

# CHAPTER

## They are made in Indonesia.

# XI

## I'm Made In Indonesia



I will learn to use sentences in the passive voice, to describe objects



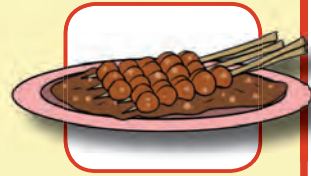
## Observing & Questioning



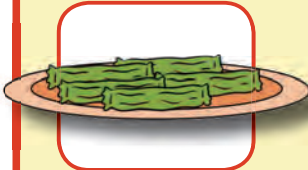
Here are Siti, Lina, Udin, and Beni describing four very popular foods from Indonesia. Say the sentences loudly, clearly, and correctly. First, repeat after me.



Satay or 'sate' **is made** of chicken, beef, or lamb. 'Sate ayam' **is made** of chicken, 'sate kambing' is made of lamb, 'sate sapi' **is made** of beef. Small pieces of meat **are marinated** in spicy soy sauce. Some pieces of well **marinated** meat **are skewered**. Then, on skewers, satay **is grilled** over very hot charcoal. It **is served** with peanut sauce or soy sauce.



'Lemper' **is made** of a handful lump of **steamed** glutinous rice. It **is filled** with chicken or beef filling. Each piece **is wrapped** in banana leaf, and the wrapping **is secured** on both ends with tooth picks or 'lidi'. Lemper in banana leaf **is steamed**, or **cooked** over a very hot barbeque or grill. If the rice **is well-cooked** before lempur **is filled** and **wrapped**, it **can be served** straight away with the banana leaf still green and fresh.





## Observing & Questioning



Pempek is a very popular food from the South Sumatera. It **is made** of fish and tapioca starch. Fish, tapioca starch, and water **are mixed** to make thick dough. In different shapes and sizes, the dough **is boiled** until it floats. The **cooked** pempek is then **deep-fried**. Pempek **is served** with very thin sauce called 'cuko'. Cuko **is made** of water, palm sugar, chilly, garlic, tamarind, and salt.



Krupuk are very crunchy crackers. Different kinds of crackers are easily **found** everywhere in Indonesia. It **is made** of tapioca starch. It **is flavoured** with fish, shrimp, or garlic. Krupuk **is shaped** in thin pieces. The pieces of krupuk **are dried** under the sun until it is completely dry and hard. Very dry krupuk **is deep-fried** in hot oil. Some kinds of crackers **are fried** in very hot sand.



List the facts about the traditional foods stated by Udin, Siti, Lina and Beni.

- 1) Eight facts about satay
- 2) Six facts about lempeng
- 3) Seven facts about pempek
- 4) Eight facts about kerupuk.

Hand-write your work on a piece of paper. Underline the verb in every sentence. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems come to me.

Some examples have been done for you.

First, copy the example.



1. *Eight facts about Satay stated by Udin.*

- 1) *Satay or 'sate' is made of chicken, beef, or lamb.*
- 2) *'Sate ayam' is made of chicken.*
- 3) *'Sate kambing' is made of lamb.*
- 4) *Etc.*

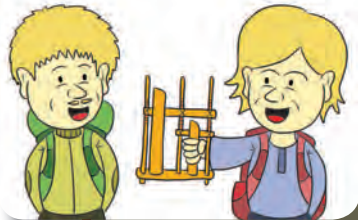


## Observing & Questioning



In the conversations below, some tourists who have been to Indonesia are talking about some Indonesian arts.

Let's read the conversations together.  
Say the speakers' sentences loudly, clearly, and correctly. First, repeat after me.



A: This awesome gift **was given** to me by my friend. What do you think?

B: Wow, that looks nice! What **is it called**? Is that **made** in Indonesia?

A: Yes, I **was given** by a friend from Indonesia. This item **is called** an Angklung. Angklung is a musical instrument from the Sundanese culture of West Java. It **is made** of bamboo. It **is used** to play not only traditional but also modern music.



## Observing & Questioning

A: That cloth looks beautiful! **Is it made** in Indonesia?

B: Yes, it is a traditional cloth from the Batak culture, North Sumatra. It **is called** an 'ulos'.

A: How do they wear it? When?

B: It is worn by men and women in ceremonial events like weddings and funerals. It **is usually draped** over one shoulder. Sometimes it **is worn** to cover both shoulders.

A: What **is it made of**?

B: Ulos **is made** of cotton thread. The thread **is woven** by hand.



A: I got this awesome souvenir when I was working in Papua last year. I love it!

B: What is that? Is that a bag or basket?

A: It is a bag. It **is called** a 'noken'. It **is made** in Papua.

A: It looks strong. What **is it made of**?

B: It **is made** of wood fibre or leave fibre.

B: The bag is very big and the straps are very long. How do you carry it?

A: Traditionally it **is hung** on the head to carry many things. My noken is now hung on the wall of my office. I see it as a symbol of hard work.





## Observing & Questioning

A: The umbrellas look very artistic! I like the decoration of colourful flowers on it. Is that Indonesian art?

B: Yes. They **are called** 'payung geulis', or beautiful umbrellas. They **are made** in Tasikmalaya of the West Java province.

A: What **are** they **made** of?

B: They **are made** of plain waterproof paper or cloth. Then pictures of colourful flowers **are painted** or **embroidered** on the outer part of the umbrella.

A: Awesome!







## Collecting Information

The paragraphs below describe each of the above Indonesian handicrafts. The verbs have been left out. Complete the sentences again with suitable verbs in the passive voice. Remember that each verb consists of TWO words.

Hand-write your work on a piece of paper. Underline the verb in every sentence. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you.

First, copy the example.



1. This musical instrument \_\_\_\_\_ an *angklung*. It \_\_\_\_\_ in Indonesia. It is from Sunda, West Java. It \_\_\_\_\_ of bamboo. It \_\_\_\_\_ to play traditional as well as modern music.

*This musical instrument is called an angklung. It is made in Indonesia. It is from Sunda, West Java. It is made of bamboo. It is used to play traditional as well as modern music.*

2. This cloth \_\_\_\_\_ an *ulos*. It \_\_\_\_\_ in North Sumatra, Indonesia. It \_\_\_\_\_ in special events like weddings and funerals. It \_\_\_\_\_ on one shoulder or both shoulders. It is made of cotton. It is woven by hand.
3. This bag \_\_\_\_\_ a *noken*. It \_\_\_\_\_ in Papua, Indonesia. The bag is very strong because it \_\_\_\_\_ of wood fibre or leave fibre. It \_\_\_\_\_ to carry many things. It \_\_\_\_\_ on the head.
4. The beautiful umbrellas \_\_\_\_\_ *payung geulis*. They \_\_\_\_\_ in Tasikmalaya, Indonesia. They \_\_\_\_\_ of plain waterproof paper or cloth. Beautiful pictures of flowers \_\_\_\_\_ on paper umbrellas. On cloth umbrellas, the pictures \_\_\_\_\_.





## Collecting Information



I will read out to you some conversations between tourists about some other Indonesian handicrafts.

Follow the conversations actively and pay attention to how they say about the objects.

The paragraphs on next page describe each Indonesian handicraft you have just listened to. The verbs have been left out. Complete the sentences again with suitable verbs in the passive voice. Remember that each verb consists of TWO words.

Hand-write your work on a piece of paper. Underline the verb in every sentence. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you.  
First, copy the example.





## Collecting Information

1. The sandals \_\_\_\_\_ *kelom geulis*. They \_\_\_\_\_ in Tasikmalaya, Indonesia. They \_\_\_\_\_ of light wood. They \_\_\_\_\_ by hand. They are beautiful because they \_\_\_\_\_ beautiful colours. They \_\_\_\_\_ with artistic pictures. The straps \_\_\_\_\_ of fabric, plastic, or leather. They \_\_\_\_\_ for formal occasions.
2. These knives \_\_\_\_\_ in Indonesia. Actually they are weapons, but they \_\_\_\_\_ in wars now. They \_\_\_\_\_ as souvenirs. They \_\_\_\_\_ on the walls for decoration. The one that \_\_\_\_\_ like an L, \_\_\_\_\_ a *rencong*. It \_\_\_\_\_ in Aceh. The other one \_\_\_\_\_ in Kalimantan. It is called a *mandau*.
3. Jepara and Bali \_\_\_\_\_ for their beautiful wood carving. These wood carvings \_\_\_\_\_ of hard wood. They \_\_\_\_\_ by hand by very skillful traditional carvers. They \_\_\_\_\_ by using a very sharp mullet called a *tatah*. The ganesha wooden sculpture \_\_\_\_\_ in Bali. The wall decoration carving \_\_\_\_\_ in Jepara.
4. These puppets \_\_\_\_\_ wayang kulit. They \_\_\_\_\_ in Indonesia. They \_\_\_\_\_ of water buffalo hide. The sticks to hold the puppets \_\_\_\_\_ of water buffalo horn or wood. A wayang have fine holes all over the body. They \_\_\_\_\_ one by one with a mullet called a *tatah*. Leather wayangs \_\_\_\_\_ to tell stories. They \_\_\_\_\_ by a very clever puppeteer. The puppeteer \_\_\_\_\_ a *dalang*.



## Collecting Information



The table below shows you that every verb has four different forms, and the passive voice uses the form of the verb in the last column.

Put all the main verbs you have learned in this chapter, from the first text to the last one, into the table, in all the four forms.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you.

First, copy the example.

	to–	Present	Past	For the passive voice
1	<i>to make</i>	<i>make</i>	<i>made</i>	<i>made</i>
2	<i>to marinate</i>	<i>marinate</i>	<i>marinated</i>	<i>marinated</i>
3	<i>to skewer</i>	<i>skewer</i>	<i>skewered</i>	<i>skewered</i>
4	<i>to grill</i>	<i>grill</i>	<i>grilled</i>	<i>grilled</i>
5	<i>to serve</i>	<i>serve</i>	<i>served</i>	<i>served</i>
6				
7				



## Collecting Information

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## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box.



Now I know that the verb in the passive voice consists of two words, BE and the main verb in the last column, for example ... (get some examples from the texts you have learned).

The verb 'is' and 'are' are the variations of the verb BE in the simple present tense.

The passive voice verb is very useful to describe objects.





## Associating



The passive voice is often used in textbooks or encyclopedias to describe objects scientifically. For example, the four texts below are taken from a children's encyclopedia and a science book.

Work in your group. Practice reading each text to each other.

Make sure you know the meaning of every word, and read out the story meaningfully, loudly, clearly, and correctly.

Take turns. Correct any mistakes you hear.

Use a dictionary. If you have any problems, come to me.

## Rock

Rocks are very hard materials. Some rocks contain metals. They **are called** ores. Others contain fossils of animals or plants that dies millions of years ago. Many rocks contain crystals. A few rock crystals, such as diamond, are extremely valuable because they are very rare. These crystals **are called** gems. Some rocks, such as sandstone, **are made** when mud or grains of sand **are** slowly **squashed** together.

(Adapted from *Science made easy*, 2008, p. 16)



## Associating

### Fabric

Fabrics **are used** around the house to make clothes, curtains, towels and furniture coverings. Fabrics such as cotton, linen, wool and silk **are made** from natural fibres, which come from plants and animals. Fabrics **can** also **be made** of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly.

(Adapted from *Science made easy*, 2008, p. 12)

### Chicken

Chickens **are kept** as farm animals all over the world. They **are related** to wild birds that were tamed by humans over 4,000 years ago. Chickens can fly for short distances, but they prefer to walk or run.

Farmyard chickens eat seeds and small insects. They will also peck grain that **is sprinkled** on the ground. On some big farms, however, hens **are fed** on special food and kept in small cages.

Male chickens are called cockerels and have large crests on their heads and a ruff of long feathers round their necks. They often make a loud crow, especially at daybreak. Female chickens **are called** hens. They are smaller and less colourful than cockerels. Hens **are kept** for both their meat and their eggs.

(Adapted from *The Little Animal Encyclopedia*, 2001, p. 35)





## Associating

### Cow and Bull

Female cattle **are called** cows and the males **are called** bulls. They **are kept** on farms all over the world for their meat, called beef, and for their milk. We also use their hides (skin) to make leather shoes and cloths.

Female cattle that **are reared** for their milk **are called** dairy cows. Twice a day they **are brought** in from the fields **to be milked**. Special machines suck the milk from the cow's udder.

Although they are not clever animals, cattle are very strong. In many parts of the world, they **are used** to pull ploughs and carts.

(Adapted from *The Little Animal Encyclopedia*, 2001, p. 41)



## Associating

Work in your group. Study the sentences in the passive voice carefully and you will see that they are mostly used for the following purposes.

- 1) To state the objects' identities
- 2) To state the materials that make the objects
- 3) To state the functions of the objects
- 4) To state what happen/happened to the objects

Put the sentences in the passive voice from each text into the right tables.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.





## Associating

*To state the objects' identities*

No.	Sentences in the passive voice	Title of text
1	They <b>are called</b> ores.	Rock
2	These crystals <b>are called</b> gems.	Rock
3		
4		
5		
6		

*To state the materials that make the objects*

No.	Sentences in the passive voice	Title of text
1	Fabrics <b>can</b> also <b>be made</b> of plastic, or a mixture of plastic and natural fibres.	Fabric

*To state the functions of the objects*

No.	Sentences in the passive voice	Title of text
1	Fabrics <b>are used</b> around the house to make clothes, curtains, towels and furniture coverings.	Fabric
2		



## Associating

*To state what happen/happened to the objects*

No.	Sentences in the passive voice	Title of text
1	Some rocks, such as sandstone, <b>are made</b> when mud or grains of sand <b>are</b> slowly <b>squashed</b> together.	Rock
2		
3		
4		
5		
6		
7		



## Communicating



Now it is your turn to describe some objects from your local culture, including

- 1) two traditional foods
- 2) two traditional handicrafts
- 3) two local animals

To describe each object, state five facts about facts about the object in the passive voice. Use the verbs and other words you have learned in this chapter.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems, come to me.

Then, present your work to the class.



## Communicating

In your journal, write your reflection about your learning to describe object in the passive voice.



### My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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**"The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier."**

BILL GATES

In Reader's Digest, September 1999, p. 61

