Engaging Learning Materials & Quizzes: English - Work in Progress (Grade X)

# Semester 1: Sports

## Chapter 1: Great Athletes

### Engaging Learning Material: The Anatomy of a Great Athlete

This chapter teaches us how to use **Descriptive Text** to paint a picture of a person with words. When we describe great athletes, we move beyond just their sport; we explore who they are.

Structure of a Descriptive Text:

1. **Identification**: Introduce the person. Who are they? What are they known for?
2. **Description**: Provide details. This is where you bring the person to life.

 **Physical Appearance**: Describe their height, build, skin, hair, and eyes.

 **Qualities & Skills**: What makes them a great athlete? (e.g., "He has very strong determination.", "He is also one of the fastest football players...")

 **Personality & Values**: What are they like as a person? (e.g., generous, humble, thoughtful)

Key Language Focus:

 **Simple Present Tense**: Used for facts and general truths (e.g., He is a great player. He plays for...)

 **Adjectives**: Words that describe nouns are essential (e.g., strong, fast, skillful, famous, determined)

### Chapter 1: Quizzes & Activities

1. Fill-in-the-Blanks

Complete the sentences with words from the box.

**Word Bank**: skillful, determined, achievements, generous, height

* 1. To be a great athlete, you must be very and never give up on your goals.
  2. His of 193 cm makes him a very tall basketball player.
  3. Besides being a star on the field, he is known for being and often donates to the poor.
  4. Ronaldo can use both of his legs to score goals, which shows he is incredibly .
  5. Winning five Ballon d'Or awards is one of his greatest .

1. Unscramble the Words

Rearrange the letters to form words that describe an athlete's traits.

* 1. tongs → **strong**
  2. blehum → **humble**
  3. tafs → **fast**
  4. findconte → **confident**
  5. rait → **trait**

1. Listening Activity

*(Teacher reads the following script aloud twice. Students fill in the information below.)*

**Script**: "Today I want to talk about Leani Ratri Oktila, an inspiring hero from Indonesia. She is a world- class Para-badminton athlete who has shown incredible resilience. After a motorcycle accident at age 20, she thought her career was over. However, with encouragement from her family, she picked up the racket again and went on to achieve historic wins, including a double gold at the Tokyo 2020 Paralympics. Her journey shows us what it means to be truly determined and courageous."

### Listen and complete the notes:

 **Name**: Leani Ratri Oktila  **Nationality**:  **Sport**: -

 **Key Achievement**: at Tokyo 2020

 **Personality Traits**: and courageous

1. Speaking Prompt

Choose an athlete from the pictures on pages 5-6 (Anthony Ginting, Aries Susanti, Windy Cantika, or Boaz Solossa). In 30 seconds, describe them to a partner. You must include:

 Their name and sport

 One physical description

 One personality trait you think they have

## Chapter 2: Sports Events

### Engaging Learning Material: Reliving the Moment

This chapter is about sharing past experiences using a **Personal Recount Text**. The goal is to make your audience feel like they were there with you. The key is using the five senses to create a vivid memory.

Structure of a Recount Text:

1. **Orientation**: Sets the scene. Who were you with? What event did you watch? Where and when was it?
2. **Series of Events**: Describes what happened in chronological order. What happened first, next, and then? This is where you use sensory details.
3. **Re-orientation**: A concluding statement about your feelings or impressions of the event. Key Language Focus:

 **Past Tenses**: Use the Simple Past for completed actions (I went..., the team scored...) and the Past Progressive for actions that were in progress (the crowd was cheering..., I was watching...)

 **Sensory Vocabulary**: Words that appeal to the five senses:

 **Sight**: the green field, the fast players, the bright lights

 **Sound**: the roar of the crowd, the loud whistle, the cheering fans

 **Smell**: the aroma of popcorn, the smell of fresh-cut grass

 **Taste**: the salty chips, the cold drink, the sweet candy

 **Feeling/Touch**: the hard stadium seat, the thrill of victory, the disappointment of a loss

### Chapter 2: Quizzes & Activities

1. Fill-in-the-Blanks

Complete the paragraph with the correct past tense form of the verbs in parentheses.

Last year, I (1) (go) to a live basketball game with my friends. It (2) (be) my first time. While we (3) (watch) the game, the crowd (4) (scream) so loudly. In the final seconds, our favorite player (5) (score) the winning basket! We felt so excited.

1. Unscramble the Sentences

Put these sentences in the correct order to form a proper recount text.

* 1. The game was so intense, and my favorite team won in the end.
  2. Last Saturday, I went to the Gelora Bung Karno stadium to watch a football match.
  3. I felt so happy and proud of my team.
  4. I went with my father, and the stadium was full of enthusiastic supporters.

**Correct Order**: b, d, a, c

1. Listening Activity

*(Teacher reads the script aloud. Students categorize the bolded words by the sense they appeal to.)*

**Script**: "My experience at the swimming competition was unforgettable. I could see the **clear blue water**

of the pool and the focused look on the swimmers' faces. The loudest thing was the **splash** every time a

swimmer dove in, followed by the **cheering** of the audience. I can still remember the strong **smell of chlorine** in the air. We bought some snacks, and the **salty popcorn** was delicious. Most of all, I remember the **feeling of excitement** in my chest when the race started."

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sight** | **Sound** | **Smell** | **Taste** | **Feeling** |
| clear blue water | splash, cheering | smell of chlorine | salty popcorn | feeling of excitement |
|  |  |  |  |  |

1. Speaking Prompt

Think about an event you attended (a concert, a sports game, a festival). In pairs, take turns asking and answering these questions:

 "What event did you attend?"

 "What was the most interesting thing you saw?"  "What did you hear?"

"How did you feel about the event?"



1. Writing Activity

Now it’s your turn to relive the moment!

Think about a sports event you watched (live or on TV). Write a short recount of the event using all five senses:

* What did you see?
* What did you hear?
* What did you smell?
* What did you taste?
* What did you feel or touch?

Try to make the reader feel like they were there with you!

Use this structure:

* Orientation: Who were you with? When and where was it?
* Series of Events: What happened first, then, and next?
* Re-orientation: How did it end and how did you feel?

Write 1 paragraph (5–7 sentences).

## Chapter 3: Sports and Health

### Engaging Learning Material: Your Guide to a Healthier Life

In this chapter, we learn how to give clear instructions and tips using a **Procedure Text**. This type of text is very direct and aims to help someone complete a task or achieve a goal, like staying healthy.

Structure of a Procedure Text:

1. **Goal/Purpose**: A clear title stating the objective (e.g., Seven Healthy Habits for Weight Loss)
2. **Steps**: A series of instructions, listed in a logical order, that tell the reader exactly what to do Key Language Focus:

**Imperative Sentences (Commands)**: These are the core of a procedure text. They start with a verb and give a direct command.

 **Positive commands**: Drink water. Talk to someone. Prioritize good sleep.

 **Negative commands**: Don't skip breakfast. Don't eat too close to bedtime. Key Concepts:

 **Physical Health**: Involves diet, exercise, and sleep

 **Mental Health**: Involves managing emotions, stress, and relationships. Both are equally important for overall well-being.

### Chapter 3: Quizzes & Activities

1. Fill-in-the-Blanks

Complete the health tips with an appropriate imperative verb.

* 1. your teeth twice a day to maintain good dental hygiene.
  2. yourself that everything will be fine to maintain your mental health.
  3. If you want to lose weight, every day, even if it's just a short walk.
  4. your comments positive when giving support to a friend.
  5. When you feel stressed, to music or do an activity you enjoy.

1. Unscramble the Words

Unscramble these words related to healthy habits.

* 1. eisexcer → **exercise**
  2. nitritoun → **nutrition**
  3. hygeien → **hygiene**
  4. talemn → **mental**
  5. calisyhp → **physical**

1. Listening Activity

*(Teacher reads the script aloud. Students write down the two main problems and the two suggestions given.)*

**Script**: "Hello, Bahar. You mentioned you've been feeling tired all the time and are gaining weight. Based on what you've told me, my first suggestion is to stop eating junk food immediately. You need to replace it with fruits and vegetables. Secondly, I strongly advise you to get at least 30 minutes of exercise every day. This will boost your energy and help with the weight."

### Bahar's Problems:

1.

2.

### Doctor's Suggestions:

1.

2.

1. Speaking Prompt

Look at the spinning game on page 67. Choose one problem (e.g., "I gain a lot of weight lately"). Give your partner two pieces of advice using imperative verbs. For example: "Eat more vegetables. Avoid sugary drinks."

5. Writing Activity  
Let’s give some health tips!

Imagine your friend is struggling to live a healthy life. Write down three tips to help them stay healthy both physically and mentally. Use sentences with "You should...", "You shouldn’t...", or imperative commands.

Here’s an example:

* You should sleep early every night.
* Don’t eat junk food too often.
* Talk to someone when you feel stressed.

Now write your own tips below:

# Semester 2: Art

## Chapter 4: Healthy Foods

### Engaging Learning Material: Eat Smart, Live Well

This chapter continues with **Procedure Text**, focusing on how to make healthy food choices. It introduces useful language for giving advice, helping you guide others toward a better diet.

Structure Review:

Remember the procedure text structure: **Goal** (What you want to achieve) → **Steps** (How to achieve it) Key Language Focus:

**Modals for Advice**: These words are perfect for giving suggestions without being too forceful.

 **Should / Shouldn't**: A general way to give good advice (e.g., "You should eat a variety of different foods." "You shouldn't eat when you are bored.")

 **Had Better**: A stronger form of advice, often implying there might be a negative consequence if the advice isn't followed (e.g., "You had better stop eating so much sugar, or you might have health problems.")

Key Tips from the Text:

 **Choose Real Food**: Avoid factory-processed items

 **Eat Variety**: Get all the nutrients you need

 **Cook at Home**: Control the ingredients and save money

 **Eat Mindfully**: Eat at a table, not in front of the TV, and stop before you are completely full

 **Prioritize Water**: It's the healthiest drink

### Chapter 4: Quizzes & Activities

1. Fill-in-the-Blanks

Complete the sentences with **should**, **shouldn't**, or **had better**.

* 1. You look tired. You get more sleep.
  2. To maintain a healthy diet, you eat processed foods like hot dogs every day.
  3. Your stomach hurts after eating spicy food. You stop eating it.
  4. According to the text, we drink water instead of sodas and energy drinks.
  5. If you want to be healthy, you cook more and eat out less.

1. Unscramble the Sentences

Unscramble the words to make a correct sentence giving advice.

* 1. a / should / of / you / eat / variety / foods → **You should eat a variety of foods.**
  2. before / stop / you / full / are / eating → **Stop eating before you are full.**
  3. homemade / is / food / than / healthier / takeaway / food → **Homemade food is healthier than takeaway food.**

1. Listening Activity

*(Teacher reads the dialogue. Students answer the questions below.)*

### Script:

**Niken**: "Hi, Samsidar! What's for lunch?"

**Samsidar**: "I'm not sure. I was thinking of getting that cireng with hot sauce."

**Niken**: "Didn't you say your stomach hurt yesterday? You had better avoid spicy foods. You should try the gado-gado instead. It has a lot of fresh vegetables and protein from the egg and tofu." **Samsidar**: "That's a good idea. Thanks, Niken!"

* 1. What food does Niken suggest Samsidar should avoid?
  2. What food does Niken recommend?

1. Speaking Prompt

Work in pairs. One person is "Friend A," the other is "Friend B."

**Friend A**: "I want to start eating healthy, but I don't know where to start. What should I do?"

**Friend B**: Give your friend two pieces of advice using "You should..." and one piece of advice using "You shouldn't...".

## Chapter 5: Graffiti

### Engaging Learning Material: The Great Debate: Art or Vandalism?

This chapter explores a controversial topic using **Analytical Exposition Text**. The purpose of this text is to persuade the reader to agree with your point of view on an issue by presenting logical arguments.

Structure of an Analytical Exposition Text:

* 1. **Thesis**: State your position clearly. Are you for or against graffiti?
  2. **Arguments**: Present your reasons, one by one. Each argument should be supported by evidence or explanation.
  3. **Reiteration/Conclusion**: Restate your main point to summarize your position and leave a strong final impression.

Key Language Focus:

 **Phrases for Giving Opinions**: In my opinion..., I believe that..., I think...

 **Transitional Words for Arguments**: First..., Second..., Furthermore..., In conclusion...

### Chapter 5: Quizzes & Activities

1. Fill-in-the-Blanks

Complete the paragraph with words from the box.

**Word Bank**: vandalism, opinion, arguments, art, property

Many people have strong (1) about graffiti. Some believe it is a form of (2) that can turn a simple building into a masterpiece. However, others present (3) that it is always

(4) because it is done without permission on another person's (5) .

1. Unscramble the Words

Unscramble these words related to the graffiti debate.

* 1. pressionex → **expression**
  2. dalismvan → **vandalism**
  3. tivecrea → **creative**
  4. sionpermis → **permission**
  5. clibup → **public**

1. Listening Activity

*(Teacher reads the script. Students determine the speaker's stance and their reason.)*

**Script**: "I used to dislike the graffiti in my neighborhood. I thought it just made the walls look messy and uncared for. But recently, an artist painted a beautiful mural on the side of the old post office. It's full of bright colors and shows scenes from our city's history. Now, that part of the street feels more alive. In my opinion, when it's done with skill and a positive message, it's definitely art."

* 1. What is the speaker's final opinion on graffiti? (Is it art or vandalism?)
  2. What is the main reason for their opinion?

1. Speaking Prompt

Look at the two pictures of graffiti on page 109 and 111. Do they both look like art to you, or does one look more like vandalism? Explain your reasoning to a partner, using the phrase "I think... because..."

5. Giving Opinions Practice  
Choose one of the statements below and give your opinion using “I think…”, “In my opinion…”, or “I believe…”.

1. Graffiti is always bad.
2. Graffiti makes the city more colorful.
3. People should get permission before making graffiti.
4. Some graffiti is art, but some is just vandalism.

Mini Quiz – Opinion Expressions  
Complete the sentences below using expressions to give opinions.

1. \_\_\_\_\_\_\_\_ graffiti makes people think deeply.
2. \_\_\_\_\_\_\_\_ it’s better to use public space for art than leave it blank.
3. \_\_\_\_\_\_\_\_ graffiti without permission is still wrong.

## Chapter 6: Fractured Stories

### Engaging Learning Material: Twisting the Tale

Welcome to the world of **Fractured Stories**! This chapter uses **Narrative Text** to show how classic tales can be reimagined for a modern audience. A fractured story takes a familiar narrative and changes key elements to create something new and surprising.

Structure of a Narrative Text:

1. **Orientation**: Introduces the characters, setting, and time
2. **Complication**: The problem or conflict that the characters must face
3. **Resolution**: How the problem is solved and the story ends How to 'Fracture' a Story:

 **Change the Point of View (POV)**: Tell the story from a different character's perspective. The book

shows "Little Red Riding Hood" from the wolf's POV, making him seem less evil and more misunderstood.

 **Change the Characters**: Make a good character bad, or a silly character smart. The Little Red Riding Hood in the fractured tale is a "Hooded Teen" who chews gum and uses a smartphone.

 **Change the Setting**: Move the story to a different time or place. What if Cinderella lived in modern- day Jakarta?

 **Change the Plot/Ending**: Create a completely different outcome. What if Malin Kundang's mother forgave him?

Key Language Focus:

 **Past Tense**: Narratives are almost always told in the past tense (She went..., the wolf said...)

 **Conditional Sentences**: Used to explore possibilities (What would happen if...?)

### Chapter 6: Quizzes & Activities

1. Fill-in-the-Blanks

Complete the sentences based on the fractured version of "Little Red Riding Hood."

* 1. The story is told from the point of view.
  2. Instead of being a sweet little girl, Little Red Riding Hood is portrayed as a modern .
  3. The wolf accidentally swallowed the grandma because she was scared and into his mouth.
  4. The story is "fractured" by changing the characters and the of view.
  5. A is the part of the story where the problem is solved.

1. Unscramble the Sentences

Unscramble the words to make a correct sentence.

* 1. the / was / traditional / from / different / ending → **The ending was different from the traditional one.**
  2. from / story / a / character's / different / was / told / the / POV → **The story was told from a different character's POV.**
  3. in / what / would / if / happen / setting / changed / you / ? → **What would happen if you changed the setting?**

1. Listening Activity

*(Teacher reads the script. Students identify which story element was fractured.)*

**Script**: "Everyone knows the story of Cinderella. She lived with her cruel stepmother and stepsisters and wanted to go to the ball. Now, imagine a new version. The story is the same, but it doesn't happen in a kingdom long ago. Instead, it takes place in the year 2050 in a city on Mars. The 'ball' is a galactic dance competition, and the 'prince' is a famous starship captain."

Which primary element of the story was fractured in this new version? a. The Characters

b. The Setting

c. The Ending

1. Speaking Prompt

Think about a famous Indonesian folktale (e.g., Sangkuriang, Timun Mas, Bawang Merah & Bawang Putih). Choose one and tell your partner how you would "fracture" it. You could change the ending, the main character's personality, or the point of view. Start by saying, "In my version of the story,..."

5. Identify the Story Element  
Read the following fractured versions and decide what element of the story was changed.

1. Instead of a palace, Cinderella lived in a crowded Jakarta apartment.  
   → Changed element: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The wolf became a shy vegetarian who just wanted a hug.  
   → Changed element: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Sangkuriang forgave his mother and they opened a café together.  
   → Changed element: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_