protection Area (MPA). Karimunjawa Marine Park is one of six such parks in Indonesia, and was among the first areas recognized as being important for the conservation and protection of marine biodiversity.

Source: <https://www.indonesia.travel/gb/en/destinations/java/karimun-jawa/karimun-jawa-marine-national-park>



Section 5 - Reading

Unit 2. What an Experience!

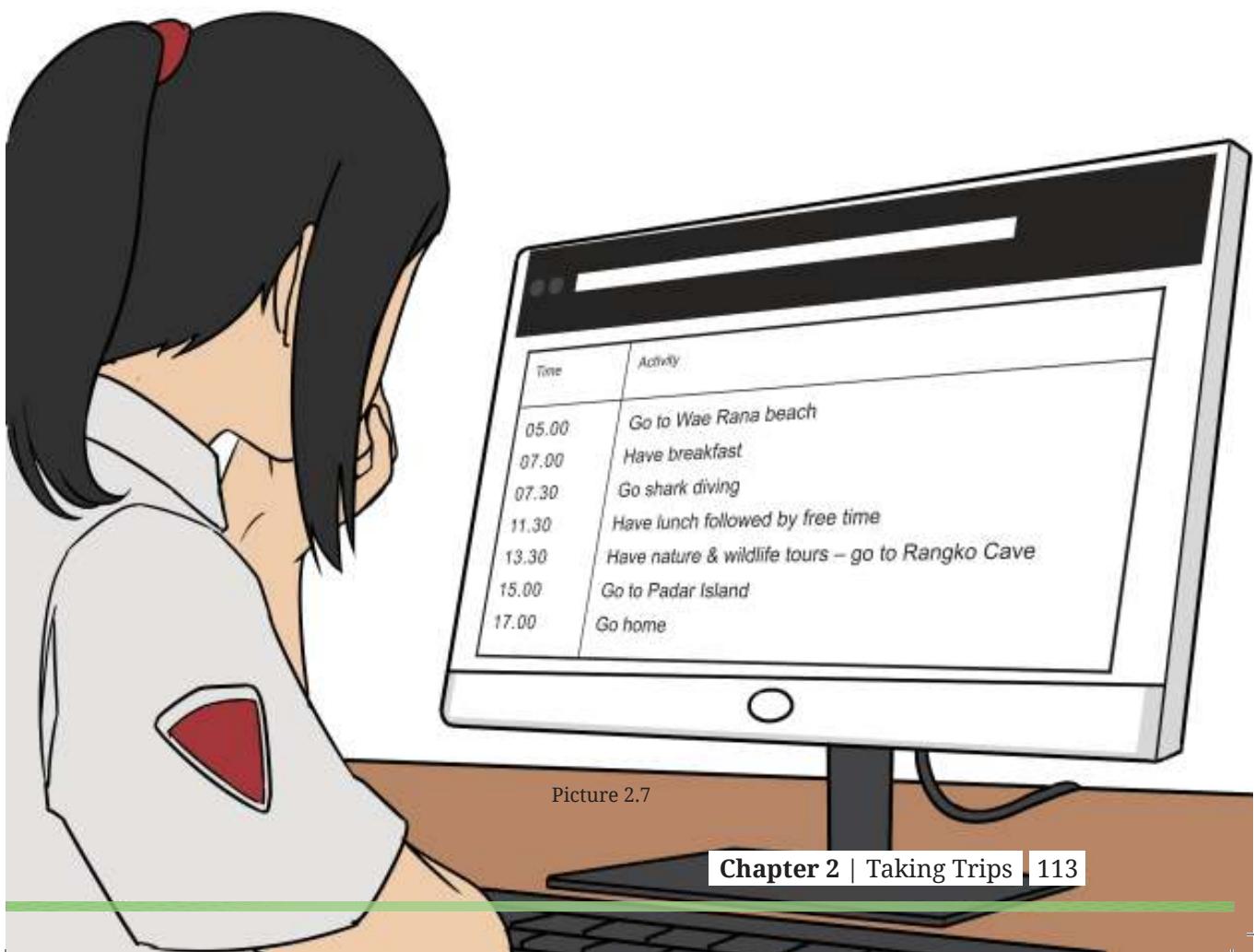


Word Box

hike (base verb)/hiked (past verb): mendaki
realize (base verb)/realized (past verb): menyadari
landscape: lanskap, pemandangan
peak: puncak
treasure: harta karun, kekayaan
hidden paradise: surga yang tersembunyi
within walking distance: dalam jarak dekat/dapat ditempuh dengan jalan kaki
underwater creatures: hewan bawah laut

- a. Read the itinerary below and complete the text on the next page.
Remember to use the connectors.

Time	Activity
05.00	go to Wae Rana beach
07.00	have breakfast
07.30	go shark diving
11.30	have lunch followed by free time
13.30	have nature & wildlife tours – go to Rangko Cave
15.00	go to Padar Island
17.00	go home



Picture 2.7

Last semester, my school held an excursion to explore Labuan Bajo. It was a full day trip. Labuan Bajo is a hidden paradise situated in eastern Indonesia. We departed from school early in the morning so we could do many activities.

The first place we visited was Wae Rana beach. It is a small beach, located between Binongko beach and Wae Cecu beach. We enjoyed the sunrise there. Too bad, people were not aware of the cleanliness. Litter was everywhere. The sunrise was beautiful, though. After enjoying the sunrise, we _____

(1) breakfast. After we finished our breakfast, we _____ (2).

It was the first time for me to see sharks of all kinds. We could also see the underwater creatures, like bright coral, manta rays, turtles, seahorses, and fish.

In the afternoon, we _____ (3). The food was delicious. We had our free time after lunch. Some of us took some rest, some others explored the place.

Our next activity was going to Rangko Cave. There, we _____ (4).

We enjoyed the beautiful cave shaped by nature. We also swam in the pool inside the cave. The water was so clear that you could see the rocks under water.

Before we _____ (5) home, we went to Padar Island. We wanted to see the landscape in panoramic view, so we hiked for about 30 minutes to reach the peak. It was tiring, but the view was breathtaking. Padar Island is unique because it has several beaches with different colors.

Exploring Labuan Bajo with all the activities made me realize that our country is “a country of treasures”. I felt so happy that I could enjoy all the activities that the package offered.

Worksheet 2.18

b. Read the text again and answer the following questions.

1. What is the passage about?
 - a. Labuan Bajo and its places.
 - b. Exploring Labuan Bajo.
 - c. The school excursion.
 - d. Indonesia as a country of treasures.

2. The writer probably felt ... for Wae Rana beach.
 - a. happy
 - b. disappointed
 - c. excited
 - d. delighted

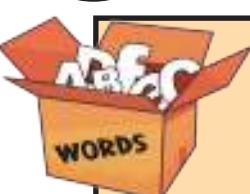
3. The writer enjoyed the following while having shark diving, EXCEPT
 - a. bright coral
 - b. colorful sharks
 - c. seahorses
 - d. many kinds of sharks
4. Why did the writer have to hike?
 - a. He wanted to enjoy the beautiful view.
 - b. He wanted to see several beaches.
 - c. He wanted to spend 30 minutes.
 - d. He wanted to see the peak.
5. The word “it” in “Padar Island is unique because it has several ...” refers to
 - a. the peak
 - b. the view
 - c. Padar Island
 - d. panoramic view
6. The writer probably feels ... of Indonesia.
 - a. happy
 - b. satisfied
 - c. tired
 - d. proud

Worksheet 2.19



Section 6 - Your Turn: Reading

Unit 2. What an Experience!



Word Box

pick up (base verb)/picked up (past verb): jemput, menjemput
embark (base verb)/embarked (past verb): memulai perjalanan
book (base verb)/booked (past verb): memesan
reward: hadiah, penghargaan
to surf: berselancar
to stay overnight: bermalam, menginap

- a. Read the text below and identify the main idea of each paragraph.

Paragraph	Text
1	My last holiday was really unforgettable. My school took the students to Sumbawa. Our teachers told us that it was an event to end the semester. They booked a two-day tour for us and the next two days were really fun.
2	The next morning, after we finished our breakfast, the tour agent picked us up from the hotel. We embarked for Poto Tano harbor West Sumbawa. The trip took about 1 hour and 30 minutes. Once we arrived there, we explored Maluk Beach. I learned how to surf there. It was fun although I failed many times standing on the board. We had lunch at a local restaurant and took some rest before we went to Mantar Peak. We really enjoyed the sunset. The sunset was amazing! It was true what people say that this place was like “the land in the clouds”. I could enjoy the beautiful sky covered with orange color. When the sky got dark, we went to the village to have dinner and stay overnight in a traditional house in Mantar.
3	We woke up early the second day. We didn't want to miss the agenda on that day. We enjoyed the sunrise at Mantar Peak before we went back to the village to have breakfast. The sunrise gave us an amazing view. We had a trip to Kenawa Island and went trekking to Kenawa hill after breakfast. The guide that accompanied us explained the necessary information regarding the island. Then, we went to Poto Tano harbor to embark for Kayangan harbor, East Lombok.
4	The tour was tiring but I learned something new. I was so happy. It was so memorable for me.

- b. Match the sentences with the paragraphs. Number 1 has been done for you.

- | | |
|---|-------------|
| 1. The time when the writer had the holiday. | Paragraph 1 |
| 2. The writer enjoyed the sunrise. | _____ |
| 3. The writer got the information about Kenawa island. | _____ |
| 4. The writer tried many times to stand on a surfboard. | _____ |
| 5. The writer enjoyed the orange sky. | _____ |
| 6. The writer felt happy about the tour. | _____ |

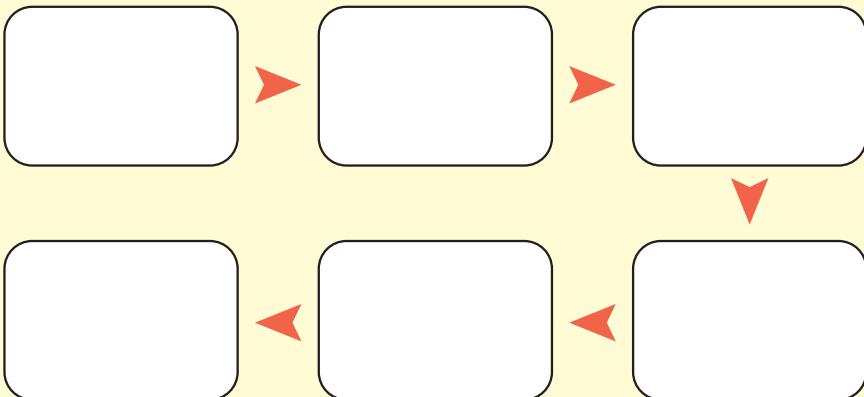
- c. Complete the flowchart based on the story above. Think about which events/activities happened first. Look at the example.

Sequence of events.

Day 1



Day 2



Worksheet 2.21

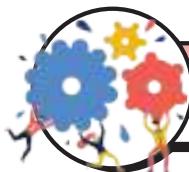


Section 7 - Fun Time: Bingo Game

Unit 2. What an Experience!

- a. Copy the following 4 X 4 squares in your books.

- b. Make four lines: _____
- c. Copy the following words into the squares randomly.
- | | |
|-------------|-------------|
| • itinerary | • embark |
| • decided | • departed |
| • tour | • arrived |
| • hiked | • explored |
| • trekking | • premises |
| • hill | • picked up |
| • reward | • once |
| • harbor | • excited |
- d. Listen to your teacher. Your teacher will say the words randomly. Cross out the words that you hear. When you have crossed four words in a row (horizontally, vertically, or diagonally), write the following letters on the lines: B, I, N, G, O.
- e. When you have the complete letters, shout: BINGO.

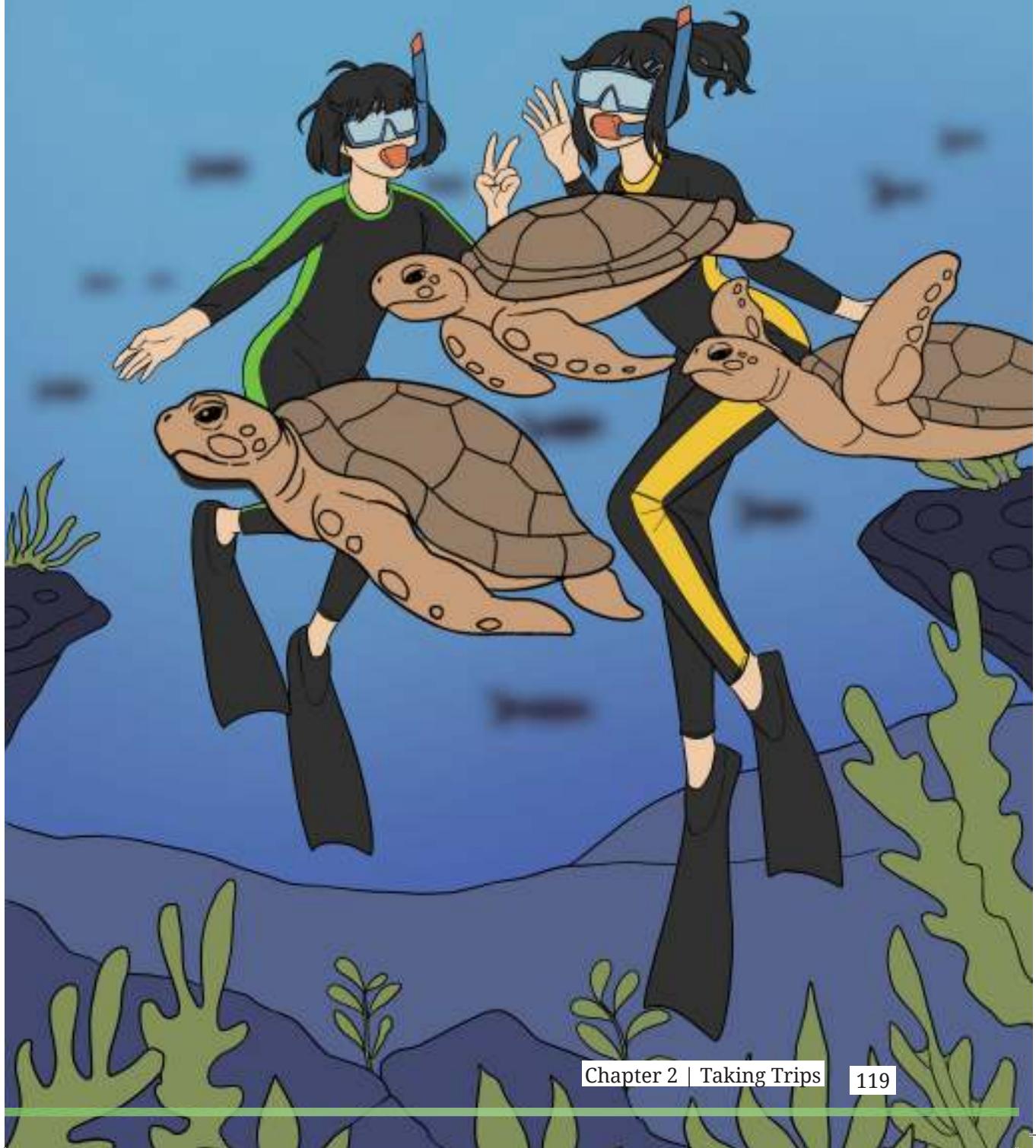


Section 8 - Enrichment

Unit 2. What an Experience!

- Read a review about some famous places in Indonesia. You might want to check on:
<https://traveltriangle.com/blog/beautiful-places-in-indonesia/>
- On a scale of 1 - 5 stars, rate the place(s) based on the review.
- Write your review whether you agree or disagree with the writers. Post your review on the wall.
- Your teacher will give each of you five star-shaped stickers.
- Go around and read your friends' reviews. If you think that the reviews make you want to go to the places, post the sticker.

Unit 3. My Underwater Adventure





Section 1 - Say What You Know

Unit 3. My Underwater Adventure

Look at Picture 2.8 and then answer the questions on the next page.



Source: Kin Enriquez/pixabay.com



Source: Mark Salmon/pixabay.com

Picture 2.8 Underwater Experiences

Questions

- a. Say three things that you see from Picture 2.8.
- b. What do you think about the sky and the water?
- c. What do people do in the pictures?



Section 2 - Reading

Unit 3. My Underwater Adventure

a. Draw a line to match the words and the pictures.



Picture 2.9 Snorkeling



a mask
or goggles



a snorkel



fins

Worksheet 2.22

- b. Make predictions about Monita's personal experience according to the pictures. Then, write down a sentence under each picture. Number one has been done for you.



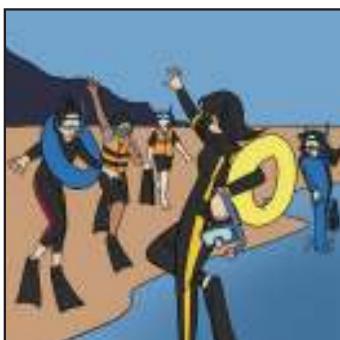
1. Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park.



2. _____



3. _____



4. _____



5. _____



6. _____

Worksheet 2.23

- c. Read the following diary entry about Monita's trip to Bunaken National Marine Park in Manado and then answer the questions that follow. See the Word Box.



Word Box

accompany: menemanai
head towards/to: menuju (ke)
dare: berani, memberanikan diri
put on: Memakai
approach: Mendekati
offer: Menawarkan
observe: melihat, mengamati
lose track (of): tak dapat mengingat atau menghitung
harbor: pelabuhan
motorboat: perahu motor
excitement: kegembiraan
gear: perlengkapan
all set: segalanya/semuanya sudah siap
underwater: bawah air
house reef: rumah karang atau terumbu karang terdekat dari resor menyelam/snorkeling, dapat diakses dari bibir pantai dengan hanya berenang.
green sea turtle: penyu laut hijau

My first snorkeling experience

Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers were offered a free snorkeling trip to Bunaken National Marine Park.

Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn't dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.

When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!

To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.

The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.

Picture 2.10

Questions

1. Who sent Monita to go snorkeling in Bunaken National Marine Park?

Her school

2. Why did Monita go to Manado?
-

3. When did Monita go for a snorkeling trip?
-

4. Who was with Monita during the snorkeling trip?
-

5. How did Monita and other students get to Bunaken island?
-

6. What were the snorkeling gears that Monita put on?
-

7. In paragraph 2, who helped Monita to put on the snorkeling gears?
-

8. What did Monita see underwater of Bunaken?
-

9. In paragraph 3, find a phrase which has similar meanings with a place where corals live.
-

10. Why is it easy to find a house reef when the sky is blue and the water is clear?
-

11. How did Monita think and feel about the snorkeling trip?
-

Did you know?



Picture 2.11

Snorkeling is swimming with a snorkel, a breathing tube. The term snorkeling comes from submarine with reference to submarine snorkels, which are used for a similar function, namely breathing while submerged. Guy Gilpatric, an American writer, invented the term in 1983. Snorkeling isn't really modern. The first snorkelers were sponge farmers on the Greek island of Crete, dating back to 3000 B.C or 5000 years ago. They submerged and retrieved natural sponge for sale using hollow reeds.

(Source: <https://conquerthewater.com/snorkeling-facts/>)

Word Box



- invent: menciptakan
- retrieve: mengambil
- breathing tube: tabung pernafasan
- submarine: kapal selam
- with reference to: mengacu kepada
- submerged: menyelam; terendam; tenggelam
- sponge: bunga karang laut
- hollow reeds: tumbuhan buluh berongga

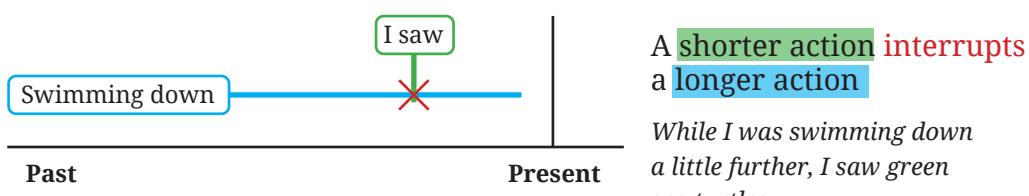


Section 3 - Language Focus

Unit 3. My Underwater Adventure

- a. Study the following explanation about how to tell about two events that happened at the same time in the past.

When we talk about two events that happened at the same time in the past, we combine two tenses. Look at the following picture.



Picture 2.12 Talking About Two Events

We can see that the past simple action happened in the middle of the past continuous action, while it was still going on. These tenses are frequently used to indicate that one action is interrupting another.

Let's highlight the two sentences.

While **I was swimming a little further down**, I saw green sea turtles.

The first action is in the past continuous tense. That means, the action in the above sentence, swimming, took place over a period of time.

Saw green sea turtle is in the simple past tense and it is the single action.

We can understand that Monita started swimming before she saw green sea turtles.

When we combine the two sentences using past continuous and past simple, we sometimes use the conjunctions while or when.

While I was swimming a little further down, I saw green sea turtles.

If we change the order of our example above, we get:

When I saw green sea turtles, I was swimming a little further down.

We use while in a clause with continuous action, using a verb in a

continuous tense. We use when in a clause with a single action, using simple past tense.

We can put while and when either at the beginning of a sentence or in the middle.

While I was swimming a little further down, I saw green sea turtles.
I saw green sea turtles **while** I was swimming a little further down.

When I saw green sea turtles, I was swimming a little further down.
I was swimming a little further down **when** I saw green sea turtles.

Can you see a difference in the above sentences? Both sentences have a similar meaning. In the first sentence, we just need a comma to separate the two clauses.

- b. Underline the first actions in these sentences. Number one has been done for you.
 1. While I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.
 2. When we arrived at the snorkeling site, many snorkelers were getting ready to start swimming.
 3. When we departed from Manado harbor, I saw the sun was shining on the sea so brightly.
 4. The birds were swooping when I tried to get off the motorboat.
 5. The snorkeling rental was offering a 20% discount when we got there.
 6. One student ate a lot while we were having lunch together at a local restaurant near the beach.
 7. We were still eating when out of the blue a cat jumped on our table and stole my tuna.

Worksheet 2.25

- c. Fill in the blanks with the past continuous or the past simple. Number one is an example.
1. While we were driving (drive) home, we stopped by (stop by) some local shops to buy souvenirs.
 2. A tour guide _____ (talk) to other tourists when I _____ (arrive) at the dive center.
 3. The waiter _____ (serve) the food for us when we _____ (take) a photo.
 4. My teacher _____ (fall asleep) while we _____ (travel) by motorboat.
 5. The internet _____ (go) down while I _____ (browse) some information about Bunaken Marine Park.
 6. We _____ (stand) in line when they _____ (announce) that the tickets for the ferry had sold out.

Worksheet 2.26





Section 4 - Writing

Unit 3. My Underwater Adventure

- a. Look at the features of a recount in the left column. Then, draw a line to match the features with the correct description in the right column.

Features of a recount	Description
Title	In this part, we write the chronological steps of our recount. We must write the events in time order as they happened. We can also include senses: see, hear, smell, taste, touch.
Orientation	This is where we end our recount. We write the concluding statement about our entire experience, including our thoughts and feelings about it.
Record of events	This is the very first thing to appear on our recount. However, we can leave a line for it and write it once we've finished writing our recount.
Comment	This is the introduction of our recount. We write the background information by giving answers to the 5 'W' questions including What? When? Where? Who? Why?

Worksheet 2.27

b. Let's take a look again at Monita's recount.

Table 2.2 An example of recount text

Title	My first snorkeling experiences
Orientation	Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers accompanying us were offered a free snorkeling trip to Bunaken National Marine Park. In one morning, the rest of the participants and I received a text message to get ready for the trip.
Record of Events	<p>Event 1</p> <p>Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn't dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.</p> <p>Event 2</p> <p>When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!</p>

Record of Events	<p>Event 3</p> <p>To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.</p>
Comment	<p>The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.</p>



Section 5 - Writing

Unit 3. My Underwater Adventure

- a. Look at the pictures of Andre's 2-day trip to Putri Island at Thousand Islands as a reward for his participation at a kite festival in Jakarta. Complete the descriptions using the words in the box. One word may be used more than once.

went	arrived	observed	discovered
had	caught	took	visited
walked	departed	returned	

Day 1 Morning



- departed from Marina Ancol at 8:00 by a speedboat
- _____ at Putri Island at 9:30.
- _____ to the cottage
- _____ lunch.

Day 1 Afternoon



- _____ snorkeling with my family.
- _____ the beautiful corals and fishes with my own eyes.
- _____ sunset.
- _____ around the beach.
- _____ selfies.

Day 2 Afternoon



- _____ Undersea Tunnel Aquarium.
- _____ amazing marine life.
- _____ to Marina Ancol by a speedboat.

- b. Complete the **Record of Events** paragraphs about Andre's trip based on the information in Worksheet 2.28. Use your own creativity to continue the story. Add *while* or *when* if necessary.

Title	Tours at Putri Island
Orientation	<p>Andre and his team took a trip to the Thousand Islands last week while participating at a kite festival in Jakarta. They went to Putri Island, one of the most popular islands in the area, for a snorkeling trip and a visit to the Undersea Tunnel Aquarium as a reward for his win.</p>
Record of Events	<p>Event 1 - Day 1 morning</p> <p>To begin their trip on the first day, they departed from Marina Ancol at 8 AM by a speedboat. The weather was good and the air was breezy. Andre felt sleepy while they were heading to Putri Island.</p> <hr/> <hr/> <hr/>
	<p>Event 2 - Day 1 afternoon</p> <hr/> <hr/> <hr/>
	<p>Event 3 - Day 2 morning</p> <hr/> <hr/> <hr/>

Comment	Andre felt delighted for his 2-day trip to Putri Island. He didn't know that Jakarta has hundreds of beautiful small islands like paradise. He was thankful that he and his teammate could visit one.
---------	---

Worksheet 2.29



Section 6 - Your Turn: Writing

Unit 3. My Underwater Adventure

a. Planning and brainstorming

1. Choose one most memorable trip you have ever had with your family, especially a beach trip, a river trip, or a waterfall trip.
2. Find pictures you took during the trip to help you remember the whole experience.
3. Browse the internet to help you find more information about the place you visited.

b. Outlining and drafting

Write an outline for your recount.

Title	<i>What would be the title of your recount?</i> _____ _____
Orientation	What was the event? _____ _____ Where did it happen? _____ _____ When did it happen? _____ _____ Who was there with you? _____ _____ Why was the event happening? _____ _____

Record of events	<p>Event 1</p> <p><i>Write the main idea of the first paragraph</i></p> <hr/> <hr/> <hr/> <hr/> <p>Event 2</p> <p><i>Write the main idea of the second paragraph</i></p> <hr/> <hr/> <hr/> <hr/> <p>Event 3</p> <p><i>Write the main idea of the third paragraph</i></p> <hr/> <hr/> <hr/> <hr/>
Comment	<p>Write your thoughts about the trip</p> <hr/> <p>Write your feelings about the trip</p> <hr/>

Worksheet 2.30

Then, start writing the first draft of your recount in the following template.

Title
Orientation
Record of Events

Record of Events

Comments

Worksheet 2.31

c. Writing and editing

After writing your first draft, write five whole paragraphs of your recount consisting of one paragraph of orientation, three paragraphs of record of events, and one paragraph of comment part. Don't forget to write the title of your recount text.

d. Proofreading

1. When you finish writing, show your work to a classmate.
2. Let your classmate read your work.
3. See what your classmate comments about your report.



Section 7 - Fun Time: Haiku

Unit 3. My Underwater Adventure

Write a short poem about a memorable experience of yours in nature. The haiku poem consists of three lines. Take a look at this example:

Line one: 5 syllables	<i>a green sea turtle</i>
Line two: 7 syllables	<i>swimming over coral reefs</i>
Line three: 5 syllables	<i>burst into clown fish</i>

Let's try writing a haiku. This time, don't worry about counting syllables yet.

Step 1: Write two lines about something beautiful in nature.

Step 2: Write a third line that is completely different from the first two lines.

**Step 3: Rewrite the three lines of your poem.
Don't worry if you can't meet the 5-7-5 rule.**

Step 4: Share your haiku with your teacher or classmates.

Worksheet 2.33



Section 8 - Enrichment

Unit 3. My Underwater Adventure

Turn the recount you composed above in Section 6 into one of the following options:

- A wall mag

Rewrite your recount on a piece of paper and decorate it. Post it onto a school bulletin board (wall magazine) so that your classmates and schoolmates can read it.

- A blog post

Simply copy and paste your recount text into a blog. Then, share the link to your blog with your teacher, your classmates, and or with your social media friends.

- A slideshow video

Make a slideshow of pictures from your family tip and add your voice retelling the story you had during the trip. You can add music to your slideshow if you want to. Finally, upload your slideshow to your online platform and let your friends watch it.



Reflection

Unit 3. My Underwater Adventure

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Chapter: 2

Date:

What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
make sentences using past simple tense			
talk about personal experiences			
identify a series of past events			
identify the features of recount text			
write a recount text about personal experiences			

If you ticked or you need to revise these parts.

I shared with my family:

My Parent's Signature



Progress Check 1

Chapter 1, 2

Text 1

Proboscis monkeys or Nasalis larvatus are endemic species that live in Borneo. People in Kalimantan call them bahara bentangan. There are two subspecies of Proboscis monkey. They are Nasalis larvatus orientalis and Nasalis larvatus larvatus.

Proboscis monkeys have a unique nose. People can easily recognize them from the long nose. The females have a smaller nose than the males.

Proboscis monkeys are diurnal primates. They are active during the day. In the evening, they look for trees to sleep in. They do not need a nest to sleep.

Proboscis monkeys eat young leaves, fruits, flowers, and seeds. They also eat several types of insects.

Illegal hunting becomes the main threat for proboscis monkeys. Illegal logging and also forest fires make the number of their population decreasing.

Adapted from: Bekantan (Nasalis larvatus) | Pusat Studi Satwa Primata (ipb.ac.id)

For number 1-5 choose the best answer.

1. How many subspecies of Proboscis monkey are there?
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. What makes proboscis monkeys different from other monkeys?
 - a. Proboscis monkeys have a unique nose.
 - b. The females are bigger than the males.
 - c. Proboscis monkeys eat fruits.
 - d. They live in Borneo.

3. We can conclude that proboscis monkeys...
 - a. are carnivore
 - b. build nest on a tree
 - c. sleep on a tree
 - d. do not have tails
4. What do proboscis monkeys eat?
 - a. meat
 - b. bird
 - c. leaf
 - d. tree
5. Why do illegal logging and also forest fires make the number of proboscis monkeys' population decreasing? Because illegal logging and also forest fires...
 - a. kill all proboscis monkeys in Borneo
 - b. stop proboscis monkeys' population to grow
 - c. make people want to hunt proboscis monkeys
 - d. make proboscis monkeys lose their habitat

For number 6-8, underline the noun groups in the sentences below.

6. A big black gorilla is sleeping in its nest.
7. A small reddish brown orangutan is swinging between branches.
8. A cendrawasih has beautiful colorful feathers.

Text 2

For numbers 9-14, complete the paragraph with appropriate word from the box

Orangutans are the largest arboreal (9) _____. The malay word orangutan means men of the (10) _____. They are found in Borneo and Sumatra.

Orangutans' arms are long. When they stand, (11) _____ hands almost touch the ground.

Their arms are suited to their lifestyle because they spend most of their life in the trees. They also build their nests in trees of leafy branches. They use the large leaves from the tree to (12) _____ themselves from rain.

Orangutans (13) _____ fruits, insects, bark, and sometimes meat.

Deforestation and illegal (14) _____ make orangutans on the edge of extinction.

their

eat

forest

protect

hunting

mammal

Change these sentences into passive.

15. They watch a video about gorillas.

16. We see helmeted hornbills in the jungle of Kalimantan.

Text 3

Last week, my parents and I went to Bogor to spend our weekend. We went there by car and arrived at the hotel at ten in the morning.

On the first day, we went to Bogor Botanical Garden. The garden was very big. I rented a bicycle to go around the garden. After a few hours spending our day in the garden, we went to a restaurant in the middle of the garden to have some lunch.

On the second day, we went to Taman Topi. It was not far from the hotel. We decided to walk there. There were some buildings with the designs of giant hats. That's why it's called Taman Topi. We took some photos there and tried some local food at the food court. After we had lunch, we went back to the hotel. After we checked out from the hotel, we went home to Jakarta. It was a lovely holiday.

For number 17-20 choose the best answer.

17. What day did the writer go to Bogor to spend the holiday last week?
 - a. Wednesday
 - b. Thursday
 - c. Friday
 - d. Saturday

18. Where did the writer rent a bicycle?
 - a. At the hotel.
 - b. At Bogor Botanical Garden
 - c. At Taman Topi
 - d. At the food court

19. How many days did the writer spend the holiday?
 - a. One
 - b. Two
 - c. Three
 - d. Four

20. We can conclude that

- a. The writer lives in Jakarta
- b. There was no swimming pool at the hotel
- c. The writer went to Taman Topi alone
- d. Taman Topi was a place full of hats

For number 21-25, fill in the blanks with the past continuous or the past simple.

21. While we _____ (have) lunch, a street singer _____ (sing) my favorite song.

22. My mother _____ (call) me when I _____ (cycle) around the garden .

23. My father _____ (watch) TV when we _____ (come).

24. The phone _____ (ring) while we _____ (have) dinner.

25. The sun _____ (shine) when I _____ (get) up this morning.



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Chapter 3:

Journeys to the Fantasy Worlds



3

Chapter 3

Journeys to the Fantasy Worlds

Unit 1. Andre and Princess Suripit

Unit 2. Back to the 90s

Unit 3. The Multiverse Story of Timun Mas



Learning objectives

Upon completion of this chapter, you should be able to:

1. connect and sequence events in a fantasy story;
2. analyze a problem-solution pattern faced by the main characters; and
3. rewrite a fantasy story.

Unit 1. Andre and Princess Suripit





Section 1 - Say What You Know

Unit 1. Andre and Princess Suripit

Look at the following picture and answer the questions that follow.



Picture 3.1 Kingdom in the Fantasy Worlds

- a. What do you see in the picture?
- b. Where do you think the story is located?
- c. What do you think the story is about?



Section 2 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to Audio 3.1 about the story of Andre and Princess Suripit (Part 1). Order the story by giving the correct numbers to the comic strip.



Worksheet 3.1

- b. Listen to Audio 3.2 about the story of Andre and Princess Suripit (Part 2). Complete the story by choosing the correct words from the box.

“Welcome to Mangrovian.” greeted a (1) _____ voice he knew so well, the guardian of Mangrovian Kingdom, Princess Suripit. Andre tried hard to focus on her tall figure. His eyes were still (2) _____ from the brightness that brought him to this mobile game. It’s silly but not (3) _____ at all!

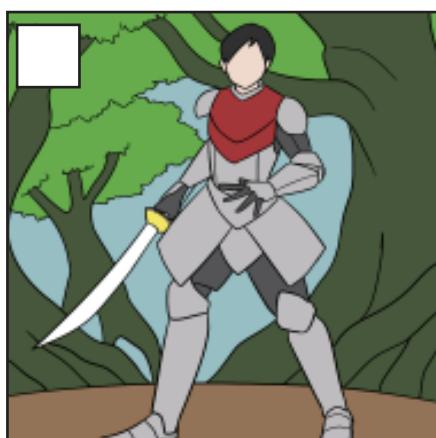
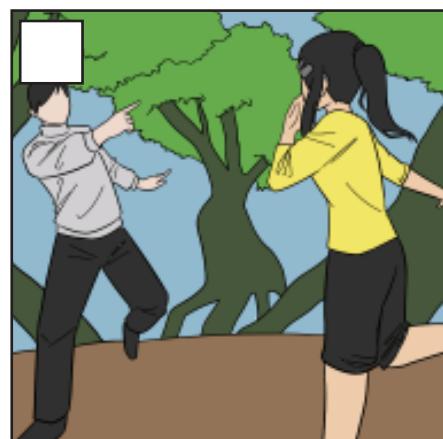
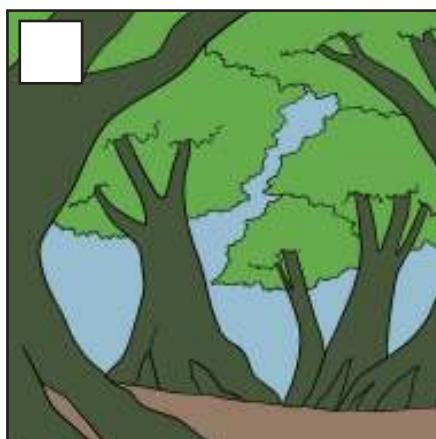
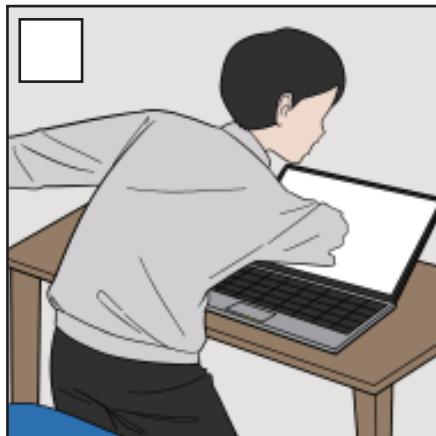
“Ah, am I dreaming?” Andre finally broke the silence. He expected that Princess Suripit would be gone. She just (4) _____ and gave him gestures to follow her. Strangely, Andre’s feet just followed her steps even though he didn’t want to. Then he realized he was not wearing his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he (5) _____ a knight outfit.

Princess Suripit said again, “It seems like a dream. But, you are not dreaming.”

soft	giggled	dirty	run	tall
follow	sore	was wearing	silly	
laughed		funny		sad

Worksheet 3.2

- c. Tick the correct picture based on the summary of the story you heard.



Worksheet 3.3



Word Box

was sucked: tersedot
brave: pemberani
ordinary person: orang biasa
knight outfit: pakaian ksatria



Section 3 - Language Focus

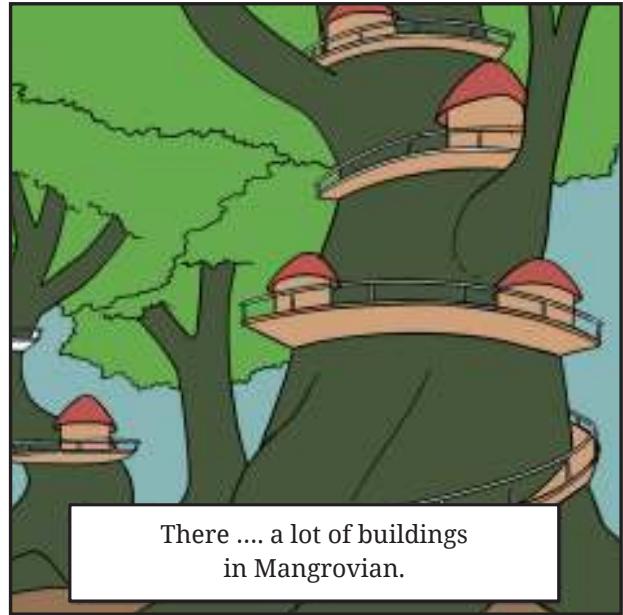
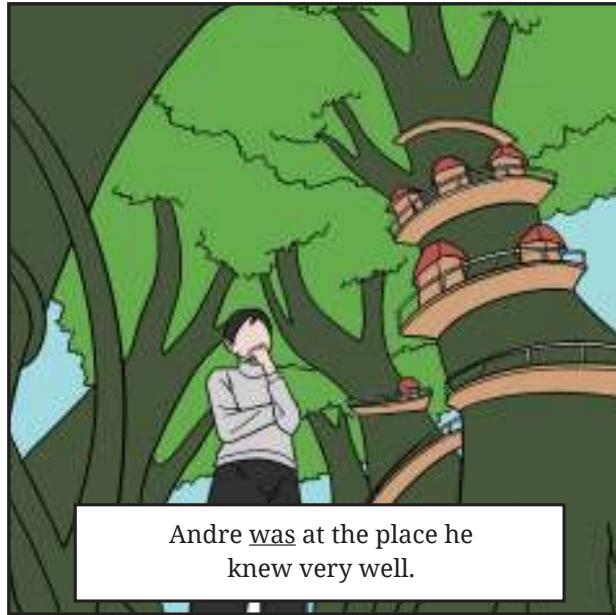
Unit 1. Andre and Princess Suripit

- Study how to use was and were

When we tell a story, we may need to express some situations that do not involve actions. For example, we may need to talk about conditions, situations, and facts in the past. Was is used with a singular subject and were is used with plural subjects. Look at the examples:

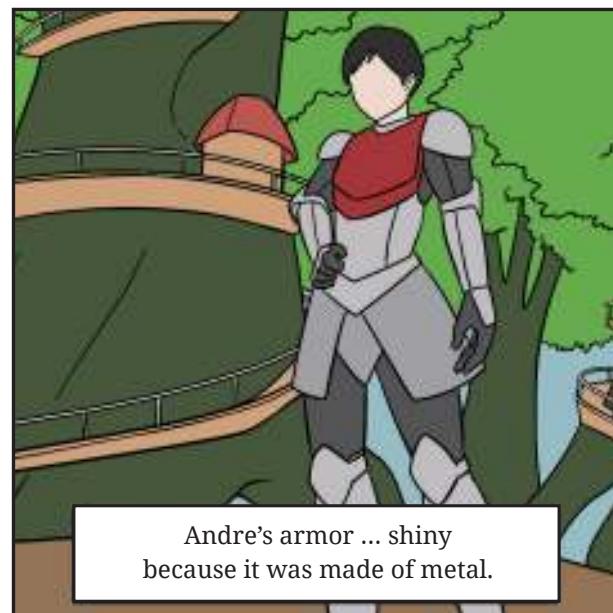
- There **was** a strange message from the game.
- He was no longer at home.
- There **were** also gauntlets on his hands.
- There **were** mangrove trees everywhere.

- b. Look at the scene. Say the situation in the scene using was and were.
Number one has been done for you.





Andre ... amazed to see
Mangrovian kingdom.



Andre's armor ... shiny
because it was made of metal.

Worksheet 3.4



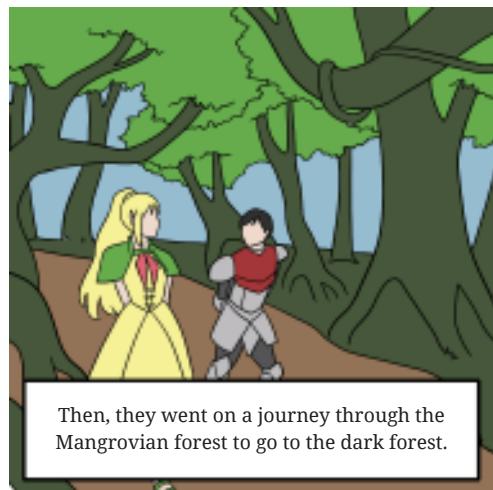
Section 4 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to Audio 3.3 about the story of Andre and Princess Suripit (Part 3). Fill in the speech bubble with the information from audio 3.2.



Continued on the next page!



Then, they went on a journey through the Mangrovian forest to go to the dark forest.

- “You can use the sword to help you get the black orchid in the dark forest.”
- “But what can I do? I’m just a student,”
- “See, you are a sword master.”
- “Take the sword.”
- “I want to go home.”

Worksheet 3.5

b. Act out the story in pairs with your classmate.

Did you know?

Plate armor is body armor made of iron, steel plates, or iron. Knights used plate armor to protect them from sword slashes and spears when they were on the battlefield. A suit of plate armor is very heavy. It can weigh more than 20 kilograms. If a knight fell off his horse, he needed help from people to lift him back to his horse.



Jeremy Bezanger/unsplash.com
Picture 3.2

Adapted from: https://en.wikipedia.org/wiki/Plate_ armour and <https://www.dkfindout.com/us/history/ castles/armor/>



Section 5 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to audio 3.4 about the story of Andre and Princess Suripit (Part 4). While you are listening, read along the text below and circle the words in brackets based on what you hear.



Picture 3.3 Andre and Princess Suripit Going to the Dark Forest

“Prince Andre, this is an old (map/mat) that can guide us to the location of the rare orchid.”

We must reach the top of Dragon Hill where there lived a (dragon/wagon) that guards the orchid.”

“And what should we do to take the orchid from it?”

“It’s simple, you just make the dragon busy and I will take the (orchid/orbit),” said Princess Suripit.

Princess Suripit and Andre then walked to the dark forest.

They finally arrived at the top of the Dragon Hill. They saw a (save/cave) up there.

“I believe the orchid is inside the cave,” said Princess Suripit.

“Then, what are we waiting for? Let’s go into the cave now.”

Suddenly there was a (soar/roar) from the cave. It was the dragon. It knew that Andre and Suripit wanted to take the orchid.

“Andre, make the dragon busy. I will get the orchid for you. Meet me in the (kettle/castle) ”

“Ok. Hey you ugly dragon! Come here! (hatch/catch) me if you can!”

The dragon (left/kept) the cave to chase Andre. Princess Suripit then could get the orchid from the cave.

“Here is the (black/wrack) orchid, Andre. Now you can go home”

Suddenly there was a light that (brought/bought) Andre back to the real world.

Worksheet 3.6

- b. Listen to Audio 3.4 again. Draw an arrow based on the story (Part 4). Number one has been done for you.



Worksheet 3.7



Section 6 - Your Turn: Presenting

Unit 1. Andre and Princess Suripit

- a. Look at the following picture. Identify the actions and write the words. Then, write a story of several sentences in length based on the picture. Continue your story after the first sentence.



Picture 3.4 Andre When He Got Back Home

Write your story here:

Andre was shocked when he got back home.

Worksheet 3.8

- b. Present the story to the class. You can modify the story based on your ideas.

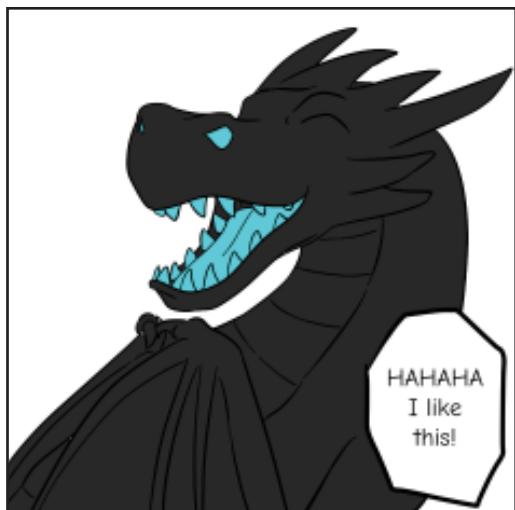
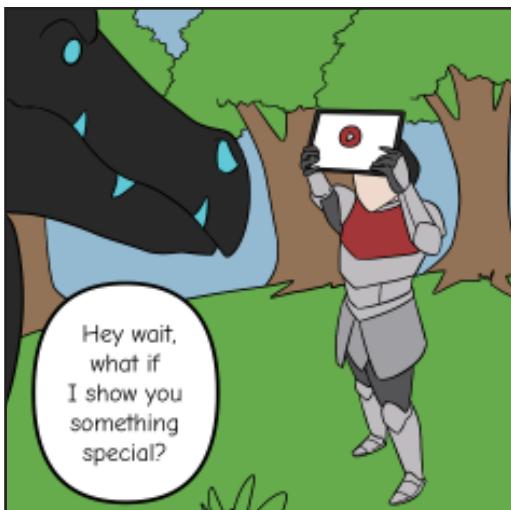


Section 7 - Fun Time

Unit 1. Andre and Princess Suripit

Make a dialogue between Andre and the dragon. Then, act it out.

At the end of the story, Andre was chased by the dragon. If the dragon could talk, what would it say to Andre? Make a dialogue between Andre and the dragon with your friend. Look at the example:



Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4

Worksheet 3.9



Section 8 - Enrichment

Unit 1. Andre and Princess Suripit

Option 1: a story

Think about a story that you heard or read. Then explain:

1. What was the title of the story?
2. What characters were in the story?
3. What were the problems they had?
4. What did they do to solve the problems?
5. What did you like about the story?

Option 2: a mobile or an online game

Think about a mobile or an online game that you like to play. Then explain:

1. What was the name of the game that you played?
2. What characters were in the game?
3. What were the ranks in the game?
4. What rank were you?
5. What did you do to achieve the rank?
6. What strategies were necessary to play to win the game?

Unit 2. Back to the 90s





Section 1 - Say What You Know

Unit 2. Back to the 90s

Study the following picture and then answer the questions.



Picture 3.5 Different Time Settings

Questions

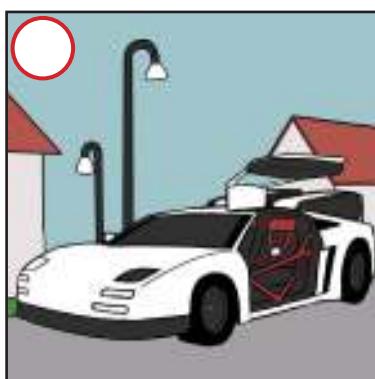
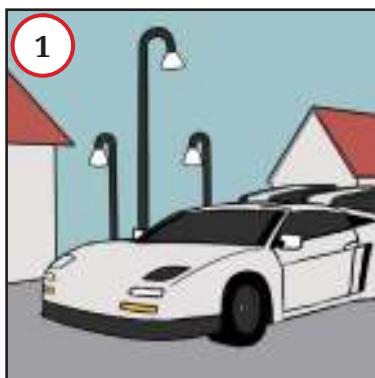
- What do you see in Picture 3.5?
- How did people travel in the 90s?
- How do people travel today?
- How do you think people will travel in 2222?



Section 2 - Reading

Unit 2. Back to the 90s

- a. Look at the pictures. Predict the sequence of events in the story.
Number one has been done for you.



Worksheet 3.10

- b. Read the story of Time Travel Car (Part 1). Then, answer the questions that follow



Time Travel Car

It was a fine evening when Monita read her new novel in her bedroom. Suddenly, she saw a green flash outside her room. Monita opened the curtain of her bedroom window. It was then, she felt shocked. The bright green light actually came from a flying car. Monita panicked. She then went outside her room to look for her parents. But nobody was home.

She gathered her courage and went outside. "Hello..." said Monita slowly. She thought to herself, who is that inside the car. There was no answer. Monita approached the car. "Aaaaa!" shouted Monita when the car's door suddenly opened. Monita looked inside the car but nobody's there.

Then, she heard the car saying, "Get in!" Monita jolted. The car sounded once again, "Come on, Monita. Get in!"

Driven by her curiosity, Monita then got into the car. It was not an ordinary car. It looked sophisticated. There were a lot of colorful buttons on the dashboard panel. One big red button was located at the center of the panel. "Push the red button to start," said the car. Monita was shocked, but she was not scared. Then, she pressed the red button.

After Monita pressed the red button, the engine started. "Buckle up!" said the car. Then, there was a notice on the screen. Monita fastened her seatbelt. The engine revved, and moved slowly. After a few meters, it started to run faster. Then, the car flew! Monita shouted. She was scared, but also excited. When the car was flying, a flashy green light surrounded it. The car moved very fast. Monita felt dizzy and then, everything went black.

Word Box



curtain: tirai
curiosity: rasa penasaran
sophisticated: mutakhir
button: tombol
fastened: mengencangkan
revved: menyala
dizzy: pusing

Questions

1. What did Monita see outside her house when she was reading her new novel?
2. What happened to the car when Monita approached it?
3. What did the car's interior look like?
4. What did Monita do to start the car's engine?
5. How did the car move?
6. If you were Monita, what would you feel when you suddenly see a flying car in front of your house?

Worksheet 3.11



Section 3 - Reading

Unit 2. Back to the 90s

- a. Read the story of Time Travel Car (Part 2) and then state/decide whether the following statements are true or false.



When Monita opened her eyes, the car stopped. She looked outside the windshield. It was a bright sunny day. "Where am I?," she thought. She got out of the car and realized that she was in a warehouse. Monita then walked outside the warehouse. She saw an old man sitting in front of a house, reading a newspaper. "Excuse me, what place is this?" asked Monita.

"You are in Banjarmasin," said the man with a newspaper in his hand.

"Do you know SMP Merdeka? Would you tell me how to get there? My house is near the school," said Monita.

“SMP Merdeka? There is no SMP Merdeka here.”

“This is Banjarmasin, isn’t it?”

“Yes. This is Banjarmasin but there is no SMP Merdeka here.”

“Is that new newspaper? May I borrow it? What date is it today?” asked Monita.

“Today is the first of May 1990.”

“No. I must be dreaming,” Monita read the date in the newspaper. Monita then read the headline in the newspaper.

The title was “A Professor from Banjarmasin Discovered A Time Travel Machine”.



“Where can I buy this newspaper?”

“You can have it. I have read all the news.”

“Thank you.”

In the newspaper, Monita saw a picture of a car that looked exactly like what she was riding. Next to the car, there was a picture of a professor. His name was Prof. Mahmud. He was a lecturer in Science State University. The newspaper said that he was an expert in electrical engineering. “I must see this man,” said Monita to herself. “Sir, how do I get to Science State University?”

“Just go straight down this street, turn left. The university is on



Pemuda street. It is a tall building. You will find it easily”

After Monita walked for about 2 kilometers, she arrived at Science State University. She asked the security officer how to meet Prof. Mahmud. It was hard to convince the security officer that she came from the year 2022.

“Do you want to meet the professor?”

“Yes. Let me see him please.”

“Say it again. You are from the future, and you want to meet the professor?”

“Yes. Let me see him, please.”

“I’m sorry, but you cannot see him now. Go home.”

Monita shouted, “I REALLY NEED TO SEE HIM. LET ME SEE HIM!”



Word Box

warehouse: gudang

lecturer: dosen

electrical engineering: teknik elektro

convince: meyakinkan

future: masa depan

b. Circle T if the statement is true or F if the statement is false.

1. Monita was in SMP Merdeka when she opened her eyes.
2. Monita met Prof. Mahmud in front of the warehouse.
3. Prof. Mahmud invented the time travel machine.
4. Prof. Mahmud was an expert in electrical engineering.
5. The security officer believed that Monita was from the future.

c. Draw a line to match each sentence with the character.



- The person who invented the time travel car.
- The person who tried to meet the professor
- The person who talked to Monita at the gate
- The person who became a lecturer
- The person who walked about two kilometers

Did you know?

Is time travel possible?

According to Albert Einstein, time and space are linked together. According to the theory, the faster we travel, the slower we experience the time. Scientists have proven that the theory is true. They compared two clocks set at the same time. The first clock stayed on the ground, and the second clock flew in an airplane. After the airplane flew around the world, the clock on the plane was slower than the clock on the ground. It means that time travel is a real thing but it is different from what we see in the movies.

Adapted from: <https://spaceplace.nasa.gov/time-travel/en/>



Section 4 - Language Focus

Unit 2. Back to the 90s

a. Study how to use an indirect speech in telling a story

In a story, a character may ask something. We call it a *direct speech*. For example: ‘Do you know the name of this place?’ asked Princess Pipit

When we tell a story, we may need to describe or to report what the characters said in the story. To do this, we can make a *direct speech* into an *indirect speech*. For example:

- Direct speech: ‘Do you know the name of this place?’ asked Princess Pipit
- Indirect speech: Princess Suripit asked if the man knew the name of the place.

In an indirect speech, we change the question structure (e.g. *Do you know*) to a statement structure (e.g. *the man knew*).

Look at more examples for yes/no questions and wh- questions. In *yes/no* questions, we use *if* or *whether* to report the question. *If* is more common.

- Direct speech: Monita asked, “Do you know SMP Merdeka?”
- Indirect speech: Monita asked if the man knew SMP Merdeka.

In wh-questions, we use *what*, *where*, *why*, *who*, *when* or *how* to report the question.

- Direct speech: “What date is it today?” asked Monita.
- Indirect speech: Monita asked what day it was.
- Direct speech: Monita asked, “Where can I buy this newspaper?”
- Indirect speech: Monita asked where she could buy the newspaper.

b. Change the sentences into indirect speech. Look at the example.

1. Direct speech: Monita asked, “Where am I?”
Indirect speech: Monita asked where she was.
2. Direct speech: “Excuse me, what place is this?” asked Monita.
Indirect speech:
3. Direct speech: “May I borrow the newspaper?” asked Monita.
Indirect speech:

4. Direct speech: Monita asked, “Where can I buy this newspaper?”
Indirect speech:
5. Direct speech: The security officer asked, “Do you want to meet the professor?”
Indirect speech:

Worksheet 3.14



Section 5 - Reading

Unit 2. Back to the 90s

- a. Read the story of Time Travel Car (Part 3) to answer the questions that follow.

Because Monita was causing a ruckus, she was put in the security office. The security officer asked Monita to sit on a chair. He then asked a few questions to Monita.

The security officer asked Monita where she lived.

“I live in Banjarmasin. My house is not far from SMP Merdeka,” answered Monita.

“There is no SMP Merdeka here,” replied the officer.

“That’s because SMP Merdeka was established in 2014.”

“That’s impossible. This is 1992!” said the officer

But the security officer smiled. Maybe he thought Monita was crazy. After that he asked Monita whether she wanted some water or not. Monita shook her head. She said that she just wanted to meet the professor.

The security officer then asked Monita where her parents lived. Monita said that she did not know where her parents lived in 1992.

The security officer then asked Monita why she wanted to meet the professor.

“I want to know how to get back to 2022.”

The security officer smiled again. He then asked Monita how she could get to 1992.

Just before Monita started to tell the security officer about the time travel car, she saw Professor Mahmud outside the security office.

“Prof. Mahmud!” shouted Monita. She ran outside the security office and stood in front of Prof. Mahmud.

“Are you Prof. Mahmud?” asked Monita.

Questions.

1. Why did the security officer put Monita inside the security office?
2. When was SMP Merdeka established?
3. What did the security officer offer to Monita?
4. Did Monita know where her parents lived in 1992?
5. What would you feel if you traveled to the past and did not know how to go back to the future?

Worksheet 3.15

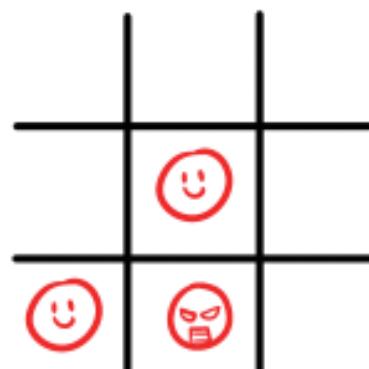
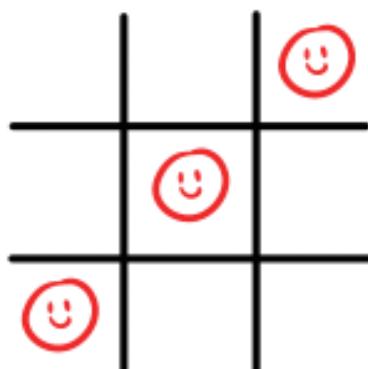
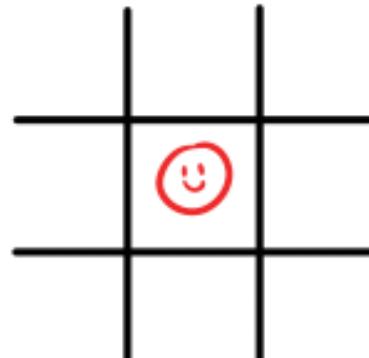
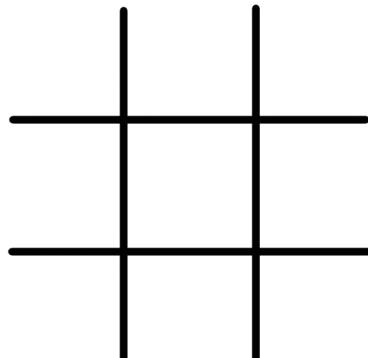
- b. Change the indirect to direct speech from the story. Number one has been done for you.
1. Indirect speech: The security officer asked Monita where she lived. Direct speech: The security officer asked, “Where do you live?”
 2. Indirect speech: After that he asked Monita whether she wanted some water or not.
Direct speech: .
 3. Indirect speech: The security officer then asked Monita where her parents lived.
Direct speech:
 4. Indirect speech: The security officer asked why she wanted to meet the professor.
Direct speech:
 5. Indirect speech: He then asked Monita how she could get to 1992.
Direct speech:

Worksheet 3.16



Section 6 - Fun Time: Tic-Tac-Toe

Unit 2. Back to the 90s



Play the Giant tic-tac-toe game. Follow the instructions.

1. Make a group of four
2. Your teacher will create grids on the whiteboard
3. Your teacher will give you and your team a direct sentence and you must change the sentence into indirect speech.
4. If you can change the direct sentence into indirect speech, you can draw an emoticon on a box
5. If you can make three emoticons of your group in a line, your group wins.
6. You can block your opponent's group from creating three emoticons in a line.



Section 7 - Your Turn: Reading

Unit 2. Back to the 90s

a. Read the end of the story and then answer the questions.

- “I am Prof. Mahmud. Who are you? Why do you want to see me?”
- “Prof. Mahmud, I am Monita. I come from 2022?”
- “What? How did you get here?”
- “I came in a flying car. Let me show you!”
Monita took Prof. Mahmud to the place where the car stopped.
- When Prof. Mahmud saw the car, he was excited.
- “This is the car that I created, but I have not finished it yet”
- “What did you do to get it started?”
- “I pressed the red button,” answered Monita.
- “Oh. it’s that simple”
- “But now I need to go back to the year 2022. I need you to help me, Prof. Mahmud.”
- “Let’s go inside the car and find out how to get you back to 2022”
Monita and Prof Mahmud got into the car. They observed the buttons on the dashboard panel.
- Then, both of them saw a tiny pink button next to the red button with a mark: 2022.
- Together, they pressed that button. And zap! The car flew again.



Word Box

excited: bersemangat / senang
created: ciptakan
pressed: menekan
observed: mengamati
tiny: kecil

Questions

1. How did Monita feel after she met Prof. Mahmud?
2. Where did Monita go after she met Prof. Mahmud?
3. What do you think of Prof. Mahmud's character?
4. In your opinion, where did the car bring Monita and Prof. Mahmud?
5. What might happen if Monita did not meet Prof. Mahmud?

Worksheet 3.17

- b. Find the question in direct speeches in the last part of the story. Then, change them into indirect speech.

Worksheet 3.18

c. Read the story in Section 2, 3, 5 and 7. Fill in the blanks in the diagram.

Setting:

Time:

Place:

Characters:

.....

.....

.....

Problem:

.....

.....

.....

Solution:

.....

.....

.....

Worksheet 3.19

d. Writing a possible prediction.

The last sentence in the story says:

Together, they pressed that button. And zap! The car flew again.

From this last sentence, can you write a prediction about what is going to happen next? You can use the picture below as a clue.



Picture 3.6

Write what will happen next based on your choice.

Worksheet 3.20



Section 8 - Enrichment

Unit 2. Back to the 90s

Read a story about an adventure. You can read from a book, an internet source etc. Or, you can watch a short movie about an adventure. Then, draw a sketch about the most interesting scene in the story and after that retell the story to your classmates.



Unit 3. The Multiverse Story of Timun Mas





Section 1 - Say What You Know

Unit 3. The Multiverse Story of Timun Mas

Study the following picture and answer the questions.



Picture 3.7 The Story of Timun Mas

Questions

1. What characters can you see in the picture?
2. In your opinion, what is the personality of each character?
3. What do you think the story will be about?
4. In your opinion, where and when did the story take place?



Section 2 - Reading

Unit 3. The Multiverse Story of Timun Mas

- a. You will read a story about Timun Mas. Read the outline of the story and predict the ending.

Setting:

Time: Once upon a time

Place: In a village

Characters:

Farmer couple, baby
in golden cucumber,
Green giant

Problem:

The farmer couple found
a baby inside golden
cucumber in the garden.
The baby belongs to the
Green giant.

Solution:

.....
.....
.....

Worksheet 3.21

- b. Read a story about Timun Mas (Part 1) and then complete the summary of the story.

Timun Mas - Growing Up

(Part 1)



Once upon a time, in a village, a couple was working on their farm when they saw a golden cucumber. They opened it and saw a baby girl inside. “Look how beautiful she is!” said the husband. The couple was so happy because they wanted to have a child for so long.

“Wait! That baby is mine!” there was a voice behind them. It was the Green Giant.

“Oh mighty Giant, can we keep her please?”

“Well, if you want her so badly, you can keep her but I will take her again when she is seventeen. I am going to make her work in my factory.”



The wife cried happily while carrying the baby to their house. The couple named the girl Timun Mas. They raised her with love and care. Timun Mas grew up to be a very beautiful and smart girl.

A couple of years later, the couple realized that they only had a few days until Timun Mas turned seventeen. They did not want the giant to take Timun Mas away. Timun Mas' mother asked her whether she wanted to work at the Giant's factory or not.

Timun Mas said that she wanted to continue her studies at a university instead of becoming a worker.

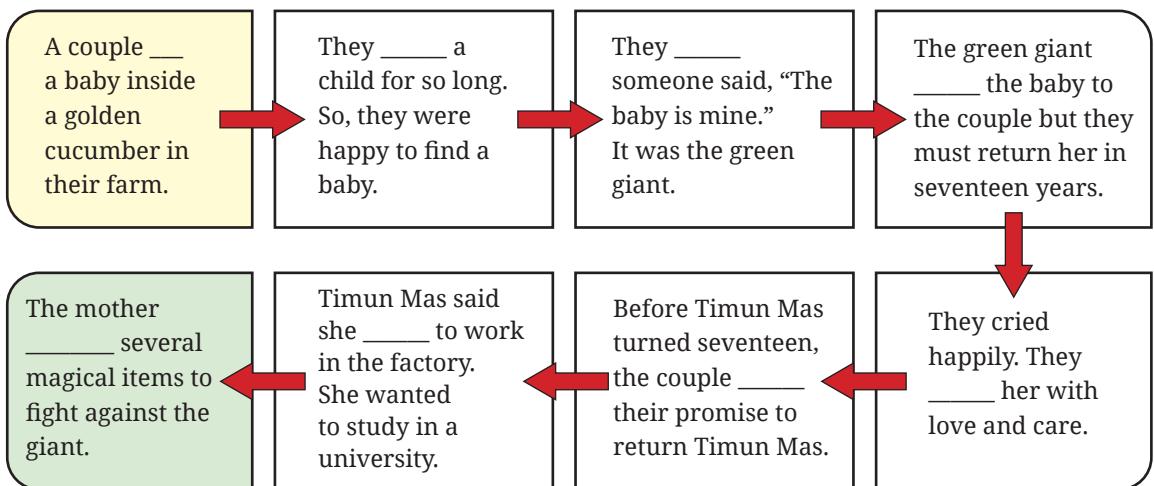
Timun Mas' mother then gave her three magical things. They were a pencil, a pen, and an eraser.



The mother said, "These items have special powers to help you beat the Giant."

In the morning, the couple quickly prepared the things in a bag.

c. The summary of Timun Mas – Part 1.



Worksheet 3.22

TO BE CONTINUED

Read Timun Mas Part 2 to know the rest of the story



Section 3 - Viewing

Unit 3. The Multiverse Story of Timun Mas

- a. View the scenes and read the story of Timun Mas (Part 2). Then, match the scenes with the corresponding paragraphs.











Worksheet 3.23

b. Read the story of Timun Mas (Part 2)

Timun Mas - Fighting the Giant (Part 2)

Suddenly, the Giant came to the couple's house and asked for their promise. The couple did not want to return Timun Mas and told her to run. The Giant was so angry and he ran to chase Timun Mas.

"Where are you going?!" shouted the Giant loudly. "I'm going to catch you!"

"Not so fast!" said Timun Mas.

She took the pencil out of her bag and threw it behind her. Suddenly, the pencil turned into an enormous digital board that blocked the Giant from chasing Timun Mas. The Giant stopped and looked at the board. It said that the Giant must answer the questions on the board if he wanted to continue chasing Timun Mas. He started answering the questions on the board while Timun Mas ran further. After he finished answering the questions correctly, the Giant continued chasing Timun Mas. He was getting closer and closer.

"Where are you going?!" shouted the giant strongly. "I'm going to catch you!"

"Not so fast!" said Timun Mas. She took the pen out of her bag and threw it behind her. Suddenly, the pen turned the land into a stage that blocked the way. The Giant stood on the stage. Rows of audience were in front of him.

Then, an announcer said, "Now, we will listen to a speech from the Giant."

The Giant was surprised because he must give a speech in English on the stage if he wanted to chase Timun Mas. Unfortunately, the Giant's English was very good. He made it and he ran to chase Timun Mas again. He got so close, he almost got her.

"Where are you going?!" shouted the giant powerfully. "I'm going to catch you!"

"Not so fast!" said Timun Mas. Finally, she took the eraser out of her bag and threw it in front of her. The eraser turned the land into a labyrinth garden. Timun Mas and the Giant were shocked. They would need to escape from the labyrinth. They could see a few obstacles along the labyrinth.

"We must work together if we want to get out of the labyrinth. I have a smartphone in my bag," said Timun Mas.

"Alright, we should use a digital map. You can read the map for us. I will help you lead the way out," replied the Giant.

Using his strong power, the Giant destroyed the obstacles along the way out of the labyrinth.

Timun Mas and the Giant successfully found their way out of the labyrinth.

The giant then said, "Timun Mas, you are very smart. I think you should continue your studies at the university. You don't have to be a worker in my factory now."

Timun Mas was happy to hear that. She returned home and hugged her parents. Once in a while, they met the Giant for a nice dinner. They all lived happily ever after.



Section 4 - Writing

Unit 3. The Multiverse Story of Timun Mas

A narrative entertains through dealing with unusual and unexpected development of events. Narrative often conveys messages about how people find solutions to their problems.

Table 3.1 Stages of a narrative text

Stages	Description
Orientation	<ul style="list-style-type: none">Describes the setting in time and placeIntroduces the main characters or narrator
Complication	<ul style="list-style-type: none">Describes a sequence of events that may begin in a usual manner but then change to include events that are unusual or problematicCharacters may express their reaction to or evaluation of these events
Resolution	Deals with the attempts to solve or overcome the problem
Coda	Optional stage giving an overall evaluation of the events; may state how the character(s) have changed or what has been learned.

In the story of Timun Mas, the parts of the narrative are as follows.

Table 3.2 Stages of Timun Mas story

Stages	Timun Mas
Orientation	Once upon a time, in a village, a couple was working in their farm when they saw a golden cucumber. They opened it and saw a baby girl inside. "Look how beautiful she is!" said the husband. The couple was so happy because they wanted to have a child for so long.
Complication	A couple of years later, the couple realized that they only had a few days until Timun Mas turned seventeen. They did not want the Giant to take Timun Mas away.
Resolution	Timun Mas' mother then gave Timun Mas three magical things. They were a pencil, a pen, and an eraser. The mother said, "These items have special power to help you beat the Giant."
Coda	Timun Mas was happy to hear that. She returned home and hugged her parents. Once in a while, they met the Giant for a nice dinner. They all lived happily ever after.



Section 5 - Your turn: Writing

Unit 3. The Multiverse Story of Timun Mas



Comic Strip 3.1

- a. Look at the Comic Strip on the previous page and list action verbs. Decide action verbs that are relevant to the panels in the comic.

Setting: _____ _____	Characters: _____ _____
Problem: _____ _____	Event 1 - Complication and resolution _____ _____
Event 2 - Complication and resolution _____ _____	Event 3 - Complication and resolution _____ _____

Worksheet 3.24

- b. Write the orientation, complication, resolution and coda based on what you planned in the previous activity.

1. Orientation

Once upon a time, _____

2. Complication

Suddenly, .

3. Resolution

4. Coda

Worksheet 3.25

**Did you
know?**

People in the overall Indonesian archipelago are well known with their oral traditions of telling stories. Popular folk stories have been told from generation to generation in various themes, for example the famous adventures of mouse deer and cultural legends such as the story of Roro Jonggrang, Malin Kundang, Lutung Kasarung and Sangkuriang. While the vast majority of Indonesian people are oral history speakers, attempts have been made to record the stories into the written forms. Oral traditions belong to the intangible cultural heritage that is protected by UNESCO.

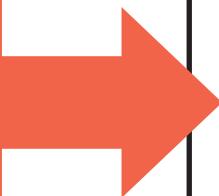
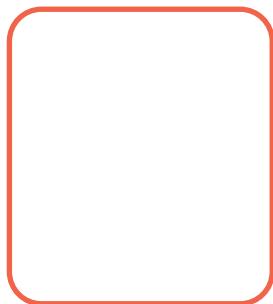
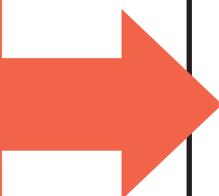
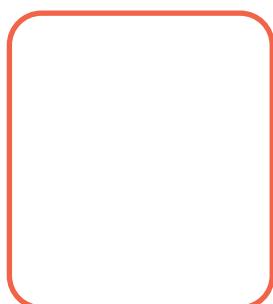
Sources: The note is compiled from several sources including Zurbuchen, M. S. (2020). Introduction to Old Javanese language and literature: A Kawi prose anthology (p. 165). University of Michigan Press and <https://ich.unesco.org/en/what-is-intangible-heritage-00003>



Section 6 - Fun Time

Unit 3. The Multiverse Story of Timun Mas

Read part two of the story again. Imagine Timun Mas was given different items from her mother. Draw the item in the arrow and draw the possible scene in the box.





Section 7 - Enrichment

Unit 3. The Multiverse Story of Timun Mas

- Read the story in unit 1, 2 and 3 again. Do you like the ending of the story? Let's create a new one.

Here are the scenes to remind you:



- Present the ending of your story to the class. Compare your ending with your friend.

Worksheet 3.26



Reflection

Unit 3. Indonesian Birds

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Chapter: 3

Date:

What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
make sentences using past simple tense			
connect and sequence events in a fantasy story			
analyze a problem-solution pattern faced by the main characters			
identify the stages of narrative text			
rewrite a fantasy story			

If you ticked or you need to revise these parts.

I shared with my family:

My Parent's Signature

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Chapter 4:

Upcycling Used Materials



4

Chapter 4

Upcycling used materials

Unit 1. Look at My Creation

Unit 2. They're on Sale!

Unit 3. Let's Donate



Learning objectives

Upon completion of this chapter, you should be able to:

1. talk about things by describing the materials and functions;
2. identify and categorize specific information about goods and their prices; and
3. describe an object with specific characteristics and details.

Unit 1. Look at My Creation





Section 1 - Say What You Know

Unit 1. Look at my creation



Picture 4.1 New Creations

Look at the pictures and discuss the questions that follow.

Questions:

1. Are you familiar with those items? Can you name them?
2. What are those items made of?



Section 2 - Listening

Unit 1. Look at my creation

- a. Look at the pictures in the box.
Draw lines to match them with the words.



- water bottle
- tin can
- paint brush
- glue
- pipes
- paints
- bottle cap



Worksheet 4.1



Picture 4.2 Galang and His Friends Are Having a Discussion

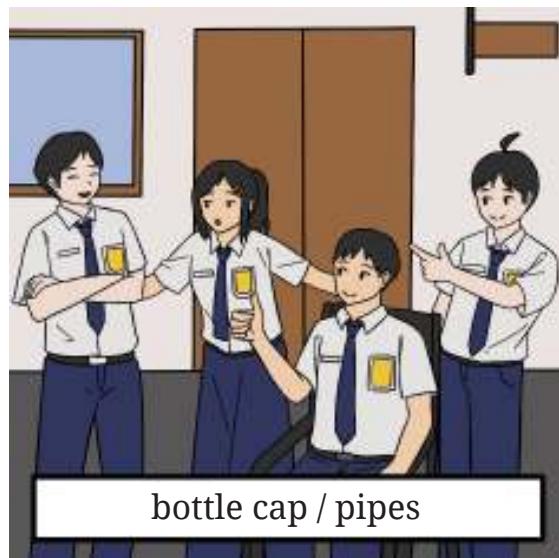


Word Box

bazaar: pameran
recycling: daur ulang
used/preloved: bekas (pakai)

used materials: barang bekas
bottle cap: tutup botol

- b. Listen to Audio 4.1 while looking at the following pictures. Galang and his friends are discussing the bazaar they are going to have next month. Then, circle the words in the brackets that you hear.



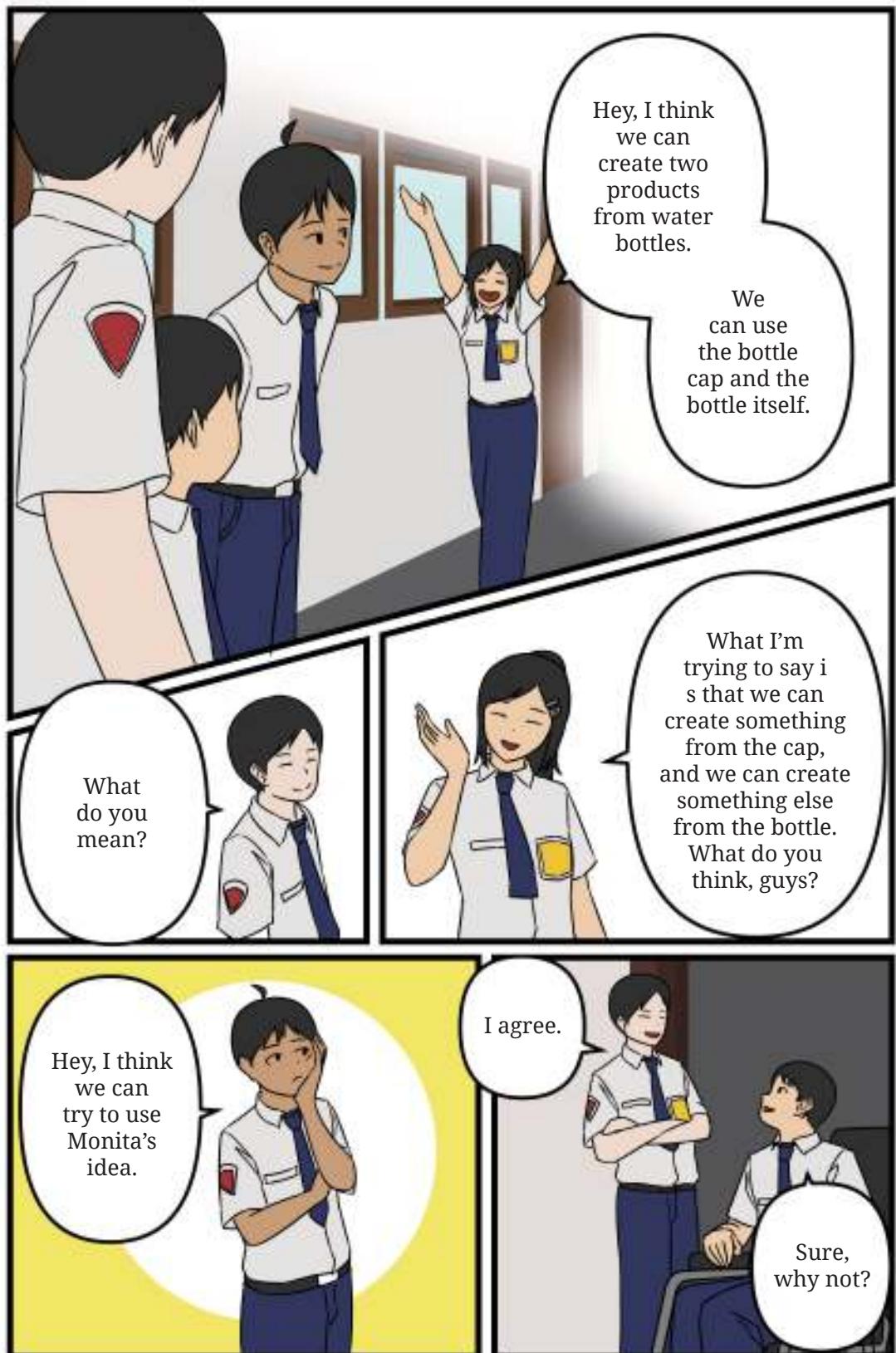
Worksheet 4.2



Comic Strip 4.1



Comic Strip 4.2



Comic Strip 4.3

c. Listen again to Audio 4.1 and then choose the correct answer.
Number one has been done for you.

1. The topic of the conversation is
 - a. the bazaar
 - b. recycling used materials
 - c. the project for the bazaar
 - d. the water bottles
2. Andre's idea is using
 - a. caps
 - b. water bottles
 - c. used materials
 - d. pipes
3. Made thinks that
 - a. it is easy to find a bottle cap at school
 - b. pipes are hard to find at home
 - c. creating something from pipes is easy
 - d. it is difficult to find water bottles at home
4. Galang and Made ... Andre's opinion.
 - a. disagree
 - b. agree
 - c. have the same opinion
 - d. support
5. Which picture represents the idea?

a.



b.



c.



d.



Worksheet 4.3

- d. Listen to Audio 4.2 about Galang and his friends' project and then answer the questions. Number one has been done for you.



Picture 4.3 Galang and His Friends' Project

Monita

: Okay, so we agreed to make a wall decoration from plastic bottles and caps. I've got an idea with the caps.

**Galang
Monita**

: What is it? Tell us.

: This is the thing that we are going to sell (showing the bottle cap fish).

**Andre
Made
Galang
Monita**

: A fish?

: It does look like a fish. What is it made of?

: Yeah, what is it made of?

: Well, this fish is made of a circular plastic cap. The cap is the head and the body of the fish. There is a toy eye on the cap. The body of the fish is also painted. The tail is made of triangular paper.

**Made
Monita**

: I see.

: Then we glue them onto blue paper. We can add some green ornaments from paper as the plants.

Andre

: Ah, I got it. Well, that's one idea. Galang, have you got another idea?



Word Box

glue : lem

to glue: merekatkan

lantern: lentera

Questions:

1. Monita's idea is using
 - a. plastic bottles
 - b. caps
 - c. plastic bottles and caps
 - d. blue paper
2. The fish is made of a(n)
 - a. circular plastic cap
 - b. triangular plastic cap
 - c. a toy eye
 - d. triangular paper
3. The cap is
 - a. the tail of the fish
 - b. green
 - c. painted blue
 - d. the head of the fish
4. The tail of the fish is shaped triangular probably because it
 - a. resembles the shape of a fish tail
 - b. is easy to make
 - c. helps the fish move
 - d. matches the body of the fish

5. From the dialog, we can conclude that Monita uses green paper because it
 - a. is agreed by Andre and Made
 - b. can look like underwater plants
 - c. matches the blue paper
 - d. cannot be painted
6. Monita uses blue paper probably because it
 - a. will become the ‘water’
 - b. is easy to glue
 - c. looks like the fish
 - d. will be the ornament

Worksheet 4.4

**Did you
know?**

Plastic bottle caps for charity

People in several countries have been collecting plastic bottle caps for charity programs. They collect bottle caps and donate the money gained from recycling them to a fund that provides vaccines for children, wheelchairs for the disabled, food for the hungry, and so on. For example, a project in the Rocinha slum of Rio de Janeiro, Brazil, trades bottle caps for food donations. “Na Laje Designs” makes a skateboard out of recycled plastic waste, helping garbage collectors to earn food in exchange for the plastic bottle caps they have donated.

Source: [https://www.reuters.com/world/americas/
brazil-favela-skateboards-made-bottle-caps-promote-recycling-2021-10-25/](https://www.reuters.com/world/americas/brazil-favela-skateboards-made-bottle-caps-promote-recycling-2021-10-25/)



Section 3 - Language Focus

Unit 1. Look at my creation

- a. When we want to describe a thing, we usually need adjectives. If more than an adjective is used, there is the order to put the adjectives. It follows the following order:

1. General opinion
2. Specific opinion
3. Size
4. Shape
5. Age
6. Color
7. Nationality
8. Material



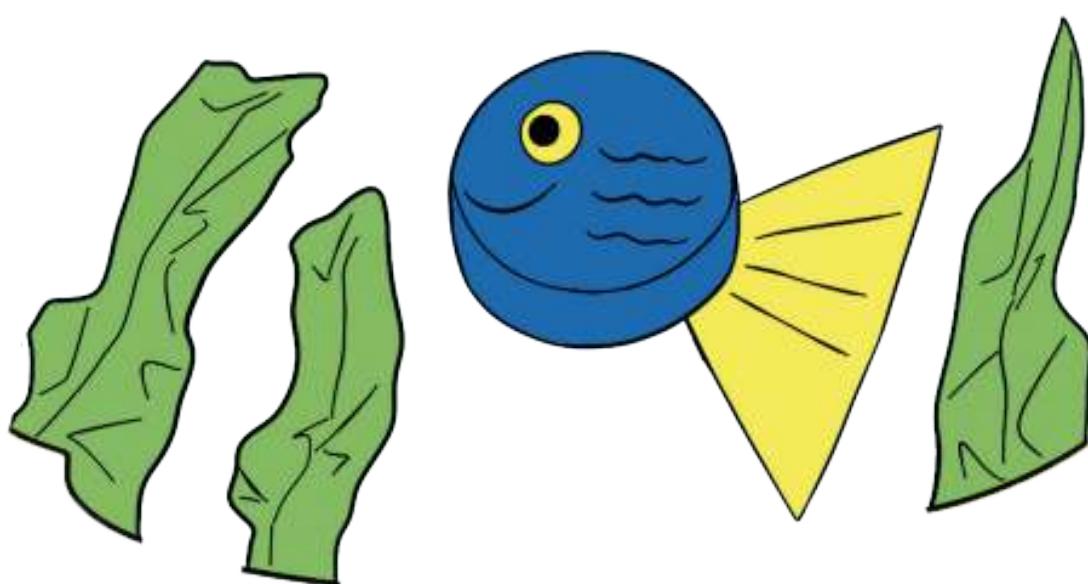
“Bright small round old multi-colored plastic bottle caps”

However, it is very unusual to have more than three adjectives to describe a thing.

- b. Pay attention to the following phrases taken from the materials in this unit. Put the words into the correct column. Number one has been done for you.

Phrases	circular plastic cap	triangular paper	round lantern	plastic lantern
Size				
Shape	Circular			
Color				
Material	Plastic			
Noun	Cap			

Worksheet 4.5



- c. Now think about the phrases you can make using the nouns below.
Look at the example.

Picture	Size	Shape	Color	Material	Noun
		round		rubber	table
					
					
					
					

Worksheet 4.6



Section 4 - Your Turn

Unit 1. Look at my creation

Listen to Audio 4.3 Andre is describing his robotic arm. Then, answer the questions that follow. Number one has been done for you.



Picture 4.4 Andre and His Robotic Arm

Good morning, my friends. I'm going to show you what I have created from used materials. I call it "The Robotic Arm". This arm is made of cardboard, straws, elastic, and strings. With this arm, you can take things without really touching them.

The arm is just like our hand. I can say that it is the extension of our lower arm. We put it on our wrist. There is a piece of elastic to hold the robotic arm. It is designed to follow our hand's movement. The strings are attached to our fingers so we can move the robotic arm easily. We move the fingers by pulling the strings.

Questions:

1. The topic of the talk is
 - a. how to make a robotic arm
 - b. creating something from used materials
 - c. a robotic arm
 - d. how to operate a robotic arm
2. The following are the materials to create the robotic arm, EXCEPT
 - a. cardboard
 - b. strings
 - c. elastic
 - d. glue
3. We can put on the robotic arm on our
 - a. arm
 - b. hand
 - c. fingers
 - d. wrist
4. The elastic is used to
 - a. hold the robotic arm
 - b. attach the strings
 - c. move the fingers
 - d. pull the strings
5. We move the robotic arm by
 - a. following our hand's movement
 - b. pulling the strings
 - c. attaching the strings to our fingers
 - d. putting it on our wrist
6. From the text, we can conclude that if we want to move our right index finger, we should
 - a. fasten the elastic on our wrist
 - b. move our all right fingers together
 - c. pull the strings connected to our index finger
 - d. attach the strings correctly



Section 5 - Listening

Unit 1. Look at my creation

Listen to Audio 4.4. Made is talking about his creation. Then, answer the questions that follow. Number one has been done for you.



Picture 4.5

Good morning, everyone. Here's my creation, a plastic lantern (showing the plastic lantern). This lantern is not just like a common lantern, but I made it special. It is a round colorful lantern. I made it from a plastic bottle that I cut and shaped into a round lantern.

As you can see, there is a light bulb inside the lantern. I put the light bulb near the neck of the bottle so the lantern could be brighter. There is also a string to hang the lantern. The string goes through the hole that I made. I decorated it with ribbons and painted the lantern to make it more beautiful and colorful.

Questions:

1. The topic of the talk is
 - a. how to make a lantern
 - b. how to decorate a lantern
 - c. a special lantern made of plastic
 - d. made's common lantern
2. Made used a plastic bottle probably because it was
 - a. easy to shape
 - b. easy to find
 - c. cheap
 - d. easy to decorate
3. What did Made do first in making the lantern?
 - a. He put a light bulb.
 - b. He hung the lantern.
 - c. He cut and shaped the plastic bottle.
 - d. He painted and decorated it.
4. The light bulb was near the neck of the bottle
 - a. to make it easy to put
 - b. because it was easier to hang
 - c. the lamp could light better
 - d. because it was nearer to the cap
5. The lantern looked pretty and full of color because of the
 - a. shape
 - b. string
 - c. light bulb
 - d. paint

6. The best picture that represents Made's special lantern is

a.



b.



c.



d.



Worksheet 4.8



Section 6 - Fun Time: Hot Seats

Unit 1. Look at my creation

You will play a describing game to revise the vocabulary you have learned. Please follow the instructions:

1. Your teacher will divide the class into two teams.
2. Each team will send one player to sit on one of the two chairs at the front.
3. If you're a player, sit on the chair, facing your team members. Your teacher will write down a word on the board. For example he or she will write: circular.
4. Your team members will describe it for you but they are not allowed to say the word. For example, they might describe a circle to you using words such as it's round, it's moon-shaped, and so on.
5. You will have to listen to your teammates and guess the word.
6. The first player to say the word correctly scores a point for their team and swaps places with another player from their team.
7. The other player must continue to stay in the hot seat until they are the first to answer correctly.
8. The game continues with a new word, and so on.
9. At the end of the game, the team with the most points wins.



Section 7 - Your Turn: Present

Unit 1. Look at my creation

You have learned about some used materials from the previous activities. Now, create something new from a used material you can find around your house. Use your imagination. If you think it is difficult to make the thing, you can draw it. The following questions might help you talk:

1. What is it called?
2. What is its function?
3. What is it made of?
4. What is the size, the color, and the shape of it?

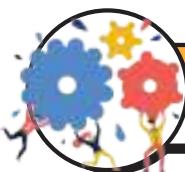
Use the adjectives from Section 3 to describe the craft that you made. To prepare for your talk, you can write a script. Then, sit in a group of four to talk about it.

Notes: If you have not got any idea, you can describe things that Monita and her friends have made. Pick one of the things from the previous sections. Practice the monologue. Give a presentation in front of the class or video record your presentation.

Your Script

The worksheet consists of a grid of 10 horizontal lines for writing. Each line is preceded by a small white circle on the left side, likely for alignment or as a starting point. The grid is designed to look like lined paper.

Worksheet 4.9



Section 8 - Enrichment: Chat Station

Unit 1. Look at my creation

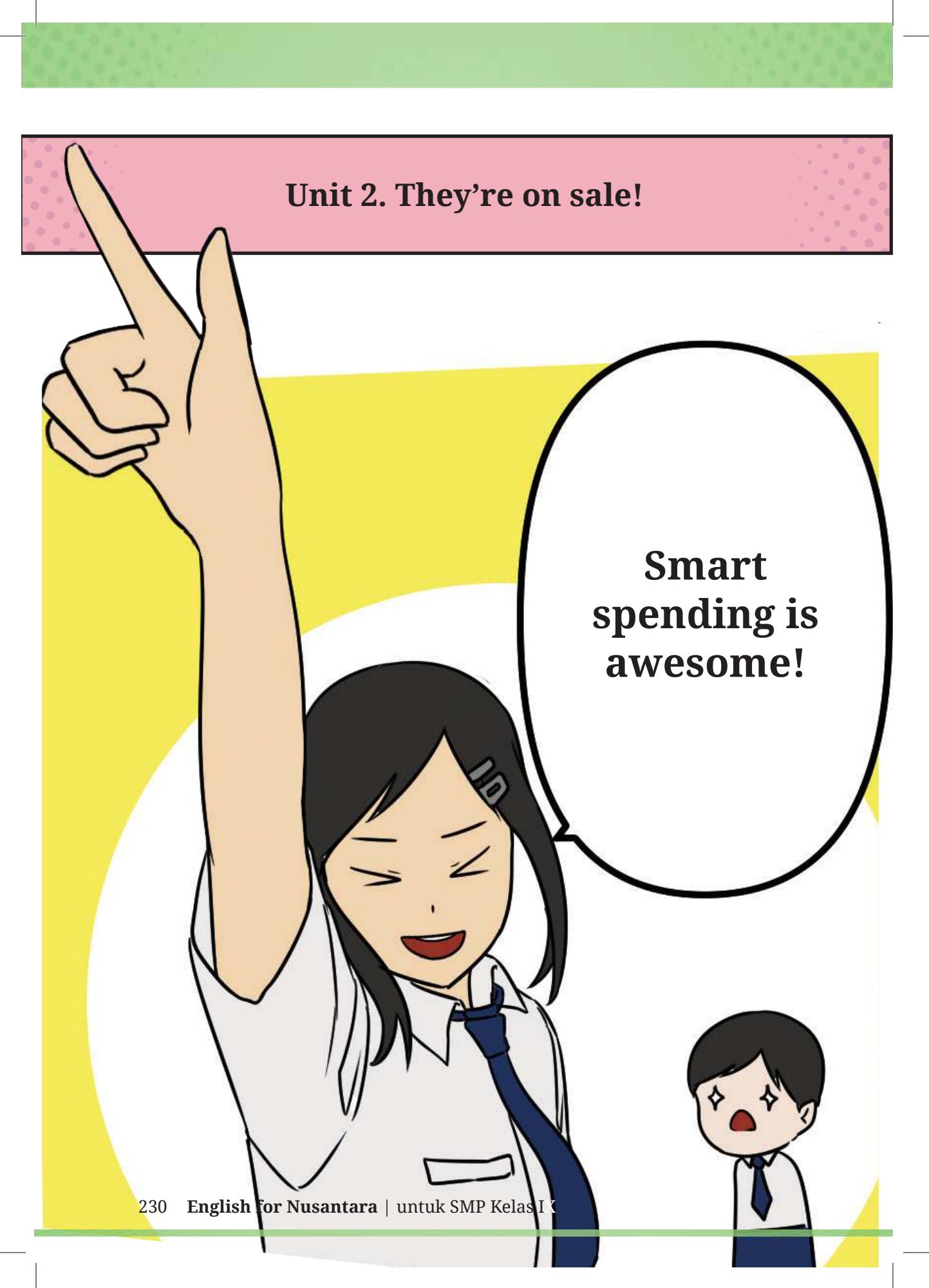
This is a speaking group practice. You will work in groups of four to go around the classroom and describe some pictures. Follow the instructions below.

1. On the classroom wall, your teacher will put some pictures.
2. Your group will move around from one station to another to discuss the description of the pictures.
3. You will be given 15 minutes to discuss in each station. Take notes of some important points from your discussion.
4. After you finish discussing the pictures in all stations, you have to send one person for a class discussion.
5. Lastly, your teacher will ask the representative of the groups to describe the pictures.

Your notes

Worksheet 4.10

Unit 2. They're on sale!



A cartoon illustration featuring a girl in a white shirt and blue tie cheering with her hands raised. A speech bubble from her contains the text "Smart spending is awesome!". In the bottom right corner, a smaller boy looks surprised with wide eyes. The background consists of yellow and pink horizontal stripes.

Smart
spending is
awesome!



Section 1 - Say What You Know

Unit 2. They're on sale!

- a. Look at the advertisements below and then discuss the questions that follow.



Picture 4.6 Things On Sale

Questions

1. Where do you usually find the advertisements?
2. What does each advertisement mean?

- b. Match the advertisements with their correct meanings. Number one has been done for you.

1. 50% off	1. Pay only half price
2. Buy 2, get 1 free	2. Pay 70% only for the second purchase
3. 30% off for the second purchase	3. Get additional discount
4. 50% + 20%	4. Pay 2 for 3 items

Worksheet 4.11



Section 2 - Reading

Unit 2. They're on sale!

Read the comics on the next page, and answer the questions that follow. Number one has been done for you.

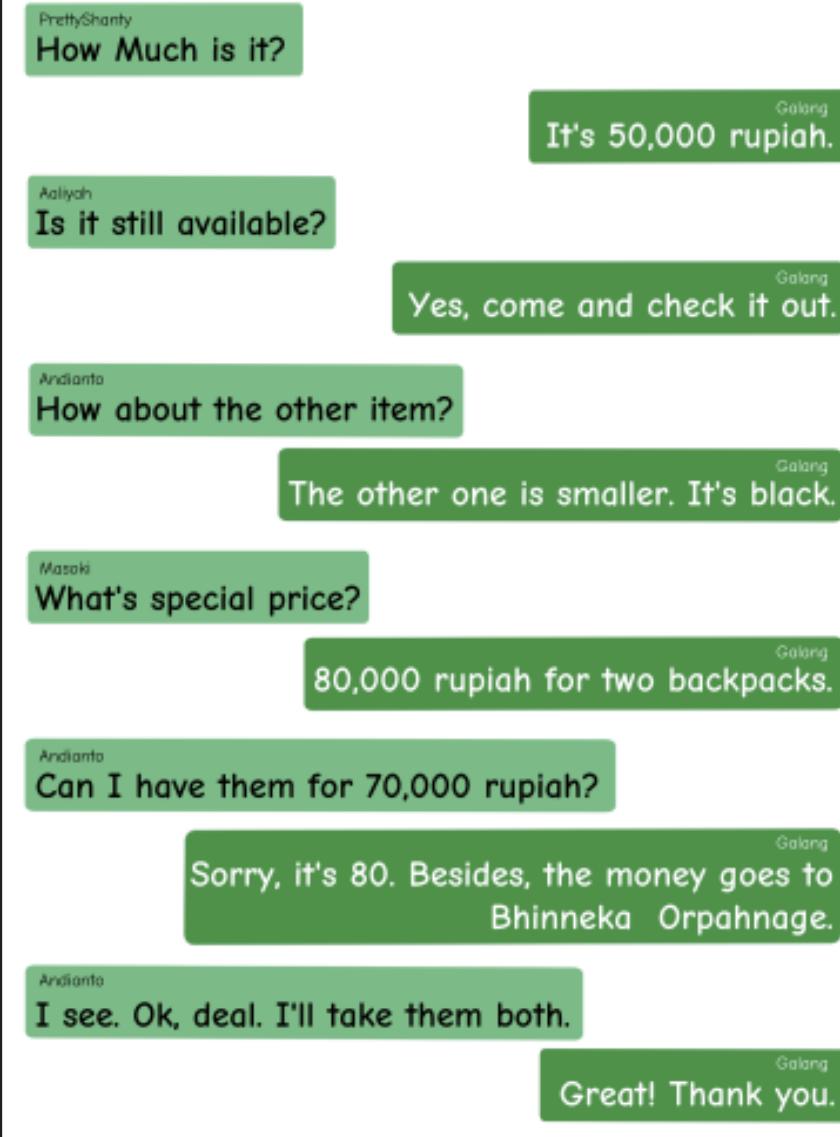
Situation: Galang was selling his preloved items at his school's marketplace. He was busy replying to chats from some people. They would like to know the details

A detailed illustration of a black and blue backpack with yellow accents on the straps and a small pocket. The backpack is shown from a three-quarter perspective.

Preloved School bag
Rp. 50.000

For sale!
20 L Capacity 6 compartments total
padded straps
2 items left grab both at a special price

Ask Seller Chart



Comic Strip 4.4

Questions

1. Galang was selling his goods at the school marketplace probably because
 - a. he wanted to participate in the donation
 - b. they were too small
 - c. his school asked him
 - d. his school had a marketplace

2. Who asked about the price?
 - a. Andiyanto.
 - b. CH4rLeSSS.
 - c. Pretty Shanty.
 - d. AaLiya.
3. Galang's backpack
 - a. was about 10 liters in capacity
 - b. was yellow
 - c. had four compartments
 - d. had 10 notebooks inside
4. The word "them" in "Can I have them for 70,000 rupiah?" refers to
 - a. the small backpack
 - b. the big backpack
 - c. the price
 - d. the two backpacks
5. Galang's strategy in selling his backpacks was
 - a. pay only 20% for both backpacks
 - b. pay 1 for 2
 - c. save 20% for both backpacks
 - d. save 50% for one backpack
6. Andiyanto
 - a. saved 20,000 rupiahs
 - b. saved 50%
 - c. saved 80,000 rupiahs
 - d. got two backpacks for 50,000 rupiahs
7. Andiyanto bought the backpacks probably because
 - a. he liked the colors
 - b. they were cheap
 - c. he wanted to contribute to the donation
 - d. they were in different sizes



Section 3 - Reading

Unit 2. They're on sale!

Read the following text and answer the questions that follow. Number one has been done for you.

Galang was at the school bazaar. The bazaar was held to raise funds for Bhinneka Orphanage. He participated in the event by selling his preloved items, which were in a good condition. They were a pair of sneakers, two backpacks, a pair of jeans, a T-shirt, and a shirt.

Galang's sneakers were in two different tones. The soles and the shoelaces were yellow. The upper parts were gray and made of canvas. Distinctive logos were embossed on the canvas. The size of the sneakers was 41. He was trying to sell them for 50,000 rupiahs.

There were two backpacks; one was big and the other was small. The big one had six compartments. Two main compartments, two front pockets and two side pockets. It was mostly black with some blue. The blue color was for the side pockets. In contrast, the small one had four compartments; two main compartments and two side pockets. It came in black only. Galang wanted to sell them for 50,000 rupiahs each. However, he would sell them for 80,000 rupiahs.

Galang felt excited about the school bazaar. Galang hoped to get 100,000 rupiahs for his preloved clothing items. He would donate all his money to the orphanage near his school.



1. Rp50,000

2. Save 20% for 2 items

3. Special price:
Rp100,000 for all
items of clothing.

4. Rp50,000

Worksheet 4.13

Questions

1. The text is about
 - a. fundraising
 - b. school bazaar
 - c. Galang's preloved items
 - d. Galang's clothes
2. From paragraph 1, we can guess that the phrase preloved items probably means
 - a. new items
 - b. used items
 - c. things sold at a bazaar
 - d. things sold half price
3. The word them in paragraph 2 refers to
 - a. canvas
 - b. logos
 - c. sneakers
 - d. shoelaces
4. From paragraph 3, we can conclude that
 - a. the backpacks were in a different size
 - b. the backpacks were actually similar
 - c. the bottle pockets were different
 - d. buyers got 30,000 rupiahs discount
5. If you buy both backpacks, you save
 - a. 50,000 rupiahs
 - b. 20%
 - c. 30,000 rupiahs
 - d. 80%
6. If you want to participate at the bazaar, you can
 - a. sell your new sneakers
 - b. buy some new clothes
 - c. save some money
 - d. sell your old toys

Worksheet 4.14

Did you know?

Bazaar, originally, was a public market district of a Persian town. From Persia, the term spread to Arabia (the Arabic word sūq is synonymous), Turkey, and North Africa. In India, it came to be applied to a single shop, and in current English usage, it is applied both to a single shop or concession selling miscellaneous articles and to a fair at which such miscellany is sold, sometimes for charity.

Source: <https://www.britannica.com/topic/bazaar>



Section 4 - Language Focus

Unit 2. They're on sale!

- Study how to ask and say how much something costs.

Table 4.1 Expressions to ask and say the price

Expressions to ask for price	Expressions to say the price
• How much is it/the backpack/the book?	• It's 50,000 rupiah.
• How much are they/the backpacks/the books?	• They are 100,000 rupiah.
• How much does it/the backpack/the book cost?	• It costs 50,000 rupiah.
• How much do they/the backpacks/the books cost?	• They cost 100,000 rupiah.

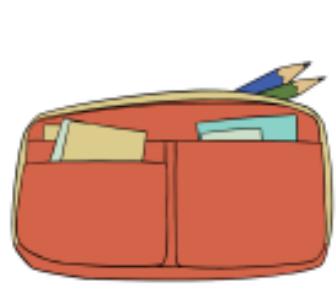
- b. Complete the pictures with the correct expressions. Write down the questions or the responses. Number one has been done for you.



Jacket = Rp. 60.000,00

Q: How much is the jacket?

R: It's 60,000 rupiahs.



Pencil case = Rp. 20.000,00

Q:

R: It costs 20,000 rupiahs.



Hats = Rp. 30.000,00

Q:

R: They are 30,000 rupiahs.



Jeans = Rp. 45.000,00

Q: How much are the jeans?

R:



Shoes = Rp. 30.000,00

Q:

R: It is 30,000 rupiahs.



Water bottle = Rp. 15.000,00

Q:

R: They cost 15,000 rupiahs.



Section 5 - Viewing

Unit 2. They're on sale!

- a. Look at the poster and the table below. Match the pictures with the correct statements in the table. Draw lines. Number one has been done for you.

Picture no.	Meanings
#1 	Get two items for 60,000 rupiahs.
#2 	Get the item for as low as 10,000 rupiahs.
#3 	Get the item as you wish at a special price.
#4 	You can save 70% for the items.
#5. 	You can purchase the item and pay only 20% of the price.
#6. 	Get additional items when you purchase the item.

Worksheet 4.17



Section 6 - Your Turn: Reading

Unit 2. They're on sale!

Look at the following poster about promotions and answer the questions that follow. Number one has been done for you.

Grand Shopping Center

Whole Sale!

Rainbow Store

30% Off + 10% off

GRAND STORE

BUY 1
GET 1

10 AM To 02 PM

Orlaz Store

BUY 2 GET 1
FREE

Star STORE

Special Prices
IDR 20.000

XP STORE

10% Off

For Bringing your own shopping bag

DINA STORE

SPECIAL OFFER

50% Off

Weekdays
11 AM - 3 PM

Don't miss it!

Text 4.2

Questions

In which store can you find the following information?

1. You will get another item if you purchase at 1 PM.
Grand Store
 2. Buy 2 items and you will get 3 items.
-

3. Pay only half price at this store.
-

4. Get a discount for your concern about the environment.
-

5. Get additional discounts for special items.
-

6. Get a special discount for purchasing on Wednesday at 12 PM.
-

7. You can get an item for as low as 25,000 rupiah.
-

Worksheet 4.18





Section 7 - Fun Time

Unit 2. They're on sale!

- a. You are going to play a shopping game. You need to buy some items. Each of you gets 50,000 rupiah. Spend your money wisely and get all the items.

Buy the following items:

2 pencils

1 eraser

1 ruler

3 notebooks

2 pens

- b. Your teacher will ask some of you to be the sellers. Find the best shops to buy the items.

Remember that all shops have limited stocks.



Section 8 - Enrichment

Unit 2. They're on sale!

- a. Your school is going to hold a bazaar. You and your friends are going to sell some items made from recyclable materials or preloved goods.
- b. Make a poster about the items your group is going to sell. In your poster, you must include:
 1. Pictures of the items you are going to sell;
 2. The prices;
 3. Promo (discounts).
- c. Put your poster on the wall.

Unit 3. Let's Donate





Section 1 - Say What You Know

Unit 3. Let's Donate

Take a look at this picture, then answer the following questions.



Picture 4.7

Questions

1. What kind of shop is it?
2. If you have such a shop in your school, what items will you sell?



Section 2 - Reading

Unit 3. Let's Donate

- a. Draw a line to match the words and the pictures. Number one has been done for you.



charity



to donate



a volunteer



a shopper



to purchase



stationery

- b. Read the following school website post about a charity shop that is run by students. Then, answer the following questions. Write the answers in the space provided. Number one has been done for you.



Picture 4.8 School Charity Shop

SMP Merdeka Friday Shop

Students at SMP Merdeka are very passionate about charity and donations in general. The students' association of SMP Merdeka even has a charity shop. They name it Merdeka Friday Shop. It is run by student volunteers. The shop opens on Fridays at 10:00 AM and closes at 11:00 AM.

Merdeka Friday Shop is a small shop that sells a variety of items at a low price. The students can purchase high-quality used items from the shop. The price of the items in the charity shop is generally much cheaper than that in regular stores. For example, shoppers can buy a used backpack for only Rp. 15, 000.

Students can donate their preloved items to Merdeka Friday Shop. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop. However, there are things that cannot be donated, such as medicine, food, and jewelry. The charity shop is not permitted to sell anything that is illegal, unsafe, or unhealthy.

All profits from Merdeka Friday Shop are donated to a good cause. The money is used to help students at the school or people around them, such as providing food for the hungry or free wheelchairs for disabled students.



Word Box

medication: obat-obatan

jewelry: perhiasan

passionate: bersemangat, tertarik

unsafe: tidak aman

in general: pada umumnya

the hungry: orang-orang yang kekurangan/memerlukan

makanan

disabled students: peserta didik penyandang disabilitas

Questions:

1. In paragraph 1, who manages SMP Merdeka Friday Shop?

The students' association of SMP Merdeka

2. In paragraph 2, what does at a low price mean?

-
3. In paragraph 2, what do shoppers in "...shoppers can buy a used backpack for only Rp. 15,000" refer to?

-
4. In paragraph 3, what do students donate to the charity shop?

-
5. In paragraph 3, why do you think students can't donate medicine, food, and jewelry?

-
6. In paragraph 4, how does SMP Merdeka Friday Shop donate the profits they gain?

- c. Match the following words with their meanings. Number one has been done for you.

1. preloved	B	A. knives, forks, and spoons, used for eating and serving food
2. cutlery	<input type="circle"/>	B. not new; owned by somebody else before
3. bric-a-brac	<input type="circle"/>	C. an organization or idea that people support or fight for
4. unhealthy	<input type="circle"/>	D. the money that you make by selling things
5. cause	<input type="circle"/>	E. harmful to your health; likely to make you sick
6. profits	<input type="circle"/>	F. ornaments and other small decorative objects of little value

Worksheet 4.21

- d. Read the following statements. Write T if the statement is true and F if the statement is false according to the text in Section 2.

1. SMP Merdeka Friday Shop is run by the school principal. **F**
2. The charity shop is open every Friday between 10:00 AM and 11:00 AM.
3. Students can donate their second-hand items to SMP Merdeka charity shop.
4. The used items sold in charity shops are generally low-priced.
5. SMP Merdeka Friday Shop does not accept donations such as cutlery and stationery.
6. SMP Merdeka Friday Shop is permitted to sell illegal items

Worksheet 4.22

**Did you
know?**



Picture 4.9 Red Cross Shop

According to The Charity Retail Association, there are over 11,200 charity shops in the United Kingdom. Its capital city, London, is the most charitable city as it has more than 200 charity shops. One of the popular charity shops in the United Kingdom is managed by the British Red Cross. In this island nation, the British Red Cross organization runs over 300 charity shops. They accept donations from the general public which include second-hand furniture, clothes, bags, jewelry, cutlery, crockery, books, and other used items.

Adapted from: <https://www.savoo.co.uk/resources/biggest-charity-cities> | <https://www.redcross.org.uk> |



Section 3 - Language Focus

Unit 3. Let's Donate

Study the following explanation about how to emphasize the important part of a sentence.

We use the passive to indicate that we are more interested in a specific part of the sentence. The passive is typically formed by the **verb to be + past participle**.

Here's a passive sentence:

It is run by student volunteers.

'*It*' or 'charity shop' is the main focus of the sentence. The active form would be '*Student volunteers run it*'. In this case, we make the object of an action into the subject of a sentence.

We also use passive when we don't know who did something.

The charity shop is not permitted to sell anything that is illegal, unsafe, or unhealthy.

The important thing is the charity shop, not the person who does not allow or permit the charity shop to sell illegal, unsafe, or unhealthy items. If we have to change the sentence into an active form, we might need to guess the subject of the sentence. The subject might be *the school principal*. Thus, the active form would be '*The school principal does not permit the charity shop to sell anything that is illegal, unsafe, or unhealthy*'.

- a. Underline the verb to be + participle , then change the sentences into active forms. Number one has been done for you.
 1. SMP Merdeka Friday Shop is loved by the students.
The students love SMP Merdeka Friday Shop.
 2. Preloved items can be donated by the students to Merdeka Friday Shop.
 3. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop.

4. Medication, food, and jewelry cannot be donated to the charity shop.
-

5. All profits from Merdeka Friday Shop are donated to a good cause.
-

6. The money is used to help students at the school or people around them
-

Worksheet 4.23

- b. Put the words in the correct order to make passive sentences. Number one has been done for you. Start your sentence with the word in bold.

1. sold. - sofa - has - been - **The** - used

The sofa has been sold.

2. sold - shop - **Second-hand** - chairs - local - charity. - are - in - this
-

3. uniforms - to - **Her** - unwanted - donated - orphanage. - an - school - are
-

4. profits - in - used - are - cancer - patients - **All** - hospitals. - to - support - adult
-

5. used - school - the - charity - to - **Your** - shop. - high-quality - donated - backpacks - be - can
-

6. not - are - wristwatch - his - charity - by - shop. - and - school - accepted - jewelry - **Preloved**
-

Worksheet 4.24



Section 4 - Writing

Unit 3. Let's Donate

- a. Look at the features of a descriptive text in the left column. Then, draw a line to match the features with the correct description in the right column.

Features of a recount	Description
Title	This is the opening paragraph. In this part, we usually introduce the topic that will be described or it's called a topic sentence.
Identification	This is the very first thing to appear in our descriptive text. However, we can leave a line for it and write it once we've finished writing our descriptive text.
Descriptions	This paragraph concludes the main topic, summarizes various points made in the text, and leaves the readers with something to think about.
Conclusion	These are the body paragraphs of the text. In this part, we describe particular things in detail which include their qualities or characteristics. More body paragraphs may be added as needed.

Worksheet 4.25

- b. Let's look again at SMP Merdeka's school website post about their charity shop.

Title	SMP Merdeka Friday Shop
Identification	<p>A charity shop</p> <p>Students at SMP Merdeka are very passionate about charity and donations in general. The students' association of SMP Merdeka even has a charity shop. They name it Merdeka Friday Shop. It is run by student volunteers. The shop opens on Fridays at 10:00 AM and closes at 11:00 AM.</p>
Descriptions	<p>Description 1 - How they set the price</p> <p>Merdeka Friday Shop is a small shop that sells a variety of items at a low price. The students can purchase high-quality used items from the shop. The price of the items in the charity shop is generally much cheaper than that in regular stores. For example, shoppers can buy a used backpack for only Rp. 15,000.</p> <p>Description 2 - What they accept & what they don't accept</p> <p>Students can donate their preloved items to Merdeka Friday Shop. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop. However, there are things that cannot be donated, such as medicine, food, and jewelry. The charity shop is not permitted to sell anything that is illegal, unsafe, or unhealthy.</p>

Conclusion	How they donate All profits from Merdeka Friday Shop are donated to a good cause. The money is used to help students at the school or people around them, such as providing food for the hungry or free wheelchairs for disabled students.
------------	--



Section 5 - Writing

Unit 3. Let's Donate

- a. Write one or more words that you can associate with the word in the box. You can look up a word in the dictionary.

Charity shop

thrift store

Preloved

Low-priced

Items

- b. Look at the following flyer about a charity shop in Garuda village where Pipit and her family live. Then, write a short description of the charity shop based on the information in the flyer.

GARUDA VILLAGE CHARITY SHOP

Give a little. Help a lot!

Let's clean our homes and make a donation.

Donate to us the following items: Clothes, Books, Furniture, Toys, Dishes & Kitchenware, and Electronic Appliances. And anything that may be of use to somebody else except weapons, tobacco, and medication.

WHAT DO WE CHANGE WITH THE CHARITY SHOP?

You can buy items at affordable prices.

You will have the Garuda village to develop projects like:

*free gifts and support to elderly

*school uniforms for students

*Support for Independence Day celebrations.

DROP OFF LOCATION

Garuda Village Charity Shop
Jl. Rangkong Gading V No. 10
Kota Hantu, 1528
Tel: 0883-XXXX-XXXX

All under
IDR 50K!

Mon-Fri 10AM- 4PM

Description 1: How they set the price	<hr/> <hr/> <hr/>
Description 2: What they accept and what they don't accept	<hr/> <hr/> <hr/>
Description 3: How they donate	<hr/> <hr/> <hr/>

Worksheet 4.27



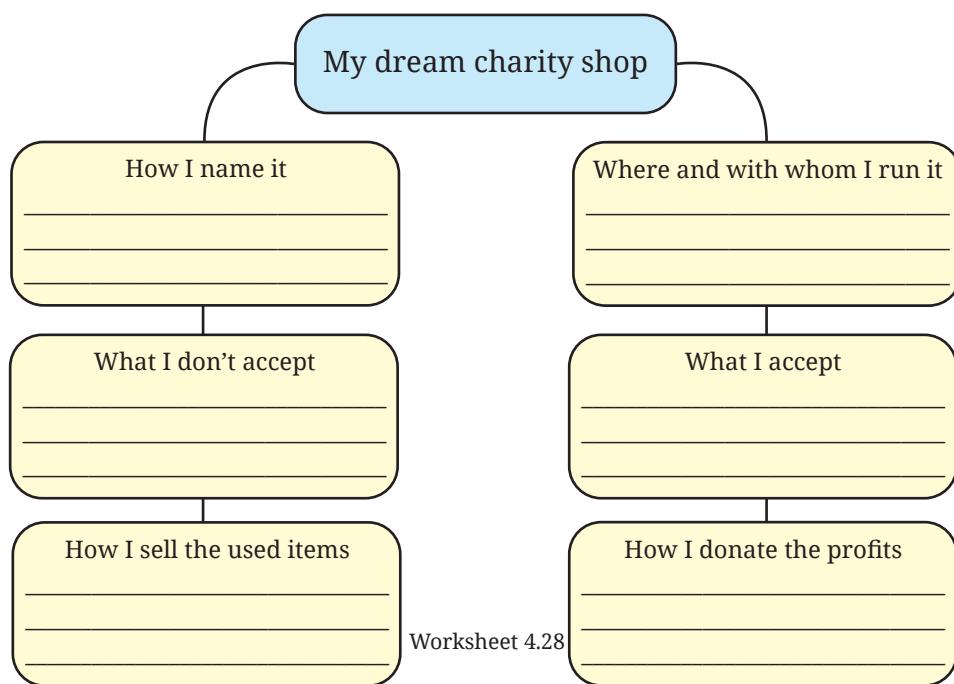
Section 6 - Your Turn

Unit 3. Let's Donate

Write a description of your dream charity shop. Follow the steps (a - d).

- a. Planning and brainstorming

Complete the following mind map.



b. Outlining and drafting

Write an outline for your dream charity shop. Let's dream big, dream very big. Remember, if you can dream it, you can do it. Then, start writing the first draft of your descriptive text in the following template.

Title	<p><i>What would be the title of your descriptive text?</i></p> <hr/>
Identification	<p><i>What is the name of your charity shop?</i></p> <hr/> <p><i>How do you run the charity shop?</i></p> <hr/> <p><i>What time does it open and close?</i></p> <hr/>
Descriptions	<p>Description 1: <i>Write the main idea of the first paragraph.</i></p> <hr/> <hr/> <p>Description 2: <i>Write the main idea of the second paragraph.</i></p> <hr/> <hr/>

Conclusion	<p><i>Write where you will donate the profits.</i></p> <p>.....</p> <p><i>Write the examples of your charity program.</i></p> <p>.....</p>
------------	--

Worksheet 4.28

Title
Identification
Descriptions

Conclusion			

Worksheet 4.29



c. Writing and editing

After writing your first draft, write four whole paragraphs of your descriptive text consisting of one paragraph of identification, two paragraphs of descriptions, and one paragraph of conclusion. Don't forget to write the title of your descriptive text.

Write paragraphs about your dream charity shop here

Worksheet 4.30

d. Proofreading

When you finish writing, show your work to a classmate. Let your classmate read your work. See what your classmate comments about your description.



Section 7 - Fun Time

Unit 3. Let's Donate

Play the following fun activity.

In this fun activity, you will associate words with adjectives and compare your answers with your partners. Follow the following steps:

1. Go through the questions on Worksheet 4.31 and write something associated with each adjective.
 - a. What do you associate the following adjectives with? Write your answers in the “I think of” column.

What do you associate the following adjectives with?	I think of	My partner thinks of
used		
small		
regular		
low-priced		
illegal		
unsafe		
unhealthy		
hungry		
disabled		
generous		

Worksheet 4.31

- b. Now, ask a partner the things s/he associates with the adjectives and write down her/his answers in the last column.
- c. Then, compare the answers and see if you thought of the same things or not.
- d. With the help of your teacher, in small groups discuss with your classmates which associations you have in common.

[Adapted from: <https://www.teach-this.com/functional-activities-worksheets/describing-things>]



Section 8 - Enrichment

Unit 3. Let's Donate

Create a flyer for your dream charity shop. See examples in Unit 2 Section 5 and Section 6 or Section 5 of this unit. Then, post the flyer to your online class collaborative platform.

Audio Comic Strip 4.4

Audio script:

This nice canvas backpack has a capacity of about 20 liters. This backpack is in two colors, the front is blue, while the main compartment is black. The main compartment is yellow inside and can fit 8 - 10 notebooks. The front compartment is usually for pencil cases, a wallet, or small books. You can put your water bottle in the side pockets. It has padded straps that feel comfortable on your shoulders.



Reflection

Unit 3. Indonesian Birds

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Chapter: 4

Date:

What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN	😊	😐	☹️
talk about things by describing the materials and functions			
locate and categorize specific information about goods and their prices			
describe an object with specific characteristics and details			
identify stages of descriptive text			
write a descriptive text about your dream charity shop			

If you ticked 😐 or ☹️ you need to revise these parts.

I shared with my family:

My Parent's Signature

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
English for Nusantara
untuk SMP/MTs Kelas IX
Penulis: Ika Lestari Damayanti, dkk.
ISBN: 978-602-427-942-4 (jil.3)

Chapter 5: **Digital Life**



5

Chapter 5

Digital Life

Unit 1. Let's check the facts!

Unit 2. Staying safe in a digital world

Unit 3. Turn back hoax!



Learning objectives

Upon completion of this chapter, you should be able to:

1. ask and give information on how to use search engines;
2. identify specific information about ways to stay safe online; and
3. write a procedural text.

Unit 1. Let's check the facts!



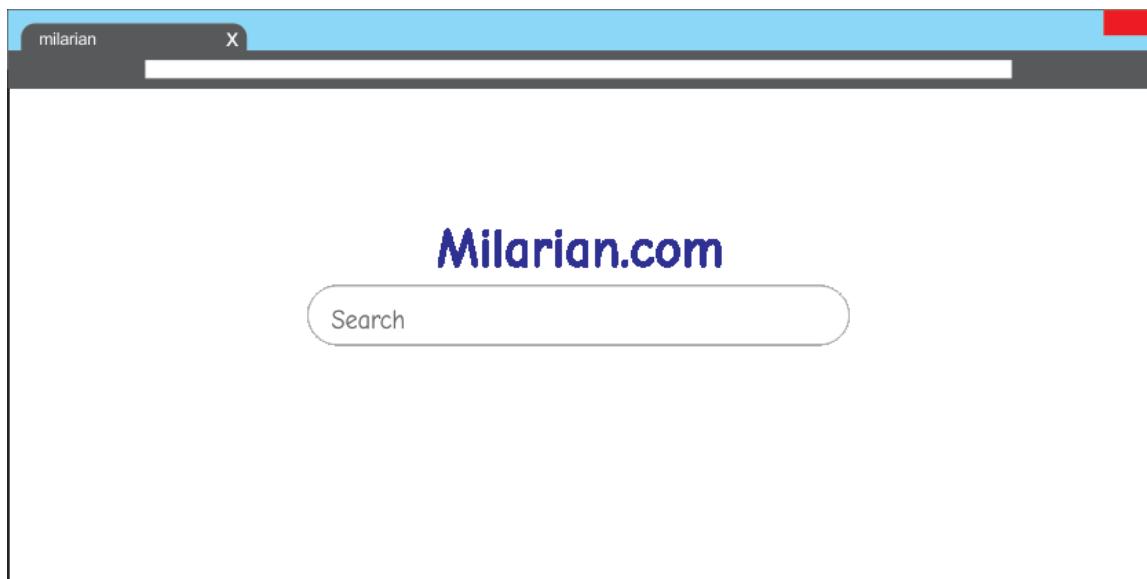
Let's practice
proper fact
checking!



Section 1 - Say What You Know

Unit 1. Digital Life

Study the picture and then answer the questions.



Picture 5.1 A Search Engine in the Internet

Questions

- a. Do you use a search engine on the Internet?
- b. What information do you usually search for?
- c. Do you know how to access the right information from the Internet?

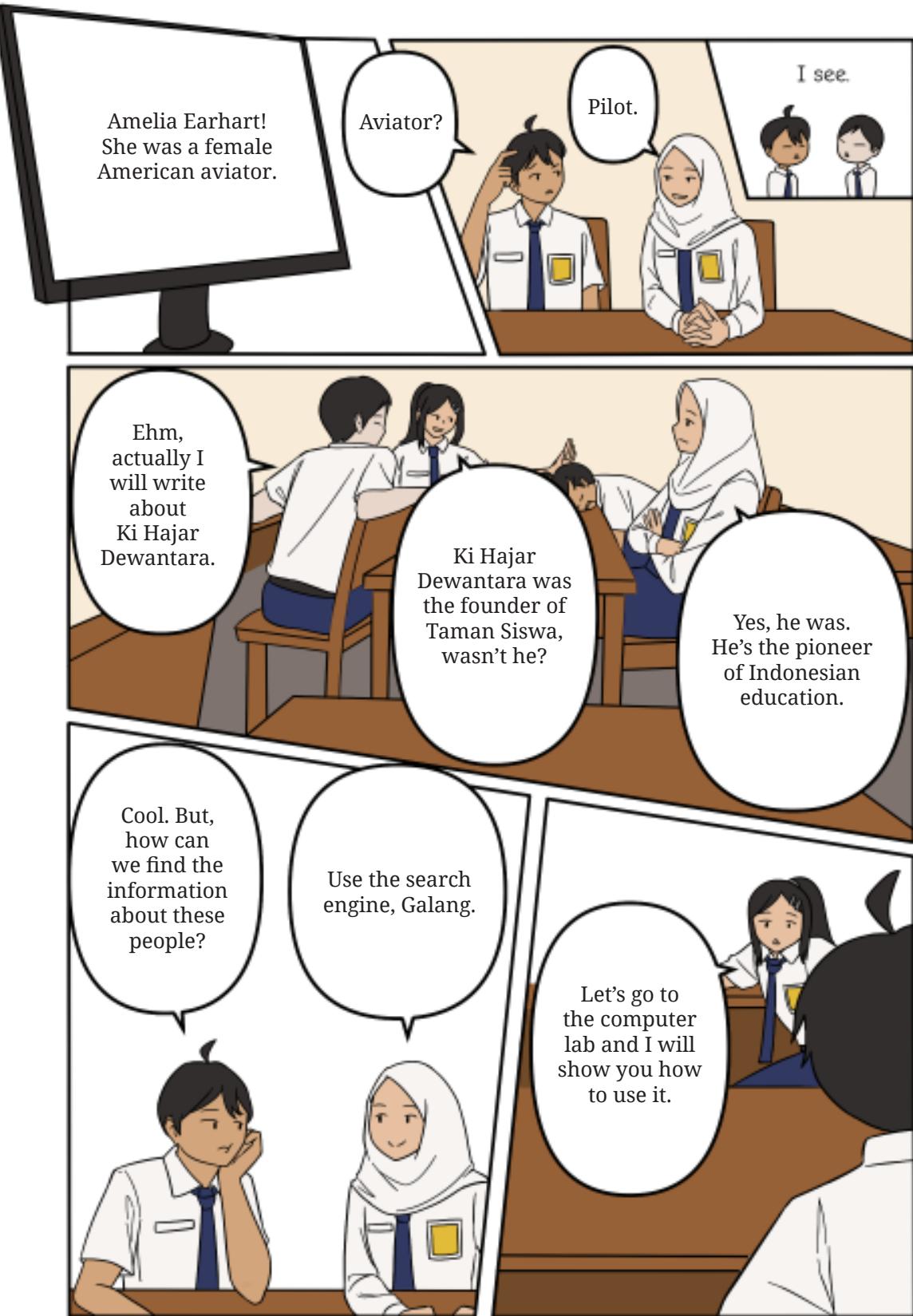


Section 2 - Listening

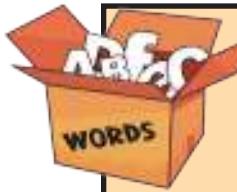
Unit 1. Digital Life

- a. Listen to Audio 5.1, then answer the questions.





Comic Strip 5.1



Word Box

Founder: pendiri
Pioneer: pelopor
Famous: terkenal
Search engine: mesin pencari

Questions

1. What is the school project about?

2. Who was Amelia Earhart?

3. What is Andre going to write in his pocket book?

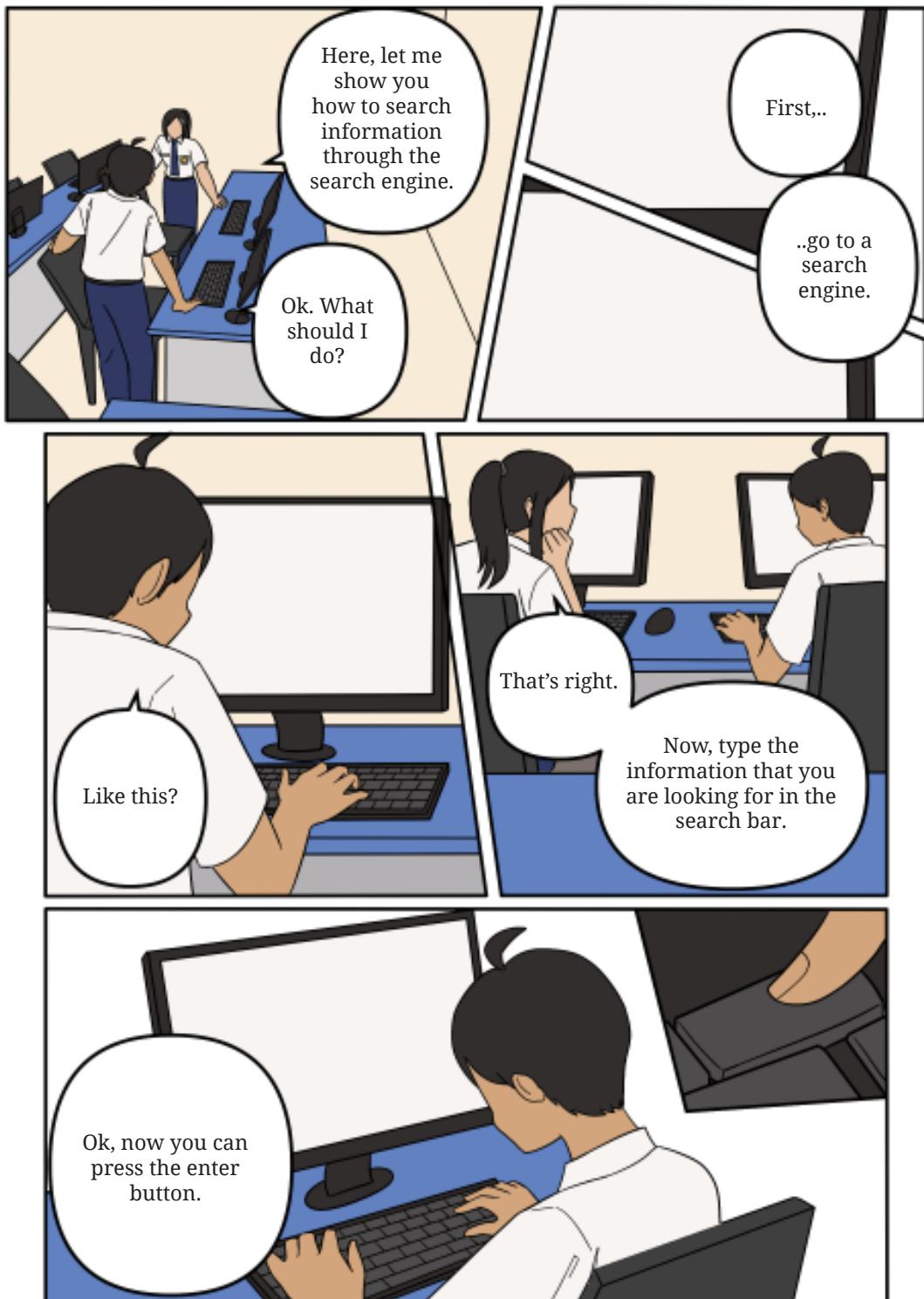
4. Who was Ki Hajar Dewantara?

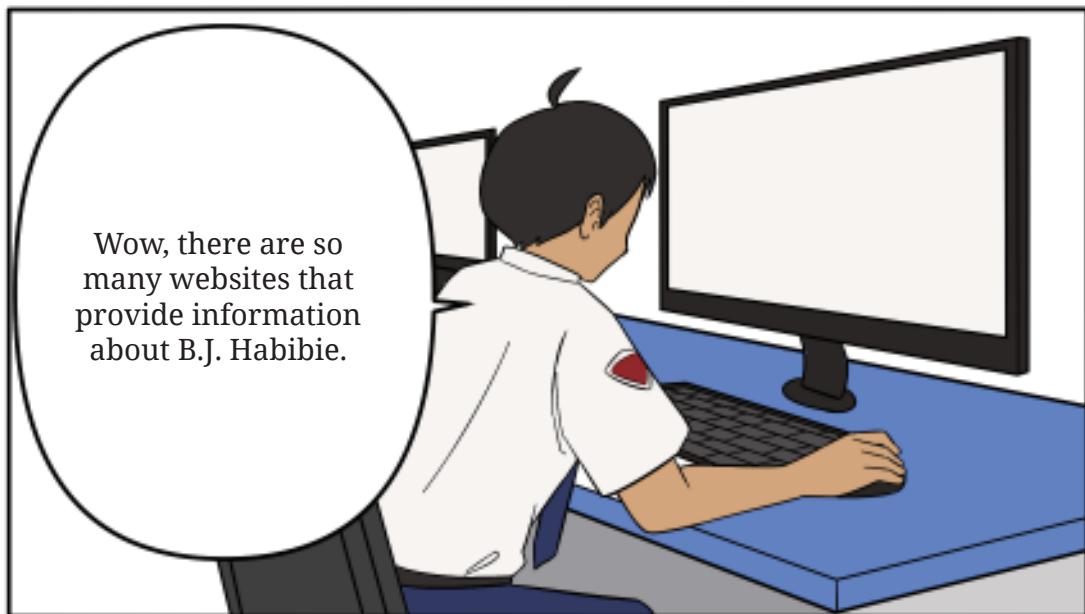
5. If you make your own pocket book, who will you write about?

Worksheet 5.1

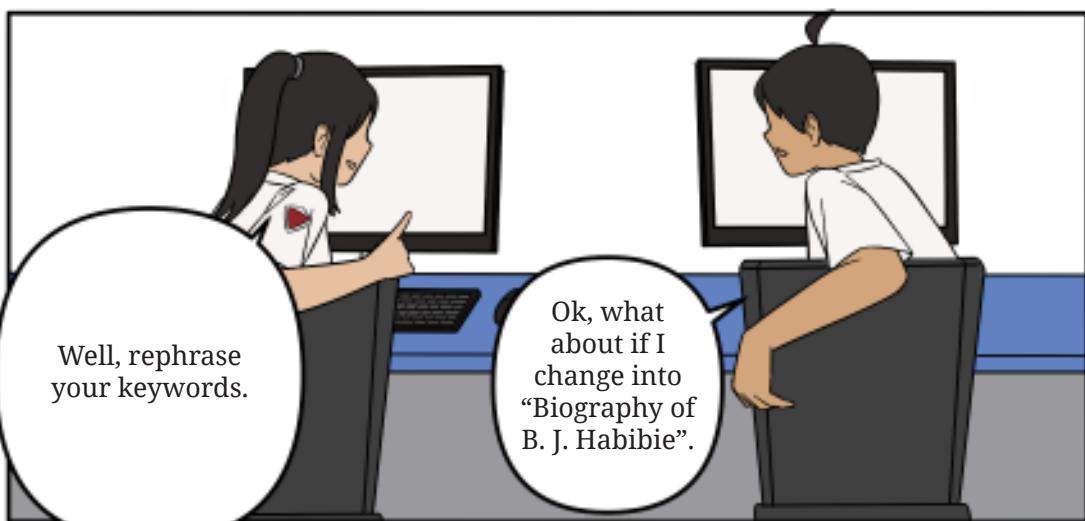


b. Listen to Audio 5.2, then answer the questions.





Wow, there are so many websites that provide information about B.J. Habibie.



Well, rephrase your keywords.

Ok, what about if I change into "Biography of B. J. Habibie".



Comic strip 5.2

Questions

1. What was the first thing that Galang should do to search information from the internet?

2. Where did Galang type the information that he is looking for?

3. What did Galang do after he typed the information that he was looking for?

4. Who was the person that Galang wanted to search from the internet?

5. What would Galang do after the search engine showed the search results?

Worksheet 5.2

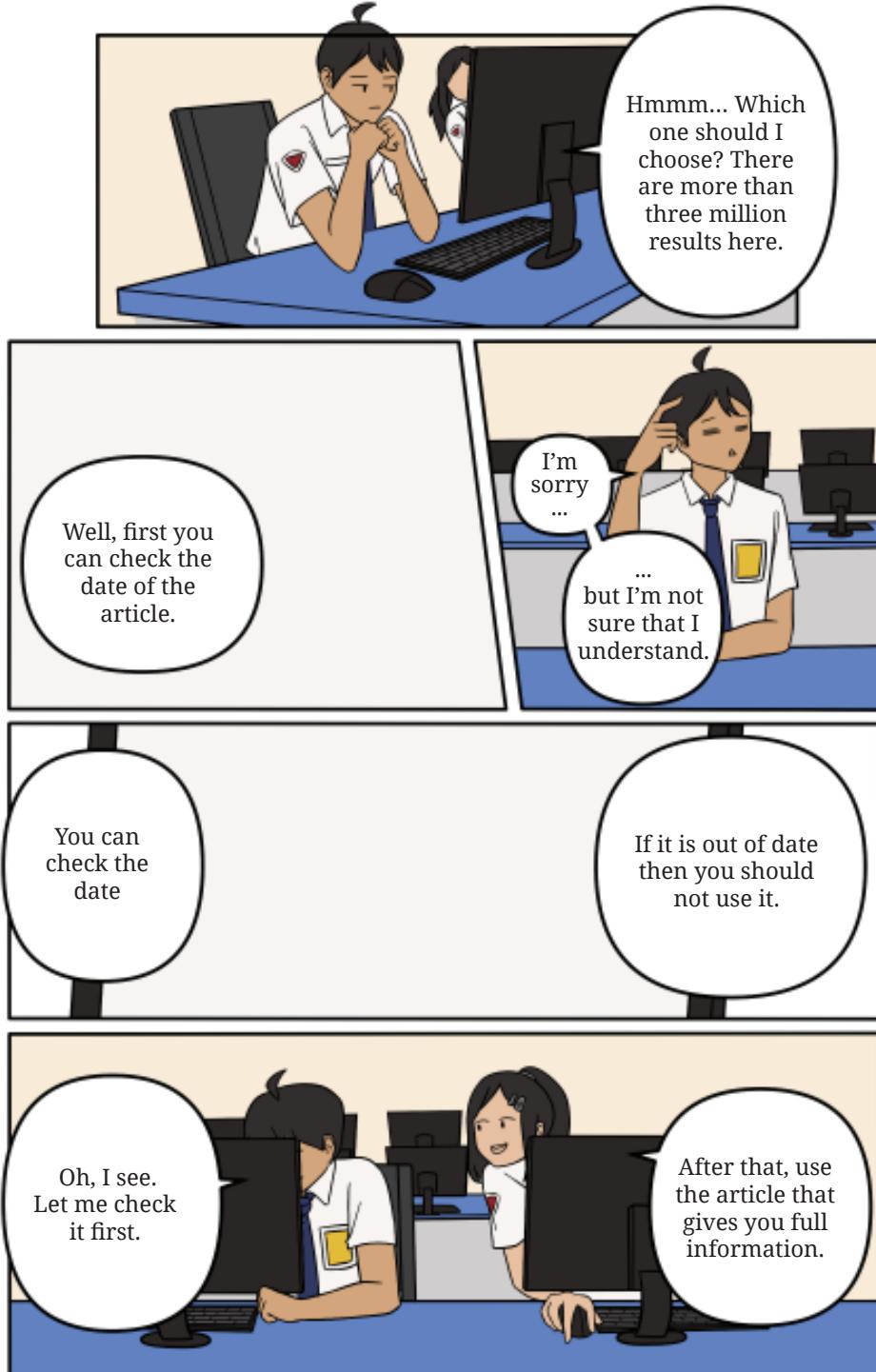
- c. Practise the dialogue with your friend



Section 3 - Listening

Unit 1. Digital Life

- a. Listen to Audio 5.3 and practise the dialogue with your friend.





Comic strip 5.3



Word Box

avoid: menghindari

source: sumber

government: pemerintah

- b. Circle T if the statement is true and F if the statement is false according to Comic Strip 5.3.
1. Galang got more than three million results from the search engine. T F
 2. All the results that Galang got were out of date. T F
 3. Monita suggested that Galang should use the result that gave full information. T F
 4. Galang and Monita found some false information from the search result. T F
 5. Search engines would only provide information from the official website. T F

Worksheet 5.3

- c. Give a check to the picture that Galang should do to choose the correct information from the internet.

Panel 1: A red circle highlights the left ear area of the profile illustration. The browser window shows a search result for 'B.J. Habibie' on 'Militeran' with a link to 'https://theconverstask.com'. The URL is circled in red.

Panel 2: A red circle highlights the left ear area of the profile illustration. The browser window shows a search result for 'B.J. Habibie' on 'Militeran' with a link to 'https://theconverstask.com'. The URL is circled in red.

Panel 3: A red circle highlights the left ear area of the profile illustration. The browser window shows a search result for 'B.J. Habibie' on 'Militeran' with a link to 'https://en.temple.co'. The URL is circled in red.

Panel 4: A red circle highlights the left ear area of the profile illustration. The browser window shows a search result for 'B.J. Habibie' on 'TEMPLE.CO' with a link to 'https://en.temple.co/read/1246312/bj-habibie-the-genius-of-indonesia'. The URL is circled in red.

Panel 5: A red circle highlights the left ear area of the profile illustration. The browser window shows a messaging application interface with several messages in green bubbles.

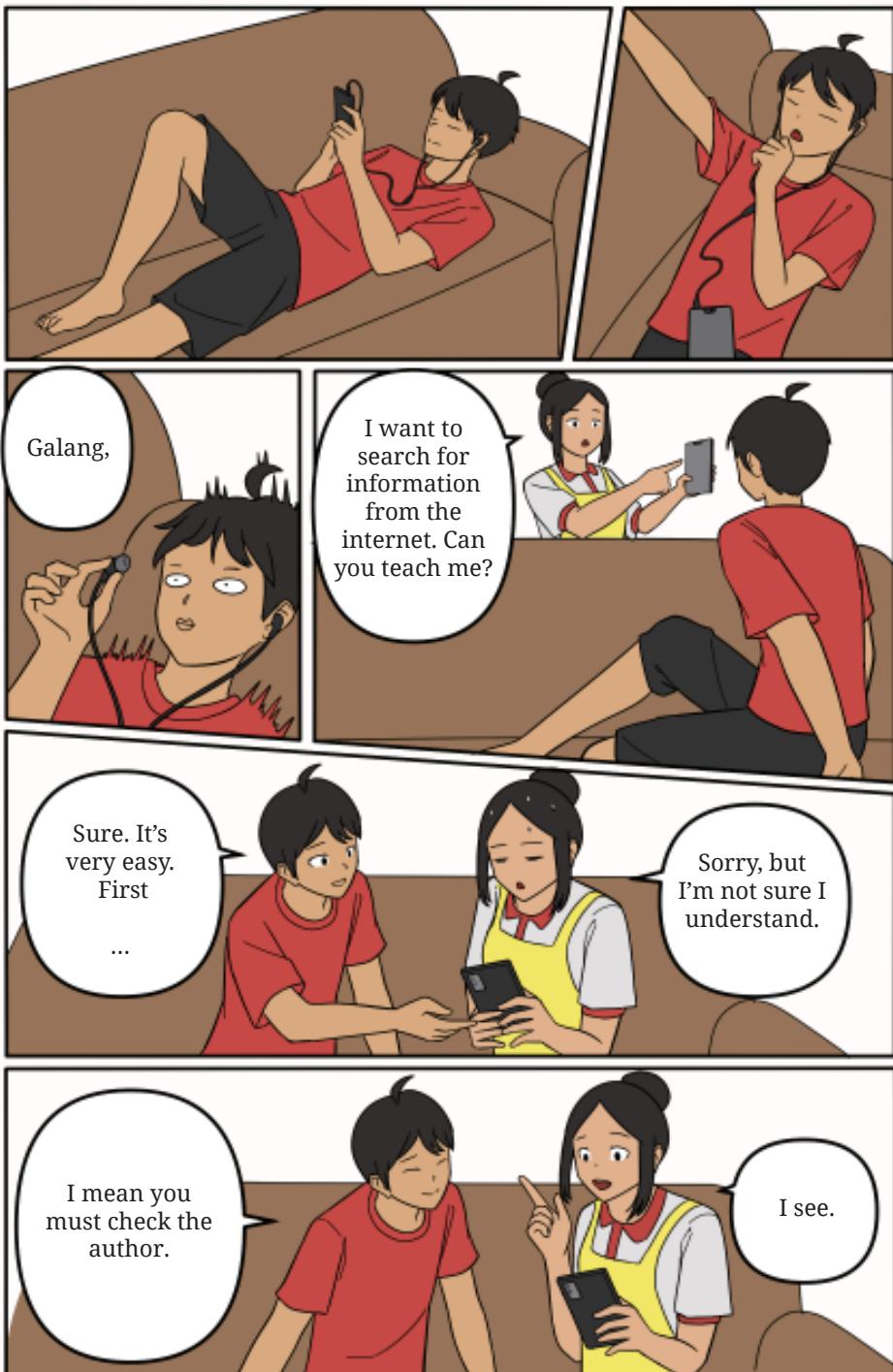
Worksheet 5.4

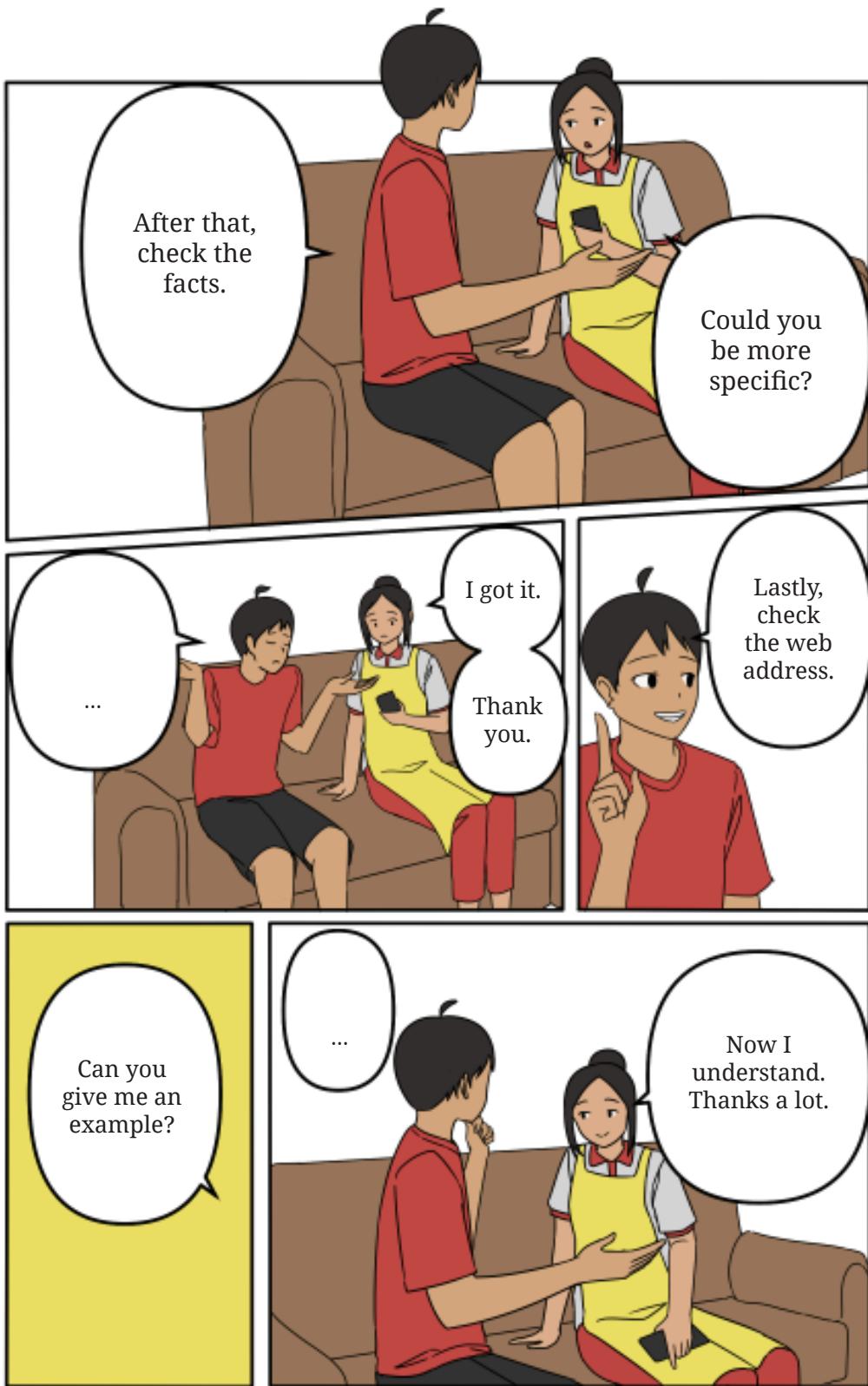


Section 4 - Speaking

Unit 1. Digital Life

Complete the dialogue and then practise it with your friend.





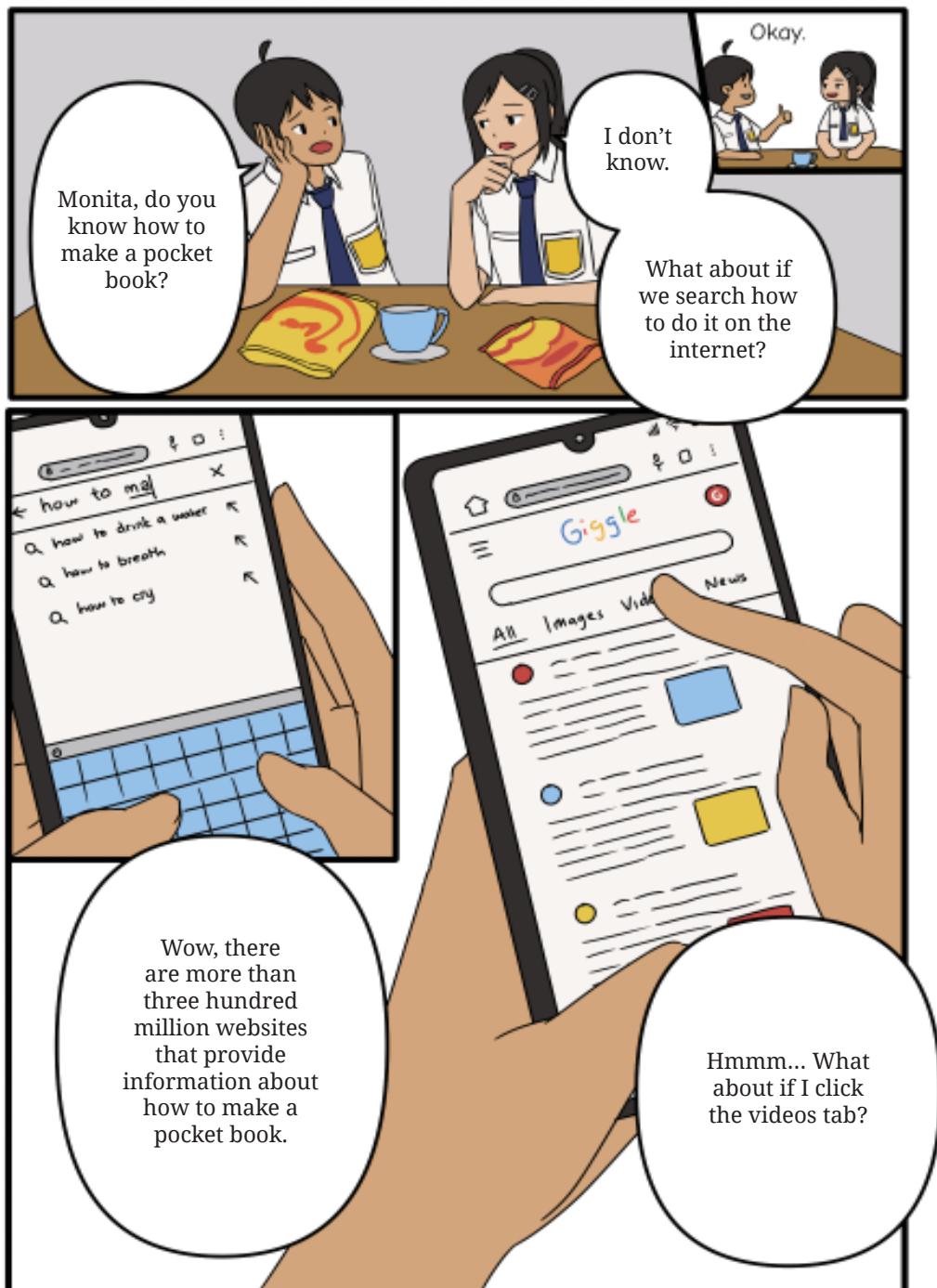
Worksheet 5.5

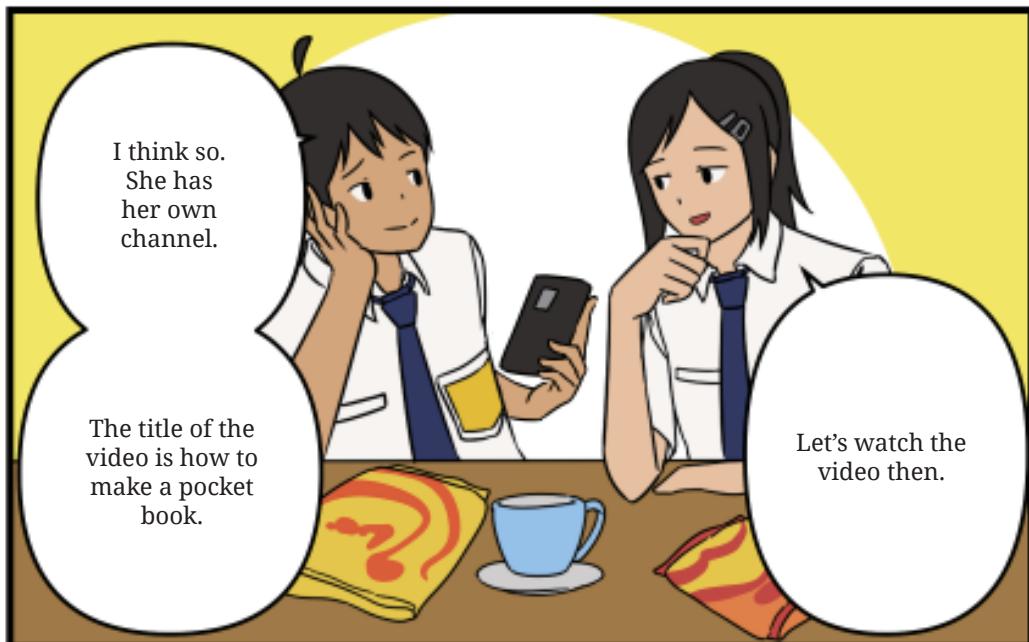


Section 5 - Listening

Unit 1. Digital Life

- a. Listen to Audio 5.4 and answer the questions.





Comic Strip 5.4

Questions

1. Do Monita and Galang know how to make a pocket book?

2. What do they do to find information on how to make a pocket book?

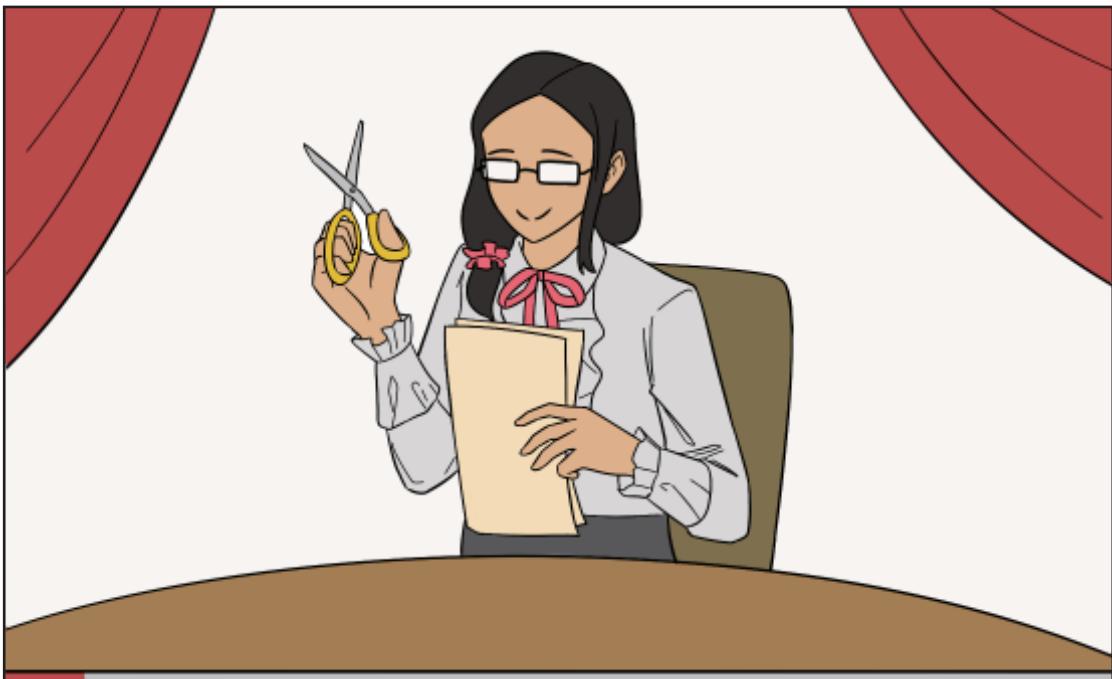
3. How many websites did they find on the internet?

4. What did Galang do to find the videos on how to make a pocket book?

5. What do you think Galang and Monita felt when they found Ibu Ida Ayu's video on how to make a pocket book?

Worksheet 5.6

- b. Listen to Ibu Ida's explanation (audio 5.5) on how to make a pocket book. On the next page, complete the paragraph by choosing the correct word from the box.



How to make a Pocket Book.



Ida Artyu

SUBS, ----

“Okay students, I will show you how to _____ a pocket book. You will _____ a piece of paper and scissors. First, _____ the paper into eighths.

Make sure you fold the paper evenly. After that, _____ the paper. You will _____ eight panels that will be the pages of the book. Fold the paper again from the short edge to the other. _____ the vertical fold in the middle of the paper using scissors. Unfold the paper again. Fold the paper from the long edge to the other. _____ the two ends. Fold the paper until it becomes a book.

Voila! Now, you _____ a pocket book. After that, write a biography of a famous person that you have searched for on the internet in it.”



Words:

make

fold

need

unfold

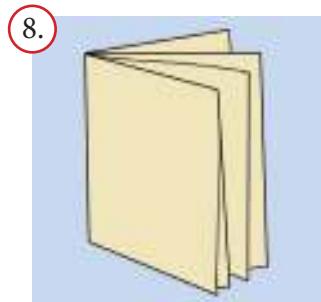
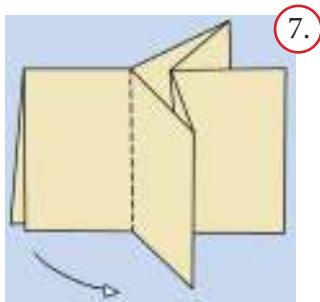
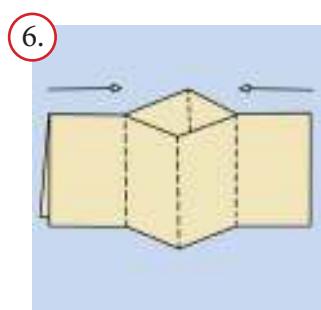
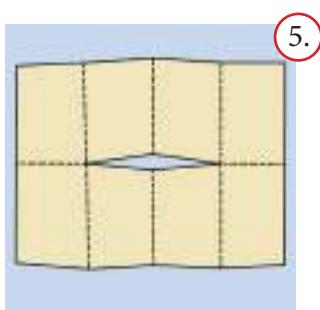
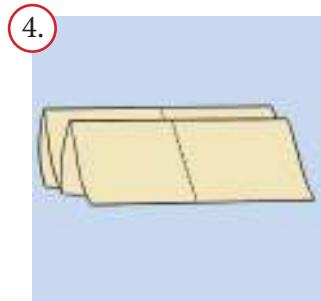
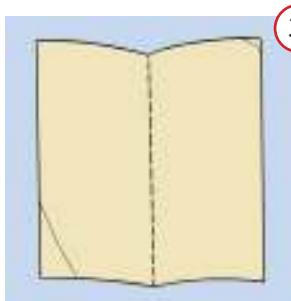
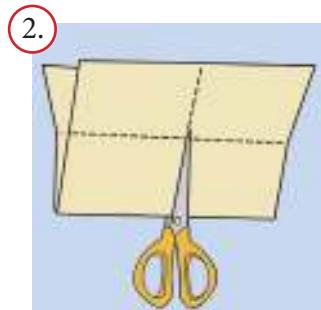
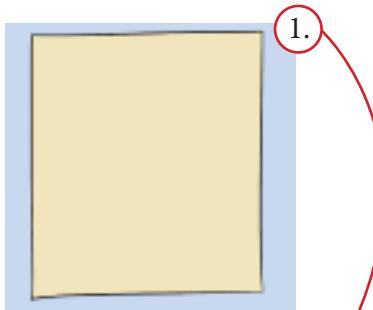
see

cut

push

have

- c. Look at the process of making a pocket book. Draw an arrow from one picture to another to show the correct order. Number one has been done for you.



Worksheet 5.8

- d. Answer the questions based on Ibu Ida Ayu's explanation.
1. What do we need to make a pocket book?

 2. What is the first step that we should do to make a pocket book?

 3. How many panels can we see that will be the pages of the book?

 4. What should we use to cut the vertical fold in the middle of the paper?

 5. What is your opinion on making a pocket book?

Worksheet 5.9



Study the following explanation about how to express a command or instruction in a sentence.

When we ask, give command or instruction, we use imperative sentences. There is no subject in imperative sentences. Basically, imperative sentences tell other people what to do.

For example:

Fold the paper into eighths

Cut the vertical fold in the middle of the paper using scissors.

Unfold the paper again.

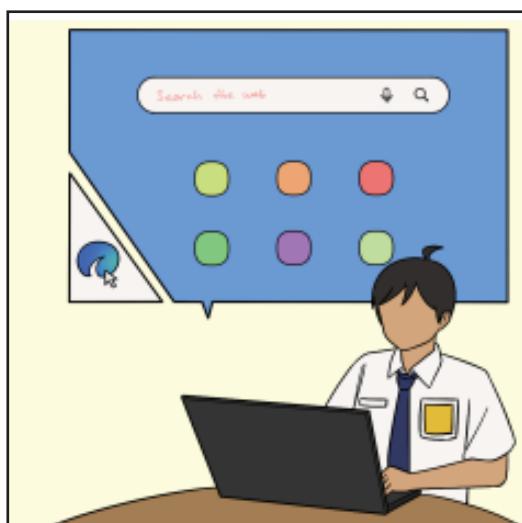
Fill in the blanks using the correct command or instruction.

Word Choices:

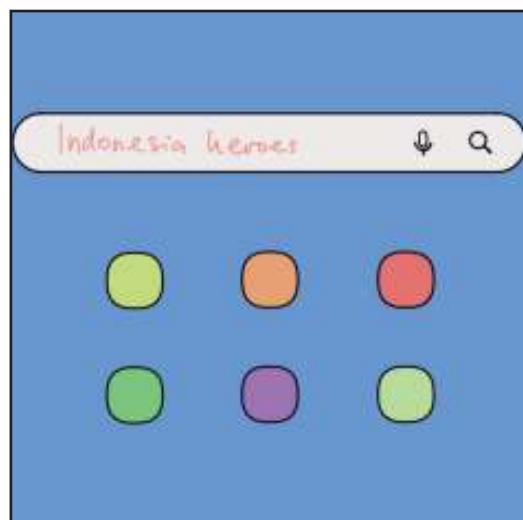
type
rephrase

choose

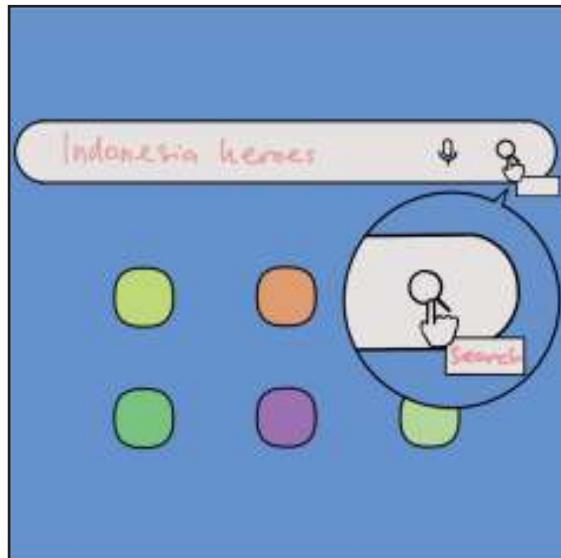
open
click



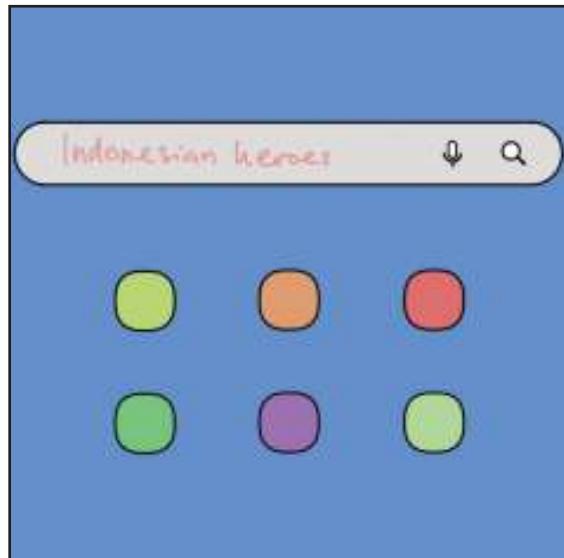
... a web browser on your laptop.



... the key words in the search box.



... the search tab beside the search box.



... your search to get different results.



... one of the results that you want to read.

Worksheet 5.10

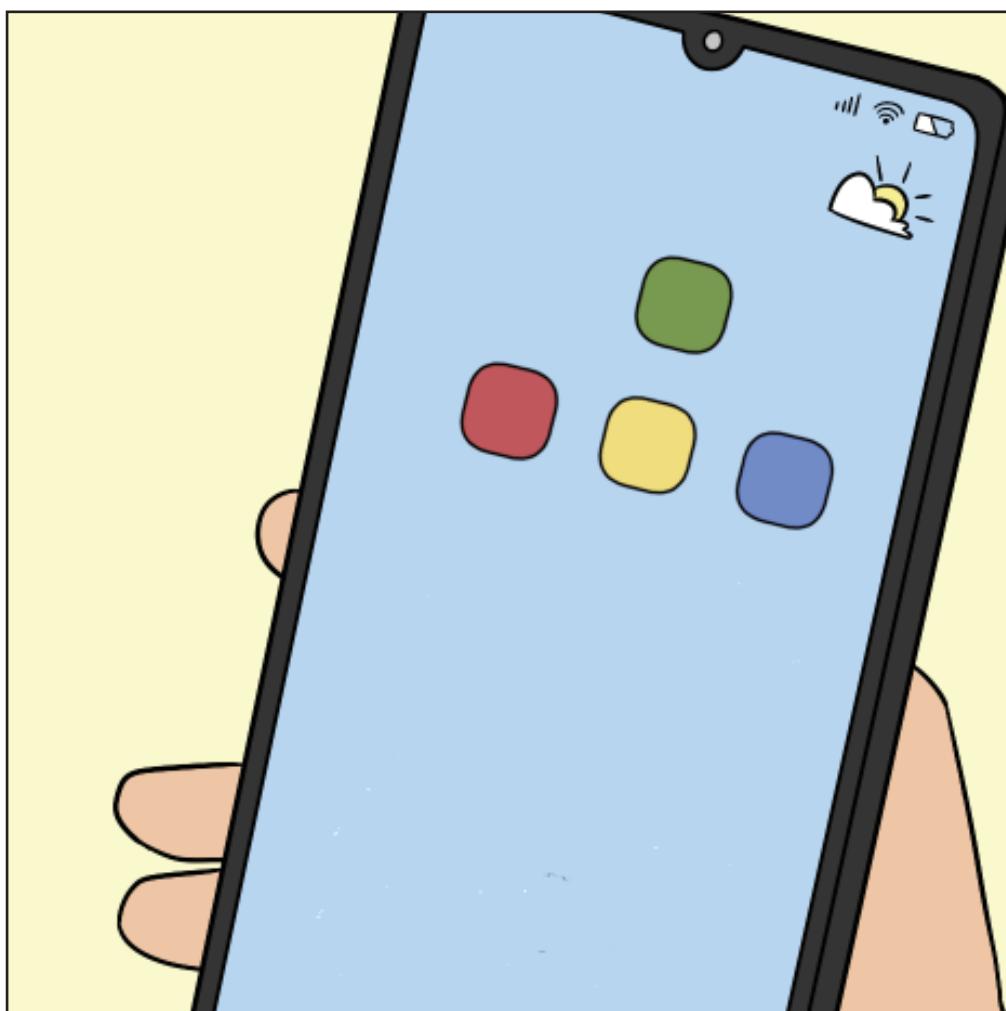


Section 7 - Fun Time

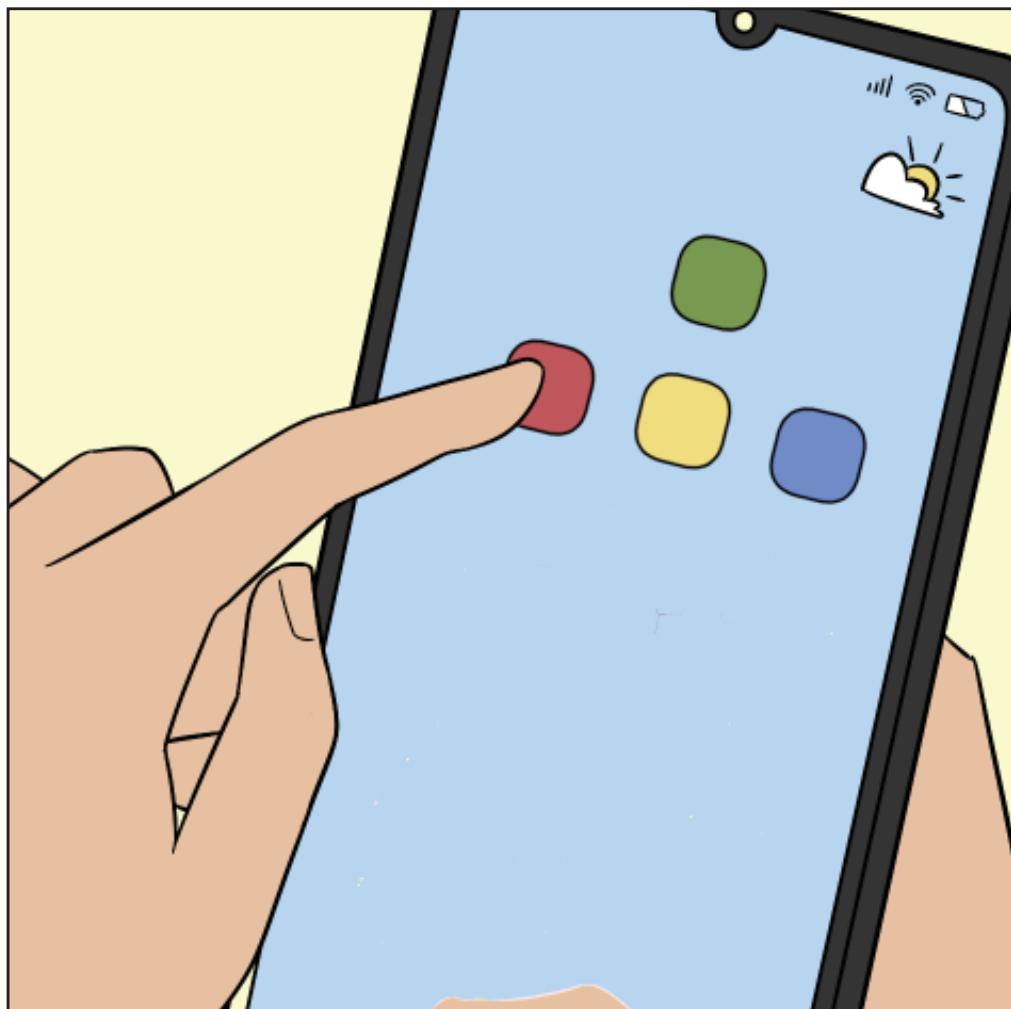
Unit 1. Digital Life

Play the Search Engine Race

1. Prepare your smartphone and your internet connection. You can also use the laptop or PC at the computer lab.



2. Open your internet browser



3. Your teacher will give you ten questions, for example: Who was the inventor of scissors?



4. Find the answer from the search engine.



5. Write your answers on a piece of paper.



6. The winner is the fastest student that can answer all the questions correctly.

**Did you
know?**

Facts about search engines

Internet users must be familiar with search engines. It only takes a few seconds for search engines to find desired information. Search engines put relevant sites at the top of the search results. About 70% of online transactions commence with the help of search engines. Everyday there are more than 500 million searches completed. 81% of internet users find new websites after they use the search engines.

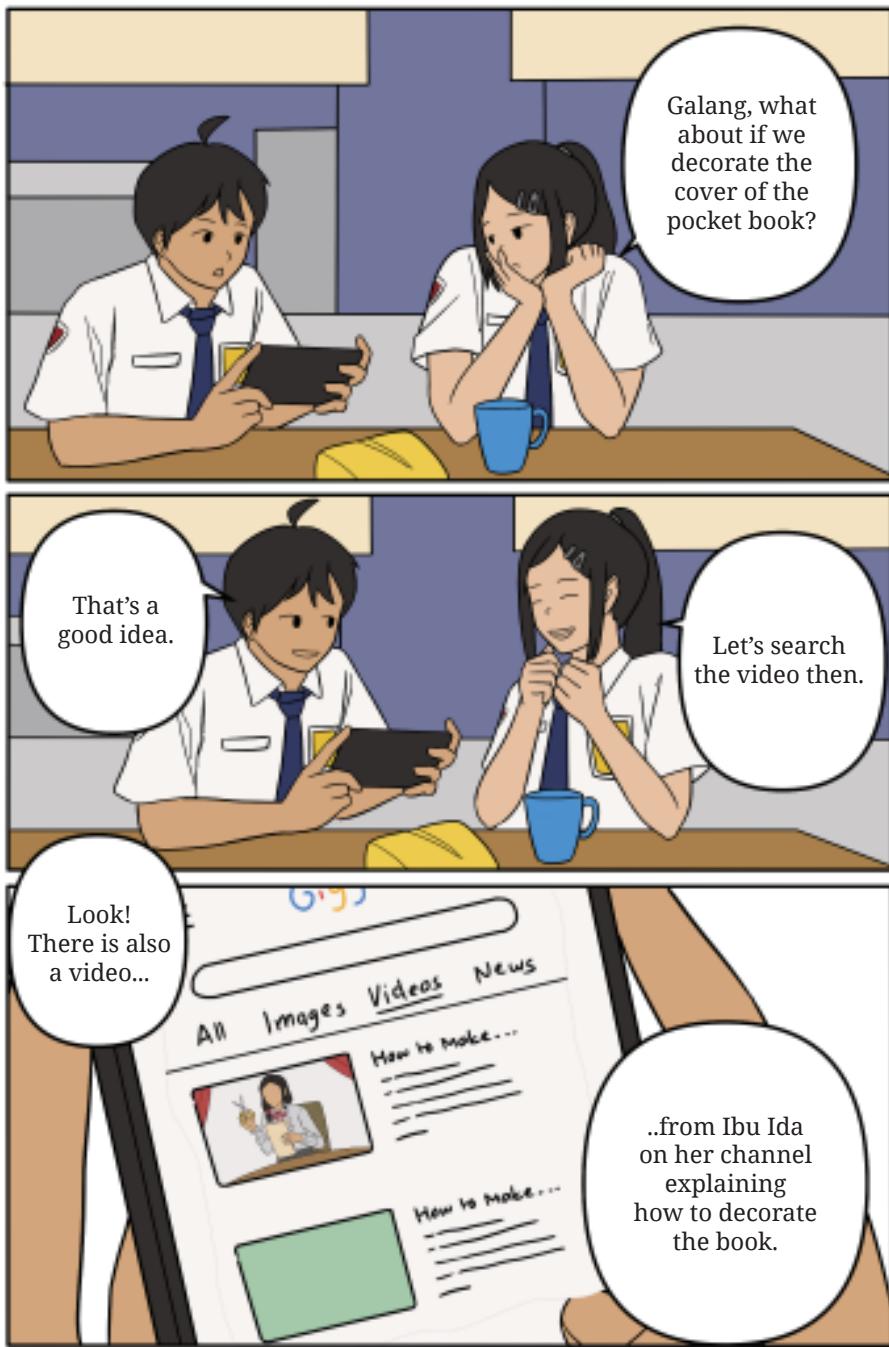
Adapted from: Search Engine Stats and Facts | Optimus01 Online

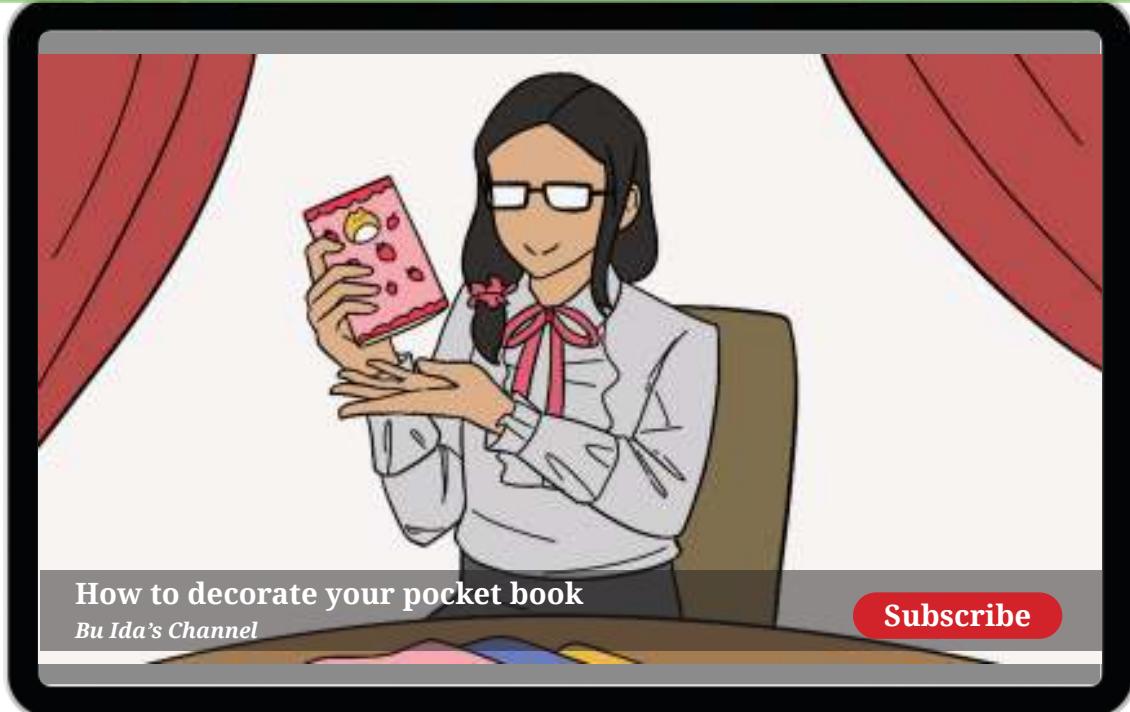


Section 8 - Your Turn

Unit 1. Digital Life

Listen to Ibu Ida's explanation of decorating the pocket book and fill in the blanks.

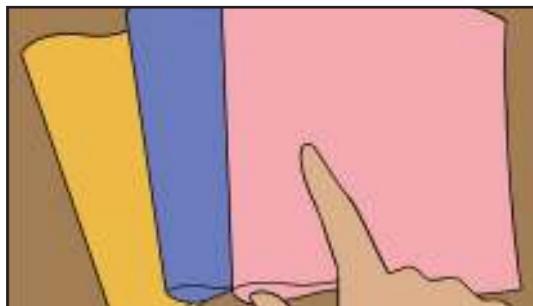




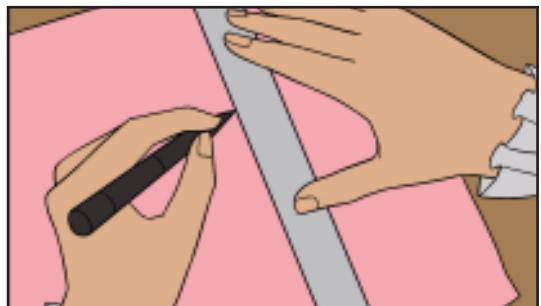
How to decorate your pocket book

Bu Ida's Channel

[Subscribe](#)



... a material to cover your book.



... the material that will be the cover of your book.



... the material.



... your paper book on the material.



... the left edge to meet the
right edge.



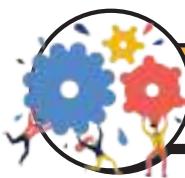
... something on the cover of
your book.



.. some stickers.



Your pocket book is more
beautiful now.

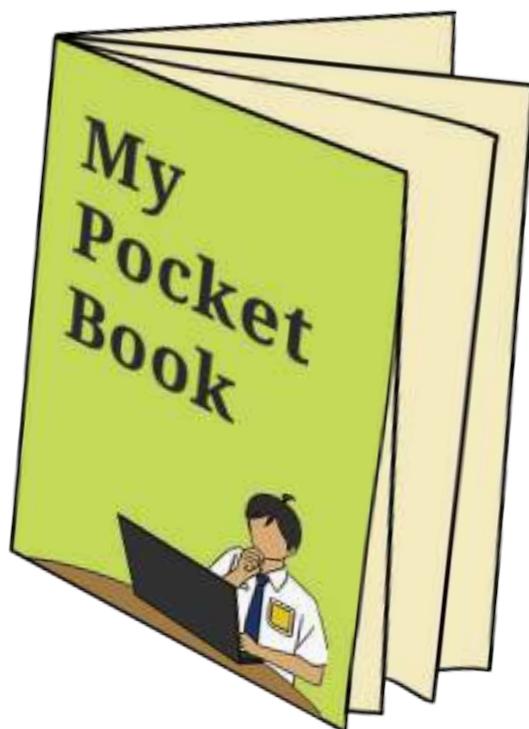


Section 9 - Enrichment

Unit 1. Digital Life

Make your own pocket book by following the steps below.

1. Identify a famous person whose biography you will write.
2. Find the information on the Internet.
3. Check the facts.
4. Write the biography.
5. Decorate your pocket book.
6. Present your pocket book to the class.



Unit 2. Staying safe in the digital world





Section 1 - Say What You Know

Unit 2. Staying safe in the digital world

Look at the pictures and answer the questions that follow.



Picture 5.2 On Social Media

Questions

- a. Have you ever done one of the above?
- b. Why are those people doing that?
- c. What is your opinion?



Section 2 - Reading

Unit 2. Staying safe in the digital world

- a. When using the Internet, determine whether you make the following information public or private.

Your information	Public or Private?
Your real name	private
Your mobile number	
Your favorite food	
Your school	
Your real address	
Your nickname	
Your birthday	
Your photo	

Worksheet 5.12



b. Write the words under each picture.

Word Choices:

online scam

web address

online identity

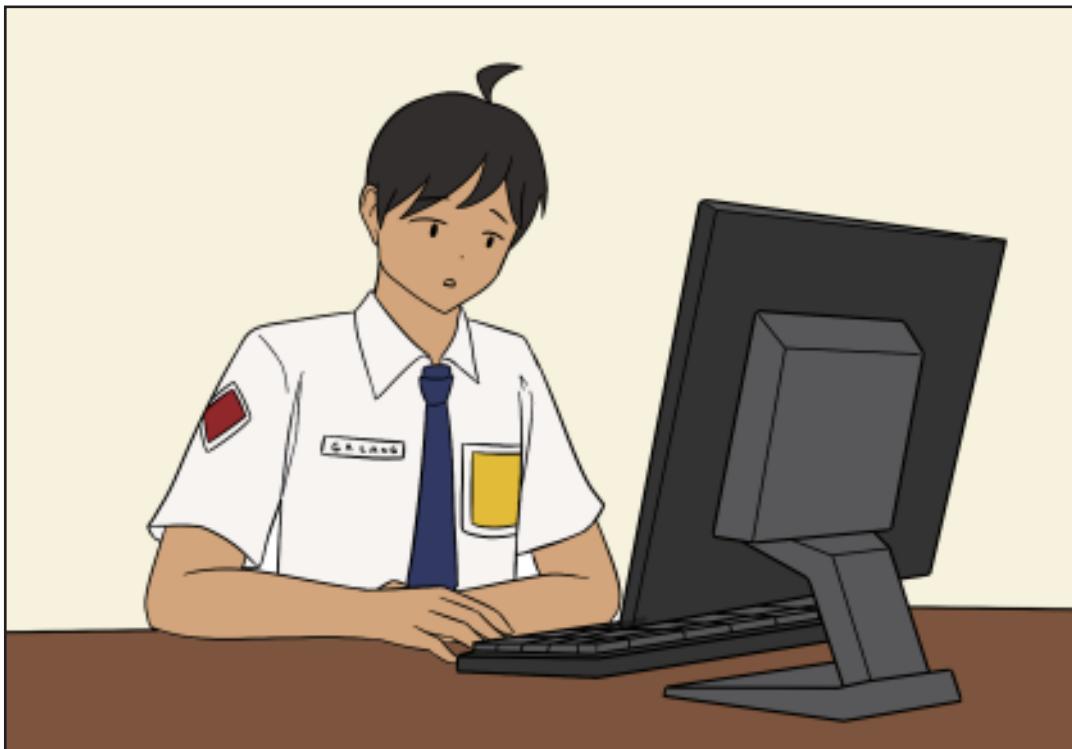
password

a web link

privacy settings



- c. Study the words in Worksheet 5.13 and then read the text to answer the questions that follow. You don't have to write in full sentences. Number one has been done for you.



Picture 5.3 Using the Internet



Word Box

verify: memeriksa
hover: mengarahkan kursor tetikus
embed: melekatkan
impostor: penipu
mouse: tetikus
scam: penipuan
recipient: penerima
unsolicited: yang tidak diminta
digital devices: perangkat digital
social network: jaringan/pertemanan sosial

Internet Safety Rules and What to Do Online

Internet safety is the practice of following actionable guidelines, understanding modern technology, and protecting your digital devices. There are six behavior ideas to be safe online:

1. Verify someone's identity

What to do: always check someone's identity. If someone seems very into themselves but doesn't have online friends to show for it, that person may be an imposter!

2. Verify a link is safe

What to do:

First, always understand web addresses. They should begin with HTTPS.

Second, know about hovering. Hovering is when you place your mouse cursor over a link (without clicking it) to see the link embedded in the text. If the link shows a different web when hovering with your mouse cursor, never click it!

3. Identify an online scam

Online scams often take the form of unsolicited emails, instant messages, or text messages and they tell the recipient to do something, like click a link. What to do: Never click the link! If you do, it will cause your digital device trouble.

4. Protect your privacy

How:

- Always hide your phone numbers.
- Always keep your addresses and contact information secret, even from social networks that ask for them.

5. Create passwords

How:

- Always create strong passwords that should be:
- 10+ characters long
- Including letters, numbers, and other characters
- Unrelated to personal information
- Easy to remember
- Hard to guess
- Unique

6. Become a good digital citizen

What to do:

- Always make safe choices when using the Internet.
- Know how the Internet works, and warning signs that something may have gone wrong.

(Source: <https://www.aeseducation.com/computer-applications/what-is-internet-safety>)

Questions

1. What does “Internet safety” mean?

The practice of following actionable guidelines, understanding modern technology, and protecting your digital devices.

2. How do you know if someone is actually not him/herself?

3. How do you know when a link is safe?

4. What does the word “it” in the “..., don’t click it!” refer to?

5. What do online scams usually ask you to do?

6. Create one strong password according to point number 5 in the text.



Section 3 - Viewing

Unit 2. Staying safe in the digital world

Look at the infographic below and answer the questions that follow.

Word Box

suspicious: mencurigakan

vulnerable: rentan

software: perangkat lunak

malware: perangkat lunak perusak

factory default: (setelan) bawaan pabrik

firmware: perangkat tegar/terpadu (terdapat dalam perangkat lunak)

to opt out: menyingkirkan/membuang





Picture 5.4 Infographic Poster

5 ways to protect personal information

Don't Give Out Personal Information



- Keep your personal information private
- Be suspicious of unsolicited e-mails

Review your security and privacy settings



- Lock your smartphones automatically when not in use
- Know what is being collected and shared



Keep Your Computer Updated

Keep your device software up to date so it is not vulnerable to malware.



Improve your internet security

- Change the router's factory default password immediately
- Update firmware on a regular basis



Check your mobile app permissions

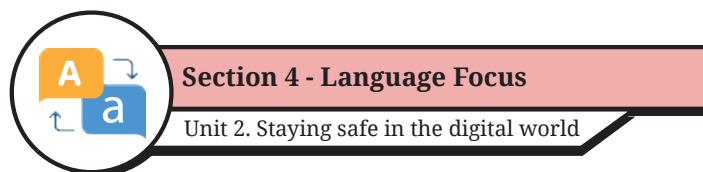
Go to the permissions settings for each app and opt out of anything you're uncomfortable with.

Questions

1. How do you keep your personal information safe?
 - a. sharing it online.
 - b. keeping it private.
 - c. sending it through emails.
 - d. giving it to your best friend.
2. You get unsolicited emails telling you that you need to send your phone number immediately. If not, your account will be closed. However, you know that the emails are not valid. What should you do about it?
 - a. Ignore them and block the emails if possible.
 - b. Send them your phone number.
 - c. Reply to the emails to confirm.
 - d. Ask friends if they have the same experience.
3. How can locking your smartphones help keep your privacy?
 - a. It avoids your smartphones from sending the data.
 - b. Nobody can misuse your smartphones.
 - c. It is required by the factory.
 - d. You can go online safely.
4. Why does updating your computer make it safe?
 - a. It protects from the latest threats.
 - b. No one can use your computer.
 - c. It is not outdated.
 - d. To follow the trend.
5. Why do we need to change the factory default password?
 - a. It's easy to remember.
 - b. Everyone can use your router.
 - c. It's difficult to remember.
 - d. It's a standard password that everyone knows.

6. What can we do to our mobile apps?
 - a. Click YES on every setting of the apps.
 - b. Reject all apps' settings.
 - c. Accept only apps' required settings.
 - d. Uninstall them.

Worksheet 5.15



Study the following explanation about how to express a command or advice using always and never. Then, complete the following sentences.

When we tell people what to do, we can use always or never, as in the following sentences.

Always verify someone's identity.

Always hide your phone numbers.

Never click it!

Always and never often come first before the main verb. Look at the examples below.

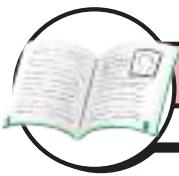
Table 5.1 Examples of always and never

When you use the Internet,	always keep your personal information private.
	never give out your personal information.

Complete the following sentences with always or never. Number one has been done for you.

1. Always check someone's identity.
2. _____ verify a link is safe.
3. _____ reply to the unsolicited emails.
4. _____ protect your privacy.
5. _____ create strong passwords.
6. _____ keep your personal information public.
7. _____ ignore your security and privacy settings.
8. _____ know what is being collected and shared.
9. _____ keep your device software out of date.
10. _____ update firmware on a regular basis.
11. _____ click YES on every setting of your mobile apps.

Worksheet 5.16



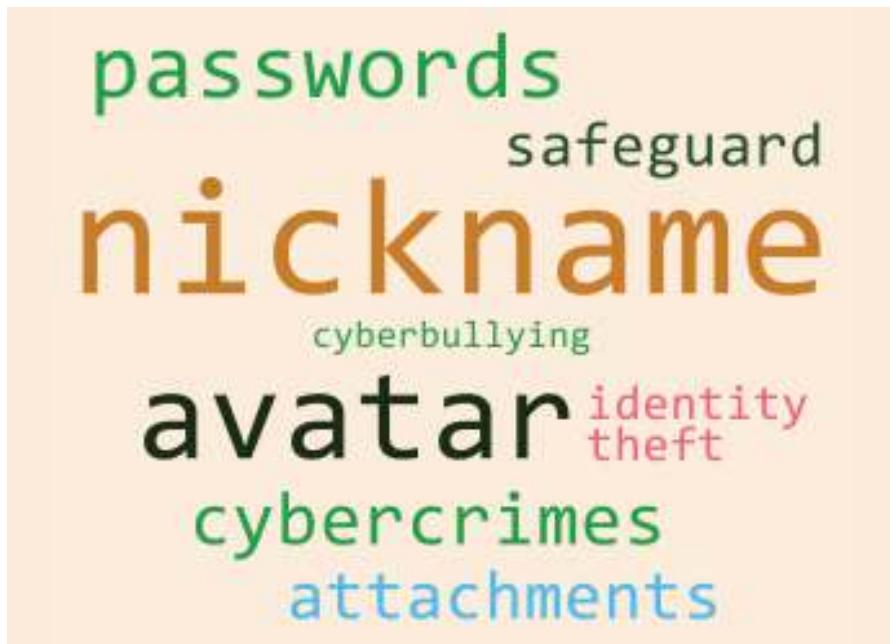
Section 5 - Reading

Unit 2. Staying safe in the digital world



Picture 5.5 Identity Theft

- a. Look at this wordle and write down what you know about the words in the space provided below. You may use Indonesian. Number one has been done for you.



1. attachments: any kind of file we add or send with an e-mail message.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

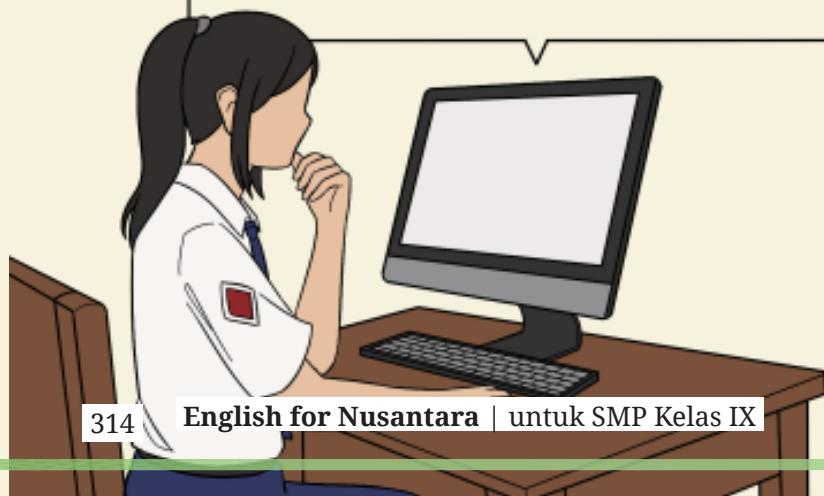
- b. Read the text on the next page, and underline the important points of the text. See **Word Box**.



Word Box

give out: memberikan/membagikan
fill out: mengisi
take place: terjadi
come across: menemukan; mengalami
stranger: orang asing
button: tombol
offensive: menyinggung
concerning: mengkhawatirkan
disrespectful: tidak sopan
confused: bingung
trusted adult: orang (dewasa) yang dipercaya

10 Ways to Protect Yourself Against Cybercrimes!



10 Ways to Protect Yourself Against Cybercrimes

It is quite common for us to hear or see something offensive or concerning while playing games or socializing online. There are at least 10 things you can do to safeguard yourself against cybercrimes such as cyberbullying and identity theft.

First, make sure you keep your personal facts to yourself. Never give out any personal information such as your full name, address, phone number, or school name.

Second, use a nickname and include an avatar of yourself on your profile.

Third, visit safe websites that a trusted adult has checked first.

Fourth, never talk to strangers or send them a picture of yourself.

Fifth, never meet someone you met on the Internet even if you think you know them well or they seem nice.

Sixth, never give out your passwords to anyone other than your parents. Keep your password safe by changing it regularly.

Seventh, don't fill out forms online without asking an adult first.

Eighth, block and delete any emails from anyone you don't know. Also, never open attachments from people you don't know as they could contain a dangerous virus.

Ninth, only download things from the Internet after asking an adult.

Tenth, many games and apps include 'Report' or 'Block' buttons. If you are in a situation where disrespectful behavior is taking place or something that worries you, press one of these buttons.

To stay safe, always talk to an adult before using the Internet. If you come across anything that makes you worried, confused, unsafe, or unhappy, always tell a trusted adult.

[Source: <https://www.safewise.com/resources/internet-safety-for-teens/> | <https://www.twinkl.co.id/resource/t-t-2567122-eyfs-online-internet-safety-display-posters> | <https://www.twinkl.co.id/resource/t2-i-013-internet-safety-display-posters> | <https://www.twinkl.co.id/resource/safer-internet-day-activity-booklet-au-t-1637805287> | <https://www.twinkl.co.id/resource/safer-internet-day-2022-differentiated-reading-comprehension-au-t-1636520984>]

- c. Fill in the blanks with the best answers. Number one has been done for you.
1. Cyberbullying and identity theft are examples of cybercrimes.
 2. Always _____ your personal information to yourself.
 3. Use a nickname and _____ on your social media profile.
 4. Never _____ a picture of yourself to strangers online.
 5. Never _____ someone you met on the Internet.
 6. Keep your password safe by _____ it regularly.
 7. Don't fill out _____ online without asking an adult first.
 8. Block and _____ emails from anyone you don't know.
 9. Always _____ things from safe websites.
 10. Press the 'Report' and _____ buttons if you experience something that worries you.
 11. Always tell a trusted _____ if you feel uncomfortable using the Internet.

Worksheet 5.18

**Did you
know?**



Picture 5.6 Cyberbullying

Online bullying in Indonesia

According to a survey in 2019, of 2,777 Indonesian young people aged 14-24, 45% have experienced cyberbullying. Interestingly, boys had slightly higher rates than girls (49%-41%). The most common type of cyberbullying include harassment through chatting applications, unauthorized personal photos/videos, and other types of harassment.

[Source: <https://www.unicef.org/indonesia/media/5606/file/Bullying%20in%20Indonesia.pdf> | <https://indonesia.ureport.in/v2/opinion/3454/>]



Section 6 - Your Turn

Unit 2. Staying safe in the digital world

- a. Look at the picture on the next page. Work in pairs and write down what you can do if you receive such a message.





What I think I can do

Worksheet 5.19

- b. Read and complete the flyer for the Anti-Bullying Campaign run by SMP Merdeka by using the words in the box below.

messages	posts	adult	screenshots
yourself	sites	change	block



Word Box

log off: mengakhiri akses (internet)
take place: terjadi
mute: membisukan
screenshot: tangkapan layar
nasty: menjijikan; menyakitkan
self-blame: (sikap) menyalahkan diri sendiri
abusive: kasar

SMP Merdeka Anti-Bullying Campaign

How to Deal with Cyberbullying

- If you experience cyberbullying, try and remember these.

Don't respond immediately to any nasty [messages] you receive.

Take [] and save messages so you have proof of what has happened.

Try to stop frequently checking [].

Log off the [] where cyberbullying is taking place.

If you [] your phone number, only give out your number to close friends.

Report, [], or mute the message or the person.

Never keep it to [] and don't self-blame.

Always talk to an [] you trust, like a parent or a teacher



[Source: <https://www.bbc.co.uk/bitesize/articles/zyb43j6> | <https://au.reachout.com/articles/5-strategies-for-dealing-with-cyberbullying> | <https://www.twinkl.co.id/resource/us-tc-7013-how-to-deal-with-cyber-bullying-on-your-phone> | <https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/>]

c. Answer the following questions by choosing the right tips on how to deal with cyberbullying on the flyer above. Number done has been done for you.

1. What do you have to do if you receive an abusive message online?

Don't reply to it immediately.

2. What can you show to someone as evidence of cyberbullying?
-

3. Where does cyberbullying usually occur?
-

4. If someone is bullying you through your cell phone, what will you do to him/her?
-

5. Why can't you blame yourself for cyberbullying?
-

6. To whom can you tell if cyberbullying takes place?
-

Worksheet 5.21



Section 7 - Fun Time: Word Search

Unit 2. Staying safe in the digital world

Online safety word search.

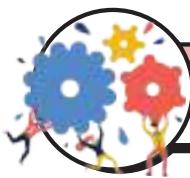
Find the hidden words. The words can be horizontal, vertical, and diagonal.

Then, write the words in the box.

W	K	I	A	R	E	P	O	R	T	C	P	P	I
C	S	T	V	V	A	Z	F	Y	I	W	G	M	D
Y	D	A	B	R	A	L	S	P	I	B	H	S	E
B	P	E	F	F	B	T	V	H	J	L	F	X	N
E	B	A	C	E	Y	Y	A	M	U	O	I	F	T
R	P	S	S	H	T	M	X	R	C	C	Q	T	I
B	A	E	G	S	Y	Y	A	S	M	K	E	X	T
U	M	J	H	P	W	Z	B	L	U	H	E	K	Y
L	C	B	S	R	P	O	K	E	W	B	D	V	T
L	B	A	Y	I	K	N	R	F	M	A	T	X	H
Y	U	P	V	V	Q	N	S	D	H	A	R	M	E
I	W	P	E	A	R	P	P	X	S	Z	I	E	F
N	M	N	T	C	Q	D	J	T	L	F	G	L	T
G	B	H	P	Y	S	C	A	M	X	Z	B	X	S

Privacy

Worksheet 5.22



Section 8 - Enrichment

Unit 2. Staying safe in the digital world

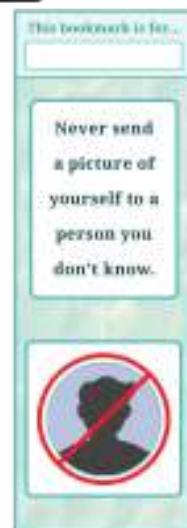
Online safety bookmarks

- Write down five things you can do or have done to stay safe when using the Internet.



Picture 5.8
Worksheet 5.23

- Turn your list into bookmarks. You can create a bookmark using an online design tool. See the example on the right.
- Print out your bookmark and exchange it with your classmates. Alternatively, you can just share your bookmark online with your social media friends.



Picture 5.9 Online Safety Bookmark

Unit 3. Turn back hoax!



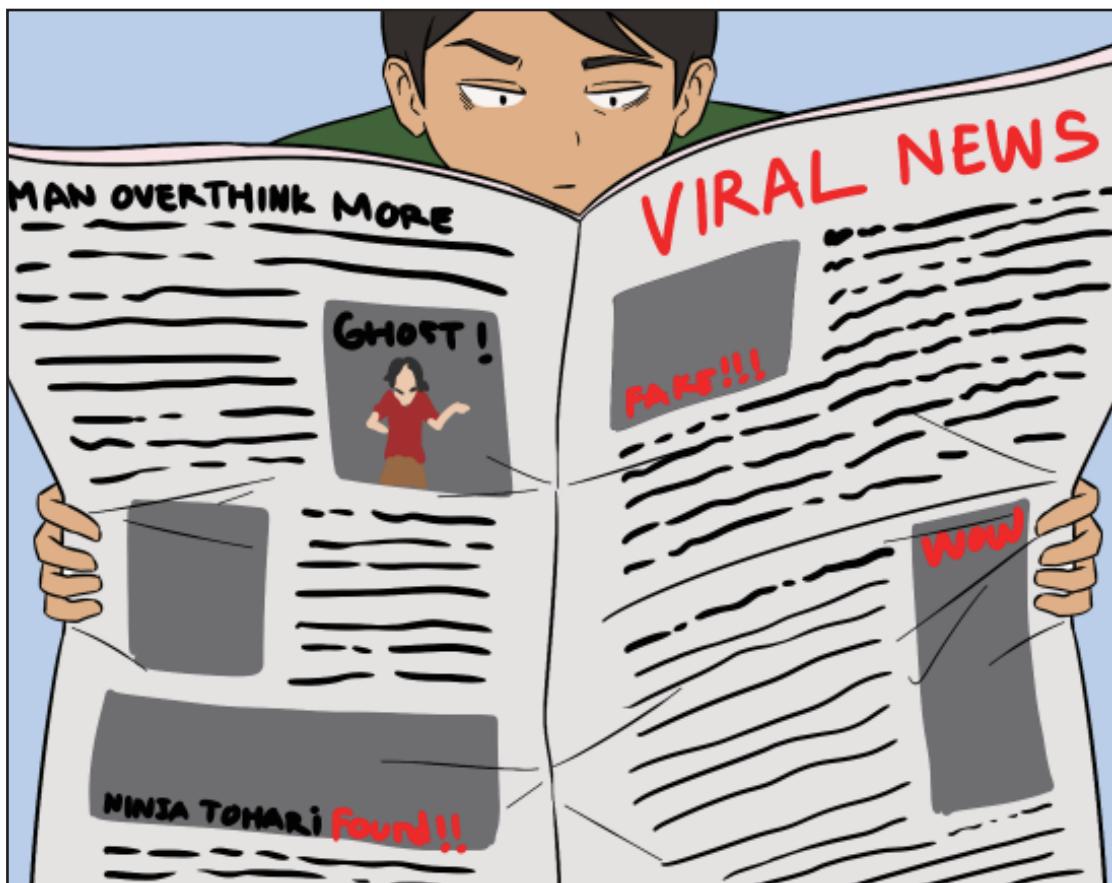


Section 1 - Say What You Know

Unit 3. Turn back hoax!

Study the picture and then answer the questions.

Work in a group of four.



Picture 5.10 Reading a Newspaper

Questions

- What do you see in the picture?
- What do you know about a hoax?
- How do you know that a message is a hoax?
- Why are you interested in reading the news?



Section 2 - Reading

Unit 3. Turn back hoax!

Read the following text and answer the questions.



Word Box

belong to: bagian dari; milik
guarantee: menjamin
dig deeper: menggali (misalnya menggali informasi)
fake: palsu
critical: kritis
commercial: komersial (untuk tujuan memperoleh keuntungan berupa uang)
current: terbaru
purpose: tujuan
goods: barang
services: jasa
educational: pendidikan
institutions: lembaga
source: sumber
broadcast: siaran
experts: ahli
reliability: dapat diandalkan
trustworthiness: dapat dipercaya
author's name: nama penulis
publication date: tanggal terbit
in the field: pada bidangnya

STEPS TO SPOT FAKE NEWS

1. Be Critical

Every time you read, see or hear a piece of news you must ask questions – and lots of them! For example, you can ask: who said it?; what did they say?; where did they say it?; when did they say it?; why did they say it?; or how did they say it? These questions are a good starting point to make sure that we can verify the trustworthiness of a news source.

2. Check the source

When you see news on the internet, you should check the website address. You should identify the URL address based on the type. For example, the popular .com ending usually belongs to a commercial site which means that the website's main purpose is to sell goods or services. A website ending in .edu is used by educational institutions.

3. Check if it is current

In the old times, we read news from newspapers or watched them on TV. Daily newspapers and TV broadcasts are somewhat disposable. However, news articles published online can remain out there in the virtual world permanently. So, it is important to always check the publication dates of the news article. Usually, you can find it under the article's title. If you find news in social media, you may find a repost or re-share of old news articles. You should check when the article was initially published and if the story has been modified or updated since that original publication.

4. Ask the experts

When you are not sure about some news, try to ask the experts in the field. These experts can be parents, teachers, librarians, researchers, scientists, and journalists. Overall, you need to be critical about any stories or news that you see on the internet.

Adapted from: <https://literacyideas.com/how-to-spot-fake-news/>

Questions

1. What questions can you ask to be critical about a piece of news?

2. How do you check the source of information from the Internet?

3. What is the difference between a newspaper and Internet news portal?

4. Mention some experts that you can ask about a piece of news.

5. In your opinion, why is it important to recognize fake news?

Worksheet 5.24





Section 3 - Viewing

Unit 3. Turn back hoax!

Look at the infographic. Then, write the steps of filtering news based on the information in the infographic. You may complete the steps by following the YES or NO arrows. When you are done, read your friends' steps. See if they use the same flow as yours.



The Steps of Filtering News

Before you share some news, you should think about several things. First, _____ After that, _____ Also, _____
Next, _____ Then, _____ Finally, _____

Worksheet 5.25



Section 4 - Writing

Unit 3. Turn back hoax!

Sometimes we need to talk about a process or a procedure to achieve a certain goal. A procedural text contains the following elements.

Table 5.2 Elements of a procedural text

Procedural text	
The goal of the activity	An indication of what you are trying to do or make
Materials	A list of materials (or ingredients/equipment etc.) needed to achieve the goal
Steps	The sequence of steps that need to be followed

In Section 2, we learn that a procedural text contains steps in achieving one goal. For example: Steps to spot fake news. In the text, the steps are mentioned using numbers 1, 2, 3 and 4. Alternatively, we can use other sequencing indicators such as:

- First, second, third, fourth and so on.
- First, then, next, after that and so on.

To mention the last step, we can use finally or lastly.



Section 5 - Writing

Unit 3. Turn back hoax!

Look at the internet news. Then, follow the steps in Section 2 and write how you can check whether the news is fake or not.

This news shows a picture of a group of elephants in China. It says that they got drunk on corn wine and passed out on the farm.

Social media posts claimed that, in the absence of humans, elephants came into a village in China, got drunk on corn wine, and passed out. The story has since been debunked.



Meh

Follow



While humans carry out social distancing, a group of 14 elephants broke into a village in Yunnan province, looking for corn and other food. They ended up drinking 30kg of corn wine and got so drunk that they fell asleep in a nearby tea garden.



4:21 AM · Mar 19, 2020



Source: <https://www.nationalgeographic.com/animals/article/coronavirus-pandemic-fake-animal-viral-social-media-posts>

The steps of checking whether the news is fake or not:

1. _____
2. _____
3. _____
4. _____

Worksheet 5.26

Did you know?

If you use social media, the chances are you see (and forward) some of the more than 3.2 billion images and 720,000 hours of video shared daily.

With that amount of information, it is often difficult to differentiate which one is real and which one is not. Therefore, it is important to understand how to use digital content verification tools. It is also important to boost our digital media literacy. Ultimately, one of the best lines of defense — and the only one you can control — is you.

Source: <https://theconversation.com/3-2-billion-images-and-720-000-hours-of-video-are-shared-online-daily-can-you-sort-real-from-fake-148630>



Section 6 - Fun Time: Real or Fake?

Unit 3. Turn back hoax!

Real or fake?

Let's play a game.

1. This is a team game. Divide the class into groups of four or five.
2. Each group should prepare four pieces of paper. On each piece, students can write a goal of an activity. For example, you can write: making a kite, making a fried banana, painting our room, etc.
3. Roll up the paper and put them into one container.
4. One student will take a rolled paper and make a description about the goal written on the paper. The student can make a hyperbolic description for the other students to guess the goal written on the paper. For example

Making a kite

5. For this name, students can make a description such as:
 - It is a super fun activity.
 - Prepare a two-kilometer long string.
 - Get a big piece of paper.
 - Prepare some paints or markers to draw pictures
6. Other students should try to guess the goal of activity written on the rolled paper.



Section 7 - Your Turn

Unit 3. Turn back hoax!

- a. Planning and brainstorming

Match the paragraphs with the headings provided in the box.

How to be an expert fact-checker

Professional fact-checkers are people who make sure newspaper articles and magazine stories are correct before they are published. These are a few tips to know if what you're reading is for real.

Type the exact same title of the story into a search engine. If the story isn't real, websites may pop up right away that call it out as fake.

Big news stories will be covered by most major news organizations. If a story seems hard to believe, and it only pops up in one or two places, that's a warning sign that something's wrong.

Is this a new story, or did it happen a long time ago? If it isn't current, the information may be incorrect or just out of date.

A reliable news story should say where all the facts came from. Search the internet to look for the organizations behind the facts.

Many social media sites confirm the real accounts of famous people or well-known organizations. Look for check marks, icons, or even special emojis next to the account names that show they have been verified.

Look for other articles on the same topics

Check the date

Go straight to the source

Search the exact headline

Verify it

Use a search engine

Source: <https://kids.nationalgeographic.com/homework-help/article/how-to-be-an-expert-fact-checker>

Worksheet 5.27

b. Outlining

Write the steps that you would do to check whether the news is real or fake. You can choose one piece of news in the box.

News 1	News 2	News 3
Stop using chopsticks to save the trees!	Pandas are no longer endangered.	Indonesian students do not have to go to school on Saturday.

Title	What would be the title of your procedural text? _____
Goal	What is the goal of your writing? _____
Materials	How do you achieve this goal? _____
Steps	Step 1 Write the main idea of the first paragraph _____ _____
	Step 2 Write the main idea of the second paragraph _____ _____

Steps	Step 3 Write the main idea of the second paragraph <hr/> <hr/>
-------	---

Worksheet 5.28

c. Drafting

Start writing a first draft of your procedural text in the following template.

Title
Goal
Materials
Steps

Worksheet 5.29

d. Writing and editing

Write your procedural text here.

A large grid of yellow graph paper, designed for writing a procedural text. The grid consists of 15 horizontal rows and 20 vertical columns, providing a clear structure for organizing steps or instructions.

Worksheet 5.30



Section 8 - Enrichment

Unit 3. Turn back hoax!

Turn back hoax campaign!

In small groups, create a poster to promote the awareness of checking facts.

1. With your classmates, find and read some news in online media that use clickbaits.
2. Verify whether the news is real or fake.
3. Based on the news that you have read, create a poster to encourage students to check facts before they share them.





Reflection

Unit 3. Indonesian Birds

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Chapter: 5

Date:

What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN	😊	😐	☹️
make imperative sentences			
ask and give information on how to use search engines			
find specific information on steps to stay safe online			
identify stages of procedural text			
write a procedural text about checking fake news			

If you ticked 😐 or ☹️ you need to revise these parts.

I shared with my family:

My Parent's Signature



Progress Check 2

Chapter 3, 4, 5

For numbers 1-5, please change the direct speech into indirect speech.

1. Andre: "What do you want to buy in the supermarket?"

Indirect speech:

2. Galang asked, "Where is the toilet?"

Indirect speech:

3. Pipit: "Can I see your notes?"

Indirect speech:

4. "Do you want to go to the library?" asked Andre.

Indirect speech:

5. Monita: "Do you like the moon orchid?"

Indirect speech:

Dialogue 1

- Made : What are your group going to make for the art assignment?
- Andre : We are planning to make a pencil holder from a plastic bottle. We are going to stick some beads and paint it with watercolor. How about your group?
- Made : That's great! My group will make a carpet from household waste.
- Andre : Wow ... That's interesting! I have never heard of that. How will you make that?
- Made : So first, we will collect the household waste, especially those with plastic material. Then, we will wash it all and dry it. We will weave it and shape it into a carpet.
- Andre : I cannot wait to see the result! It must be very unique.
- Made : I cannot wait to see your group's result too.

For number 6-10, choose the best answer.

6. What are they talking about?
 - a. They are talking about making a pencil holder
 - b. They are talking about making a carpet
 - c. They are talking about the art assignment
 - d. They are talking about collecting the household waste
7. What is the similarity between what Andre and Made's group will make?
 - a. They will use plastic bottles for their project
 - b. They will shape it into a carpet
 - c. They cannot wait to see the result
 - d. They will make something from unused materials.
8. What will Andre's group make?
 - a. a carpet from a household waste collection
 - b. a pencil case
 - c. a pencil holder
 - d. a mat from a household waste collection
9. Why does Andre think that the thing that Made's group will make is interesting?
 - a. It is interesting because it is made from plastic material
 - b. It is interesting because he has never heard of that
 - c. It is interesting because he cannot wait to see the result
 - d. It is interesting because he washes and dries the material first
10. What will Made's group do after collecting the household waste?
 - a. They will dry the waste
 - b. They will wash the waste
 - c. They will weave the waste
 - d. They will cut the waste

For number 11-15, change the active form into passive form.

11. We donate unused clothes for the charity event.

12. All students anticipate many things, such as shirts, pants, and skirts in this thrift sale.

13. The students recycle the waste from school.

14. Galang and Monita promote the zero plastic waste campaign.

15. Pipit gives her beloved novel to her friend.

For number 16-20, complete the following imperative sentences with always or never.

16. _____ check the website before you trust any news you read.

17. _____ believe anything you read on the internet immediately.

18. _____ share your personal information to strangers you meet on the internet.

19. _____ update your antivirus regularly to keep the data in your computer safe.

20. _____ create an easy password.

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Glossarium

abusive	kasar
accompany	menemani
all set	segalanya/semuanya sudah siap
approach	mendekati
author's name	nama penulis
avoid	menghindari
bamboo shoots	tunas bambu; rebung
bazaar	pameran
belong to	bagian dari; milik
bluish white	putih kebiru-biruan
bottle cap	tutup botol
branches	dahan pohon
brave	pemberani
breathing tube	tabung pernafasan
broadcast	siaran
button	tombol
come across	menemukan; mengalami
commercial	komersial (untuk tujuan memperoleh keuntungan berupa uang)
concerning	mengkhawatirkan
confused	bingung
conservation programs	program konservasi/pelestarian
	mengonsumsi; memakan
convince	meyakinkan
coral reefs	terumbu karang

created	ciptakan
critical	kritis
curiosity	rasa penasaran
current	terbaru
curtain	tirai
dare	berani, memberanikan diri
depart (base verb)/departed (past verb)	berangkat
destruction	perusakan
dig deeper	menggali (misalnya menggali informasi)
digital devices	perangkat digital
disabled students	peserta didik penyandang disabilitas
disappear	menghilang; punah; hancur
disrespectful	tidak sopan
dizzy	pusing
educational	pendidikan
electrical engineering	teknik elektro
embed	melekatkan
endangered	terancam punah
excited	bersemangat, senang, gembira
excitement	kegembiraan
excursion	karya wisata
experts	ahli
fake	palsu
famous	terkenal
fastened	mengencangkan
feather	bulu

featherless patch	area kulit tak berbulu
figs	buah ara
fill out	mengisi
founder	pendiri
future	masa depan
gear	perlengkapan
give out	memberikan/membagikan
glue	lem
go down	turun
goods	barang
government	pemerintah
graying black	hitam keabu-abuan
green sea turtle	penyu laut hijau
guarantee	menjamin
habitat loss	kerusakan habitat
hang	menggelantung; bergelantung(an)
harbor	pelabuhan
head towards/to	menuju (ke)
height	tinggi badan
holes	lubang
hollow reeds	tumbuhan buluh berongga
house reef	rumah karang atau terumbu karang terdekat dari resor menyelam/snorkeling, dapat diakses dari bibir pantai dengan hanya berenang.
hover	mengarahkan kursor tetikus
illegal hunting	perburuan liar

important	penting
imposter	penipu
in general	pada umumnya
institutions	lembaga
intelligence	kecerdasan
interesting	menarik
in the field	pada bidangnya
invent	menciptakan
it takes longer	memerlukan waktu yang lebih lama
jewelry	perhiasan
knight outfit	pakaian ksatria
lantern	lentera
lecturer	dosen
limbs	tangan dan kaki
log off	mengakhiri akses (internet)
lose track (of)	tak dapat mengingat atau menghitung
lychee	leci
mammal	hewan beranak, mamalia
mangosteen	manggis
mangrove	hutan mangruf
medication	obat-obatan
membrane	selaput
motorboat	perahu motor
mouse	tetikus
mute	membisukan
nasty	menjijikan; menyakitkan

native (to)	berasal/khas (dari)
neck	leher
north	utara
observe	melihat, mengamati
observed	mengamati
offensive	menyinggung
offer	menawarkan
ordinary person	orang biasa
pack (base verb)/packed (past verb)	mengemas, berkemas
pardon	maaf (mohon diulangi)
passionate	bersemangat, tertarik
pioneer	pelopor
predator	pemangsa
pressed	menekan
primate	hewan primata
publication date	tanggal terbit
purpose	tujuan
put on	memakai
rainforest	hutan hujan tropis
reasonable price	harga yang wajar
recipient	penerima
recycling	daur ulang
reddish-brown	(berwarna) coklat kemerahan
reliability	dapat diandalkan
retrieve	mengambil
revved	menyala
reward	hadiah, penghargaan

scam	penipuan
scary	menakutkan
scientific name	nama ilmiah
screenshot	tangkapan layar
search engine	mesin pencari
self-blame	(sikap) menyalahkan diri sendiri
services	jasa
social network	jaringan/pertemaman sosial
sophisticated	mutakhir
source	sumber
specifically	terutama
sponge	bunga karang laut
stranger	orang asing
submarine	kapal selam
submerged	menyelam; terendam; tenggelam
tail	ekor
take place	terjadi
the hungry	orang-orang yang kekurangan/ memerlukan makanan
thrilling	mendebarkan, menggembirakan
tiny	kecil
to glue	merekatkan
to spend more time	memiliki/menghabiskan waktu lebih banyak
to stay overnight	bermalam, menginap

to surf	berselancar
trusted adult	orang (dewasa) yang dipercaya
trustworthiness	dapat dipercaya
underwater	bawah air
unsafe	tidak aman
unsolicited	yang tidak diminta
up to	hingga
used/preloved	bekas (pakai)
used materials	barang bekas
verify	memeriksa
warehouse	gudang
was sucked	tersedot
weight	berat badan
wildlife	margasatwa
with reference to	mengacu kepada

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2. Sekretaris Balai Bahasa Universitas Pendidikan Indonesia (2019 – 2021).
3. Anggota tim pengembang kurikulum PPG Prajabatan, GTK, Dit PPG (2021-sekarang)
4. Tutor (Literacy courses), School of Education, The University of Wollongong (2017-2018)
5. Teacher trainer, British Council, Indonesia (2007-2012)

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Education and Literacy – The University of Wollongong (Lulus tahun 2020)
2. S2 – Teaching English to Young Learners – The University of Warwick (Lulus tahun 2006)
3. S1 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2001)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Multimodal literacy: Unfolding reading path in children's picture book and its potential for EFL classrooms (2020) - Indonesian Journal of Applied Linguistics, 9 (3)
2. From storytelling to story writing: The implementation of reading to learn (R2L) pedagogy to teach English as a foreign language in Indonesia. (2017). Indonesian Journal of Applied Linguistics, 6(2), 232-245.
3. Damayanti, I. L. (2014). Gender construction in visual images in textbooks for primary school students. Indonesian Journal of Applied Linguistics, 3(2), 100-116.

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2. English for Nusantara: Buku Panduan Guru (2022) - Pusat Kurikulum dan Perbukuan
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4. The Teaching of Speaking (2015) - Universitas Terbuka
5. The Teaching of Vocabulary (2015) - Universitas Terbuka
6. Passive Voice (2015) - Universitas Terbuka
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Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Looking into metacognitive strategies used in young Indonesian EFL learners' online learning (2022) - The 20th AsiaTEFL-68th TEFLIN-5th iNELTAL International Conference
2. Exploring learning to learn: Metacognitive strategies covered in the Indonesian EFL textbooks (2021) - Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN)

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Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Penulis Buku Ajar English for Nusantara Kelas VII, Pusat Kurikulum dan Perbukuan, 2022.
2. Penulis Buku Panduan Guru Kelas VII, Pusat Kurikulum dan Perbukuan, 2022.
3. Penulis Modul Bahasa Inggris untuk Guru SD, GTK, Dit PPG, 2022.
4. Penulis Buku Ajar Bahasa Indonesia bagi Penutur Asing, Sahabatku Indonesia, Tingkat A1. Pusat Pengembangan Strategi dan Diplomasi Kebahasaan, Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan (2016).
5. Penelaah My Next Words Grade 1 – Student's Book for Elementary School, 2021.
6. Penelaah My Next Words Grade 1 – Teacher's Book for Elementary School, 2021.
7. Penelaah My Next Words Grade 2 – Student's Book for Elementary School, 2021.
8. Penelaah My Next Words Grade 2 – Teacher's Book for Elementary School, 2021

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Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

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2. English for Nusantara: Buku Panduan Guru (2022)
3. Love, Life, and Lies (2021).
4. Menolak Menyerah : Kisah Kami di Masa Pandemi (2021)
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Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Peningkatan Kemampuan Berbicara Menggunakan Kalimat Perintah Pada Materi Procedure Text Melalui Metode TPR Prosiding Seminar Nasional Guru Dikdas Berprestasi Kementerian Pendidikan dan Kebudayaan (2018)

Pelatihan yang pernah diikuti (10 tahun terakhir):

1. Instruktur Nasional Guru Pembelajar Kemdikbud (2016)
2. Training of Trainers Guru Inovatif Microsoft 365 (2020)
3. Inovasi Pembelajaran Bahasa P4TK Bahasa Kemdikbud (2021)
4. Virtual Coordinator Training Jawa Barat (2021)
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3. SMA Negeri 10 Malang (Sampoerna Academy), 2011 s.d. 2014.

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2. Universitas Negeri Malang, S-2 Pendidikan Bahasa Inggris, 2010.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Sekolah Daringku. Dalam Antologi Pendidikan Masa Pandemi Jilid 2, 2021.
2. 'Read-to-Me' story books: Parent-child home English reading activities. Dalam ELT in Asia in the Digital Era: Global Citizenship and Identity, 2018.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Improving Students' Writing Skills through Writing Workshop: An Action Research, NOBEL: Journal of Literature and Language Teaching, 13(1), 35-49, 2022.
2. The Use of E-Resources for Young Learners English Teaching Materials, LLT Journal: A Journal on Language and Language Teaching, 24(2), 640-649, 2021.
3. A Retrospective Case Study of EFL Instruction in Elementary Schools: A Critical Language Policy Perspective, The Journal of Asia TEFL, 17(4), 1158-1177, 2020.

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Riwayat Pendidikan dan Tahun Belajar:

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2. S2 - TESOL, University of Canberra, 1994
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2. English For Study Skills Development (co-author, 2019)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Language Learning Activities in the Scientific-Method-Step-Based Classroom Proceedings, The 61st TEFLIN International Conference 2014
2. Incorporating Higher Order Thinking Skills in Developing Reading Materials and Tasks for EFL Learners Advances in Social Science and Humanities Research, Vol. 279 (Atlantis Press)
3. Redesigning English Learning Materials for Maritime Vocational Schools Advances in Social Science and Humanities Research, Vol. 326 (Atlantis Press)
4. Exploring Ways of Using Facebook and Instagram in Teaching English Advances in Social Science and Humanities Research, Vol. 165 (Atlantis Press)
5. Developing Reading Tasks for autonomous Learning for Grade X Students of SMA 1 Sleman, Journal of Education, Volume 6, Number 1, November 2013

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Independently publisher, Switzerland (2022)
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3. I am Different, I am great, Melody Kiang, BookBaby, Canada (2022)

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2. Selamat Tidur, Titan, PT Banesse Indonesia, 2020
3. Dafi Baru Tahu, Yayasan Litara, 2020
4. Di Kelas Satu, Yayasan Litara, 2020
5. Hanya Dido dan Ayah, Yayasan Litara, 2020
6. Bangunkan Mereka, Jog!, Yayasan Litara, 2020
7. Bermain Apa di Taman?, Yayasan Litara, 2020
8. Kika dan Kura, Yayasan Litara, 2020
9. Teman Bermain Loli, Yayasan Litara, 2020
10. Duo Penguin, Yayasan Litara, 2020
11. Elga Cemas, Yayasan Litara, 2020
12. Sabar, Pak Kuda Laut!, Yayasan Litara, 2020
13. Peliharaan Istimewa, Yayasan Litara, 2020
14. Aku Suka Bunyi, Yayasan Litara, 2020
15. Itukah Teman Kosi, Yayasan Litara, 2020
16. Museum Marina, Yayasan Litara, 2020
17. Bermain Rima, Yayasan Litara, 2020
18. Rere dan Sepeda Tua, Yayasan Litara, 2020
19. Tamu Kecil Pohon Dadap, Yayasan Litara, 2020



Audio



Worksheet

