

English

For Nusantara

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
2022

SMP/MTs KELAS VIII

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English for Nusantara untuk SMP/MTs Kelas VII

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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 Pemulihan 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 Pemulihan 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

Selamat, peserta didik Kelas VIII. Kalian telah menapaki tahap lebih tinggi lagi sehingga ruang pengembangan kemampuan Bahasa Inggris kalian lebih terbuka lagi karena Kurikulum Merdeka yang dirilis oleh Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memberikan kesempatan luas untuk pengembangan potensi seorang pembelajar.

Terkait dengan pengembangan kemampuan Bahasa Inggris inilah, *English for Nusantara Kelas VIII* diterbitkan untuk memberikan arahan dalam mengeksplorasi penggunaan Bahasa Inggris di berbagai lingkungan dalam kehidupan seorang remaja. Lingkungan itu dapat berupa lingkungan sekolah, rumah, ataupun masyarakat sekitar. Keberagamanpun tampak pada topik yang dibahas. Penggunaan bahasa, ilustrasi, dan kegiatan pembelajaran di dalam buku ini disesuaikan dengan karakteristik peserta didik sebagai remaja dengan materi kebahasaan yang dikemas melalui interaksi kehidupan tokoh-tokoh utama buku ini; Galang, Monita, dan Andre. Tokoh-tokoh ini merepresentasikan remaja Indonesia dalam konteks lingkungan rumah dan sekolah.

Untuk membantu pemerolehan kemampuan Bahasa Inggris kalian, Buku Peserta didik *English for Nusantara* menggunakan pendekatan *Genre-Based Approach* yang dikombinasikan dengan proses pemerolehan bahasa pertama dan bahasa tambahan yang beranjak dari keterampilan berbahasa lisan menuju bahasa tulis. Keterampilan berbahasa yang difokuskan pada buku ini meliputi menyimak, berbicara, membaca, memirsa, menulis dan merepresentasikan yang disajikan secara terpadu dalam berbagai jenis teks. Isi materi buku ini dikembangkan berdasarkan Capaian Pembelajaran yang dimuat dalam Kurikulum Merdeka dengan memperhatikan keterkaitan dari setiap tingkat. Contoh nyata keterkaitan itu adalah jenis teks yang digunakan dalam buku seri *English for Nusantara* ini. Buku Kelas VIII ini terkait dengan teks *recount*, *narrative*, *descriptive*, dan *procedure*. Teks *recount* dan *narrative* merupakan teks yang baru dipelajari di Kelas VIII sedangkan *descriptive* dan *procedure* merupakan jenis teks yang sudah pernah diajarkan di Kelas VII namun dikemas dengan topik yang baru. Selain jenis-jenis teks yang sudah disebutkan, *English for Nusantara* mendukung pengembangan keterampilan berbahasa pada fase ini dengan mengintegrasikan penggunaan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan atau perasaan dalam dialog-dialog yang menunjang topik utama dalam setiap babnya.

Fakta-fakta ini memastikan benang merah kompetensi bahasa Inggris kalian sebagai peserta didik Kelas VIII akan memiliki keterhubungan dengan materi lanjutan di Kelas IX dan sesuai dengan Capaian Pembelajaran pada fase D.

Poin penting lain dari buku ini adalah unsur terkait dengan Profil Pelajar Pancasila dan *Sustainable Development Goals* (SDG) dari Perserikatan Bangsa-Bangsa (PBB) yang ditampilkan secara terpadu dengan pembelajaran Bahasa Inggris. Kedua poin ini memberikan memberikan kesempatan kalian untuk mengeksplorasi pengalaman mereka melalui topik terkait kesadaran lingkungan, kebugaran, dan kesehatan mental.

Belajar dengan menggunakan *English for Nusantara* Kelas VIII dapat memotivasi dan memberi dukungan dalam menguasai Bahasa Inggris sebagaimana diamanatkan dalam Capaian Pembelajaran Kurikulum Merdeka. Melalui topik, ilustrasi, dan karakter yang ditampilkan, kalian dapat mengeksplorasi Bahasa Inggris sehingga kalian dapat menumbuhkan rasa percaya diri dalam menggunakan Bahasa Inggris dalam situasi-situasi yang dekat dengan kehidupan kalian. 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.

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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 mengombinasikan 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 kebahasaan.

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

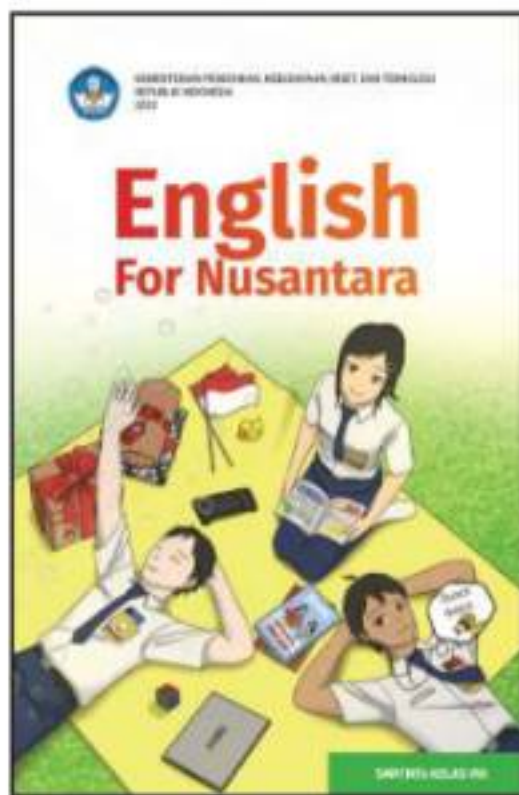
Progress Check ditampilkan setelah menyelesaikan materi pada Chapters 1-2 dan Chapters 3-5. Peserta didik bisa melakukan asesmen secara mandiri terkait dengan materi-materi pokok pada bab-bab yang terdapat pada buku.



Word Box

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

Mind Map





Chapter 1

Celebrating
Independence Day



Chapter 2

Kindness Begins
with Me



Chapter 3

Love our World



Chapter 4

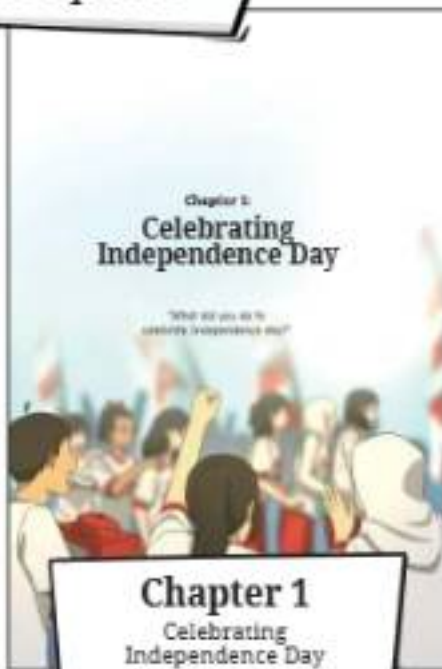
No Littering



Chapter 5

Embrace Yourself

Scope and Sequence



1

Unit 1. The Champion of Panjat Pinang

Chapter 1 - Celebrating Independence Day

Functions:

Talk about personal experiences in the past

Language features:

Past tense, regular and irregular past verbs

Listening and Viewing:

Listen to conversations of experiences of independence day celebration

Speaking:

Ask and give information about experiences of independence day celebration

2

Unit 2. Going to a Parade

Chapter 1 - Celebrating Independence Day

Function:

Identify specific information about personal experiences

Language features:

Past tense, the use of time connectives

Listening and Viewing:

Listen to conversations of experiences of independence day celebration

Reading:

Read recount texts for specific information

3

Unit 3. Congratulations! You Won the Game

Chapter 1 - Celebrating Independence Day

Function:

Sequence main events of personal experiences

Write a congratulation card for one's achievement

Language features:

Formal and informal expressions to congratulate others

Reading:

Read a dialogue and a congratulations card

Writing:

Write a congratulations card

Chapter 2

Kindness Begins with Me



1

Unit 1. Kindness Towards Differences

Chapter 2 - Kindness begins with me

- Function:** Connect and sequence events in an imaginative story
- Language features:** Past tense (positive sentences)
- Listening and viewing:** Listen to dialogues about a story
Listen to a story of The Ugly Duckling
- Speaking:** Retell a story of The Ugly Duckling

2

Unit 2. Kindness and Happiness

Chapter 2 - Kindness begins with me

- Function:** Interpret characters' action, feelings, and behavior in an imaginative story
- Language features:** Vocabularies of feelings
The yellow ducklings were not happy to see the Ugly Duckling.
Quotation marks ("...")
"Can I please stay here?" asked the Ugly Duckling politely.
- Reading and viewing:** Read dialogues about a story for specific information
Read the last part of The Ugly Duckling for specific information

3

Unit 3. Kindness and Friendship

Chapter 2 - Kindness begins with me

- Function:** Retell and rewrite an imaginative story
- Language features:** Past tense
Adjectives related to characters' traits and behavior
- Reading:** Read a story entitled Elephant and Friends for specific information
- Writing:** Write a similar story with the story of Elephant and friends
Write a short poem

Chapter 3

Love Our World

Love Our World



1

Unit 1. Look Around You

Chapter 3 - Love our world

- Function:** Ask and give opinion about familiar topics around the school
- Language features:** Expressions used in a presentation
- Listening:** Listen to dialogues about actions in saving the environment
Listen to a monologue about washing hands
- Speaking:** Presenting a procedure of saving water

2

Unit 2. This is the Way

Chapter 3 - Love our world

- Function:** Categorize based on the given situation
- Language features:** Ways to make appropriate comments
- Listening:** Listen to a dialogue about saving the earth
- Reading and Viewing:** Read posts and comments

3

Unit 3. Act Now

Chapter 3 - Love our world

- Function:** Write instructions in posters
- Language features:** Colors and illustrations to make posters
- Viewing:** Read posters about how to donate books and how to wash hands
- Writing and Representing:** Create a poster about ways to save the earth

Chapter 4

No Littering



1

Unit 1. Did It Rain Last Night?

Chapter 4 - No Littering

- Function:** Talk about past incidents or events
- Language features:** Past tense (interrogative questions)
Did you swim in the river?
- Listening:** Listen to conversations of recounting past events/incidents
- Speaking:** Recount a friend's past incident

2

Unit 2. What Happened to the Sea Animals?

Chapter 4 - No Littering

- Function:** Make questions for a short interview about past incidents or events
- Language features:** Past tense (Wh- Questions)
What did the plastic trash do to the sea animals?
- Reading and viewing:** Read a conversation for specific information
Read the story of the scientists rescuing the sea turtle for specific information
Read a story about anti littering campaigns in Australia for specific information

3

Unit 3. You Can Help

Chapter 4 - No Littering

- Function:** Identify the main idea and detailed information on a series of past incidents or events
Write a series of past events
- Language features:** Connector 'when'
A team of scientists from Texas University helped an injured sea turtle when they sailed in the ocean near Costa Rica.
- Reading:** Read a story of two teenagers who fought to clean up Bali from plastic trash for specific information
- Writing:** Recount the Bye Bye Plastic Bags movement

Chapter 5

Embrace Yourself



1

Unit 1. Be Yourself

Chapter 3 - Embrace Yourself

- Function:** Ask for and give opinions
- Language features:** Expressions to express opinion (e.g., I think that...)
- Listening and Viewing:** Listen to conversations about beauty advertisement and a podcast about makeup
Listen to a story about makeup
- Speaking:** Retail conversations about beauty advertisement

2

Unit 2. I Know You Can Do It

Chapter 3 - Embrace Yourself

- Function:** Identify sequences of main events in a story
- Language features:** Adverb of manners (e.g., Chompy and Hesitantly)
- Listening:** Listen to a conversation about playing football
- Reading:** Read a story about Mirza for specific information
Read a story about cheating for a specific information

3

Unit 3. Practice Makes Perfect

Chapter 3 - Embrace Yourself

- Function:** Write the main events of a story
- Reading:** Read the story entitled Getting into the Band for a specific information
- Writing:** Write a similar story with the story entitled Getting into the Band

Meet Your Characters!







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Chapter 0: The Beginning





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>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>Open your book to page</i>	Buka buku kalian halaman
<i>Close your book, please.</i>	Tutup buku kalian.
<i>We'll learn how to ...</i>	Kita akan belajar mengenai ...
<i>Look at activity five.</i>	Lihat aktivitas lima.
<i>Listen to this audio.</i>	Dengarkan audio berikut.
<i>Do you follow me?</i>	Apakah kalian mengikuti?
<i>Come to the front and write it on the board.</i>	Maju dan tulis di papan.
<i>Would you try the next one?</i>	Apakah kamu ingin mencoba yang berikutnya?
<i>Who wants to read?</i>	Siapa yang mau membaca?
<i>Who hasn't answered yet?</i>	Siapa yang belum menjawab?
<i>Let me explain what I want you to do next.</i>	Saya akan jelaskan apa yang harus kalian lakukan selanjutnya.
<i>You have minutes to do this.</i>	Kalian punya ... menit untuk melakukannya.
<i>We'll do the rest of this chapter next time.</i>	Kita akan lanjutkan bab ini lain kali.
<i>Let's check the answers.</i>	Ayo kita periksa jawabannya.
<i>Don't forget to bring your ... tomorrow.</i>	Jangan lupa untuk membawa ... -mu besok.
<i>Do exercise ... on page... for your homework.</i>	Kerjakan latihan ... di halaman ... untuk pekerjaan rumah.

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>How do you spell that?</i>	Bagaimana 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?



Complimentary

Berikut ini adalah beberapa contoh ungkapan untuk memuji sesuatu atau seseorang:

Complimentary Expressions

<i>It's beautiful.</i>	Cantik sekali/Indah sekali.
<i>What wonderful work!</i>	Pekerjaan yang luar biasa!
<i>What a great job!</i>	Pekerjaan yang hebat!
<i>That's Incredible.</i>	Luar biasa.
<i>How extraordinary!</i>	Luar biasa sekali!
<i>Great!</i>	Hebat!
<i>Outstanding performance!</i>	Penampilan yang luar biasa!
<i>Marvelous!</i>	Menakjubkan!
<i>Unbelievable work!</i>	Pekerjaan yang luar biasa!
<i>You should be proud!</i>	Kamu harus bangga!
<i>Keep up the good work!</i>	Teruslah bekerja dengan baik!
<i>What a great idea!</i>	Ide yang hebat!
<i>Brilliant!</i>	Brilian!
<i>Thanks for helping.</i>	Terima kasih bantuannya.
<i>I am proud of you.</i>	Aku bangga padamu.



Expressions of certainty and uncertainty

Berikut ini adalah beberapa contoh ungkapan yang dapat digunakan untuk menyatakan bahwa kita **yakin** mengenai suatu hal:

Expressions of certainty

<i>Yes, I am certain.</i>	Ya, saya yakin.
<i>I'm a hundred percent certain.</i>	Saya yakin seratus persen.
<i>I'm absolutely sure.</i>	Saya sangat yakin
<i>I have no doubt about it.</i>	Saya tidak ragu akan hal itu.
<i>I'm sure about it.</i>	Saya yakin akan hal itu.
<i>I don't think there can be any doubt about</i>	Sepertinya tidak ada yang perlu diragukan tentang...
<i>Of course.</i>	Tentu.
<i>I'm positive.</i>	Saya yakin.
<i>I'm quite sure about it.</i>	Saya cukup yakin akan hal itu.
<i>I'm absolutely certain that...</i>	Saya benar-benar yakin akan...

Berikut ini adalah beberapa contoh ungkapan yang dapat digunakan untuk menyatakan bahwa kita **tidak yakin** mengenai suatu hal:

Expressions of uncertainty

<i>I'm not sure about it.</i>	Saya tidak yakin.
<i>I doubt it.</i>	Saya meragukannya.
<i>I'm not really sure about...</i>	Saya tidak begitu yakin tentang...
<i>I don't know for sure.</i>	Saya tidak tahu pasti.
<i>It's very unlikely.</i>	Itu sangat tidak mungkin.
<i>I have my own doubts.</i>	Saya ragu.
<i>I don't think so.</i>	Saya kira tidak begitu.
<i>I don't believe this is true.</i>	Saya tidak percaya bahwa ini benar.
<i>I'm not a hundred percent sure.</i>	Saya tidak seratus persen yakin.
<i>I don't know yet.</i>	Saya belum tahu.

D.**Expressions of likes and dislikes**

Berikut ini adalah beberapa contoh ungkapan yang dapat digunakan untuk menyatakan rasa suka:

Expressions of likes

<i>I like...</i>	Saya suka...
<i>I love...</i>	Saya suka...
<i>I really love...</i>	Saya sangat suka ...
<i>I enjoy...</i>	Saya menikmati...
<i>I really enjoy...</i>	Saya sangat menikmati...
<i>I am crazy about...</i>	Saya tergila-gila dengan...
<i>I am very fond of...</i>	Saya sangat menyukai...
<i>I am very keen on...</i>	Saya sangat tertarik pada...

Berikut ini adalah beberapa contoh ungkapan yang dapat digunakan untuk menyatakan rasa tidak suka:

Expressions of dislikes

<i>I dislike...</i>	Saya tidak suka...
<i>I don't like...</i>	Saya tidak suka...
<i>I hate...</i>	Saya benci/tidak suka...
<i>Oh, how awful...</i>	Betapa mengerikan/jelek/buruk
<i>I am not keen on...</i>	Saya tidak tertarik pada...
<i>I am fed up with...</i>	Saya muak/lelah dengan...
<i>I don't think I like...</i>	Saya rasa saya tidak suka...
<i>I can't stand with...</i>	Saya tidak tahan dengan...

E.**Intonation**

Ketika kita berbicara menggunakan bahasa Inggris, intonasi tertentu akan memberikan makna yang berbeda. Berikut adalah perbedaan penggunaan intonasi dalam bahasa Inggris:

Higher intonation or rising intonation is used when you want to persuade or excite the audience.

Intonasi tinggi digunakan, misalnya, ketika kalian sedang bersemangat, ingin menarik perhatian lawan bicara atau ingin menyemangati penonton.

Slowing intonation or falling intonation is used when you want to end your sentence or to let your audience know that you are finished.

Intonasi rendah digunakan ketika, misalnya, kamu ingin mengakhiri kalimat atau memberi tahu kalau kalian sudah selesai berbicara.

F.**Grammar**

- Simple present tense

Positive sentences

<i>I live in Kapuas.</i>	Saya tinggal di Kapuas.
<i>He lives in Singkawang.</i>	Dia tinggal di Singkawang.
<i>She wants to be a doctor.</i>	Dia ingin menjadi seorang dokter.
<i>Rabbits eat carrots.</i>	Kelinci makan wortel.
<i>They speak English in the classroom.</i>	Mereka berbicara bahasa Inggris di kelas.
<i>He likes guava.</i>	Dia suka jambu biji.
<i>They play futsal every Tuesday afternoon.</i>	Mereka bermain futsal setiap Selasa sore.

Negative sentences

<i>I don't live in Bogor.</i>	Saya tidak tinggal di Bogor.
<i>She doesn't live in Bogor.</i>	Dia tidak tinggal di Bogor.
<i>They don't have any homework today.</i>	Mereka tidak mempunyai pekerjaan rumah hari ini.
<i>Monita doesn't walk to school everyday.</i>	Monita tidak berjalan ke sekolah setiap hari.
<i>My friend doesn't like rude people.</i>	Teman saya tidak suka dengan orang yang tidak sopan.
<i>You don't listen to me.</i>	Kamu tidak mendengarkan saya.
<i>Banjarnegara is not in Kalimantan.</i>	Banjarnegara tidak terletak di Kalimantan.

Question sentences for Yes/No answers

<i>Do you live here?</i>	Apakah kamu tinggal disini?
<i>Does he live here?</i>	Apakah dia tinggal disini?
<i>Do they eat a lot?</i>	Apakah mereka makan banyak?
<i>Does he play takraw?</i>	Apakah dia bermain takraw?
<i>Does your sister drink boba tea?</i>	Apakah adik perempuanmu minum teh boba?

Question sentences using WH- words

<i>What do you like to do in your free time?</i>	Apa yang kamu suka lakukan jika sedang senggang?
<i>Who do you go to school with?</i>	Dengan siapa biasanya kamu pergi ke sekolah?
<i>What time does he go to work?</i>	Jam berapa biasanya dia pergi bekerja?
<i>Where does she buy groceries?</i>	Di mana dia biasanya membeli sayuran?
<i>Why do we need to study?</i>	Mengapa kita perlu belajar?
<i>How does the machine work?</i>	Bagaimana mesin itu bekerja?

• Past tense

Positive sentences

<i>I was an elementary student.</i>	Saya dulu seorang peserta didik sekolah dasar.
<i>She was late for school yesterday.</i>	Dia terlambat ke sekolah kemarin.
<i>We were a team.</i>	Kami dulu adalah satu tim.
<i>They were our team competitors.</i>	Mereka dulu saingan tim kami.
<i>Galang went to the grocery store yesterday.</i>	Galang pergi ke toko bahan makanan kemarin.
<i>Siti left her dictionary in the classroom yesterday.</i>	Siti meninggalkan kamusnya di kelas kemarin.
<i>Andre played online gaming last week.</i>	Dia bermain game online minggu lalu.
<i>Monita drew manga yesterday afternoon.</i>	Monita menggambar manga kemarin sore.
<i>Galang played football yesterday afternoon.</i>	Galang bermain sepak bola kemarin sore.

Negative sentences

<i>I was not good at drawing.</i>	Saya dulu tidak begitu mahir dalam menggambar.
<i>Siti was not here yesterday.</i>	Siti tidak ada di sini kemarin.
<i>We were not at the library yesterday.</i>	Kami tidak ada di perpustakaan kemarin.
<i>They were not classmates.</i>	Mereka dulu bukan teman sekelas.
<i>Galang didn't go to the grocery store yesterday.</i>	Galang tidak pergi ke toko bahan makanan kemarin.
<i>Siti did not come two days ago.</i>	Siti tidak datang dua hari yang lalu.
<i>Bu Ayu did not teach her class last week.</i>	Bu Ayu tidak mengajar kelasnya minggu lalu.
<i>Pak Rahmansyah did not ride his motorcycle yesterday.</i>	Pak Rahmansyah tidak mengendarai motornya kemarin.

Question sentences

<i>Was Pipit happy to stay here?</i>	Apakah Pipit senang tinggal disini?
<i>Were they happy to study English?</i>	Apakah mereka senang belajar bahasa Inggris?
<i>Were you late for school?</i>	Apakah kamu terlambat datang ke sekolah?
<i>Did Galang go to the grocery store yesterday?</i>	Apakah Galang pergi ke toko bahan makanan kemarin?
<i>Did Andre play video games?</i>	Apakah Andre bermain video game?
<i>Did Made forget to bring the paper?</i>	Apakah Made lupa membawa kertasnya?
<i>Did Made and Siti finish the task?</i>	Apakah Made dan Siti menyelesaikan tugas mereka?

- **Subject-verb agreement**

Subject-verb agreement adalah perubahan yang terjadi pada kata kerja atau *verbs* sesuai dengan keadaan subjek dari sebuah kalimat, apakah *singular* (tunggal) atau *plural* (jamak).

Dalam pola kalimat present tense. Kalian harus menambahkan *-s* atau *-es* pada akhir kata kerja yang subjeknya *singular* (tunggal), seperti *he*, *she*, atau *it*.

Perhatikan contoh dibawah ini:

<i>Andre plays online games.</i>	Andre memainkan game online.
<i>Bu Ayu teaches everyday.</i>	Bu Ayu mengajar setiap hari.
<i>Ibu Posma cleans her house every week.</i>	Ibu Posma membersihkan rumahnya setiap minggu.
<i>They work in group</i>	Mereka bekerja secara berkelompok.
<i>Galang and Andre help the librarian every Thursday.</i>	Galang dan Andre membantu petugas perpustakaan setiap hari Kamis.
<i>You walk to school everyday.</i>	Kamu berjalan ke sekolah setiap hari.

Verbal sentence atau kalimat verbal adalah kalimat yang digunakan untuk menjelaskan suatu tindakan atau aksi. Contoh: *She studies English*. Kata *studies* dalam kalimat tersebut menunjukkan satu tindakan atau aksi belajar yang dilakukan oleh *She* sebagai subjek dalam kalimat.

Nominal sentence adalah kalimat yang digunakan untuk menjelaskan suatu keadaan atau sifat pada subjek kalimat.

Contoh: *She is clever*.

Perhatikan contoh dibawah ini:

Verbal Sentences

<i>Monita studies the English language.</i>	Monita belajar bahasa Inggris.
<i>Galang, Andre, and Monita speak English fluently.</i>	Galang, Andre, dan Monita berbicara bahasa Inggris dengan lancar.
<i>We read the book at the library last week.</i>	Kami membaca buku itu di perpustakaan minggu lalu.
<i>Made eats satay every day.</i>	Made makan sate setiap hari.

Nominal Sentences

<i>Monita is a clever student.</i>	Monita adalah murid yang pintar.
<i>Galang, Andre, and Made are diligent students.</i>	Galang, Andre, and Made adalah murid yang rajin.
<i>We are at school right now.</i>	Kami sedang di sekolah sekarang.
<i>Siti was tired after the Sport Subject.</i>	Siti lelah setelah kelas olahraga.
<i>I was at the hospital last month.</i>	Saya berada di rumah sakit bulan lalu.



Irregular Verbs

Irregular verbs secara sederhana dapat dipahami sebagai kata kerja yang “tidak beraturan”. Tidak beraturan di sini artinya adalah tidak mengikuti kaidah umum perubahan bentuk kata kerja dari *base form* menjadi bentuk kata kerja lampau atau *past form*, dan seterusnya. Perhatikan daftar kata berikut ini. Bandingkan antara bentuk *irregular verbs* dan *regular verbs*.

Irregular Verbs			Regular Verbs		
Base form	Past form	Meaning	Base form	Past form	Meaning
become	became	menjadi	close	closed	menutup
bring	brought	membawa	cry	cried	menangis
build	built	membangun	drop	dropped	menjatuhkan
drink	drank	minum	fix	fixed	memperbaiki
eat	ate	makan	listen	listened	mendengarkan
fall	fell	jatuh	open	opened	membuka
fly	flew	terbang	stop	stopped	menghentikan
give	gave	memberi	study	studied	belajar
know	knew	mengetahui	talk	talked	berbicara
write	wrote	menulis	walk	walked	berjalan

Transition Signals

<i>And...</i>	<i>Dan...</i>
<i>But...</i>	<i>Tapi...</i>
<i>Or...</i>	<i>Atau...</i>
<i>However...</i>	<i>Tetapi...</i>
<i>In contrast...</i>	<i>Sebaliknya...</i>
<i>Because...</i>	<i>Karena...</i>
<i>So...</i>	<i>Jadi...</i>
<i>For example...</i>	<i>Contohnya...</i>



Antonyms

Antonyms

<i>Big - small</i>	Besar - Kecil
<i>Cheap - Expensive</i>	Murah - Mahal
<i>Clean - Dirty</i>	Bersih - Kotor
<i>Cool - Warm</i>	Dingin - Hangat
<i>Day - Night</i>	Siang - Malam
<i>Easy - Difficult</i>	Mudah - Sulit
<i>Give - Receive</i>	Memberi - Menerima
<i>Heavy - Light</i>	Berat - Ringan
<i>High - Low</i>	Tinggi - Rendah
<i>Liquid - Solid</i>	Cairan - Padat
<i>Noisy - Quiet</i>	Berisik - Hening
<i>Panic - Calm</i>	Panik - Tenang
<i>Remember - Forget</i>	Ingat - Lupa
<i>Short - Tall</i>	Pendek - Tinggi



Adjectives to describe personality traits

Personality Traits

<i>adventurous</i>	petualang
<i>bold</i>	berani
<i>brave</i>	berani
<i>bright</i>	cerdas
<i>calm</i>	tenang
<i>careful</i>	hati-hati
<i>cheerful</i>	periang
<i>confident</i>	Percaya diri
<i>energetic</i>	energik
<i>friendly</i>	ramah
<i>funny</i>	lucu
<i>generous</i>	Murah hati
<i>honest</i>	jujur
<i>kind</i>	baik
<i>helpful</i>	penolong
<i>mature</i>	dewasa



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Chapter 1: **Celebrating Independence Day**

"What did you do to
celebrate Independence day?"



1

Chapter 1 Celebrating Independence Day

Unit 1. The Champion of Panjat Pinang

Unit 2. Going to a Parade

Unit 3. Independence Day at SMP Merdeka



Learning objectives

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

1. talk about personal experiences in the past;
2. identify specific information about personal experiences; and
3. write the main events of personal experiences.

Unit 1. The Champion of Panjat Pinang





Section 1 - Say What You Know

Unit 1. The Champion of Panjat Pinang

Look at Picture 1.1 and answer the questions.



Picture 1.1

1. Can you name the game?
2. When does the game usually happen?
3. What do you think about that game?
4. Have you ever participated in that game?



Section 2 - Listening

Unit 1. The Champion of Panjat Pinang

- a. Match the games and the pictures. Number one has been done for you.

Sack race	Panjat pinang
Tandem race	Tug of war
Kerupuk race	Marble in spoon race



Worksheet 1.1

- b Listen to Audio 1.1. Galang and his father are talking about the Independence Day celebration. See the Word Box.



Word Box

celebrate (base form) - celebrated (past form): merayakan

hold (base form) - held (past form): mengadakan

win (base form) - won (past form): memenangkan / menjuarai

amazing: luar biasa

congratulation: (ucapan) selamat

during: selama (sesuatu sedang berlangsung)





Comic strip 2.1

- c Listen again to Audio 1.1. Circle the words related to the Independence Day celebration mentioned in the dialogue. One has been done for you.

Kerupuk race	Tandem race	Sack race
Marble in spoon race	Panjat Pinang	Parade
Tug of war	The national flag hoisting ceremony	

Worksheet 1.2



Section 3 - Listening

Unit 1. The Champion of Panjat Pinang

- a. Listen to Audio 1.2. Galang's father is talking about his past experience in participating in Panjat Pinang. See the Word Box.



Word Box

grab (base form) - grabbed (past form): meraih, mengambil

committee: panitia

grease: minyak gemuk, oli

groceries: bahan makanan

ladder: tangga

teamwork: kerja sama tim

slippery: licin






- b. Listen again to Audio 1.2. Identify and arrange the strategy to win the Panjat Pinang by giving numbers 1 to 5 to the boxes. Number one has been done for you.

 grabbed the prizes	 made a human ladder	 climbed to the top
 threw the prizes to the ground	 wiped off the grease	

Worksheet 1.3

- c. Based on Audio 1.2, give a check () for the correct statements below.

1. Pak Rahmansyah did not participate in *Panjat Pinang*. [...]
2. A TV was one of the prizes on the *Pinang* tree. [...]
3. Pak Rahmansyah never fell down during *Panjat Pinang* game. [...]
4. Pak Rahmansyah's team made a strategy to win the *Panjat Pinang* game. [...]
5. Pak Rahmansyah's team used a human ladder to support the climber. [...]

Worksheet 1.4

Did you know?

Every August 17th, the Indonesian people celebrate their Independence Day. The people usually hold many games. One of the iconic games is *Panjat Pinang*. The goal of the game is to climb a pinang tree and grab the prizes hung on top of the tree. The tree is smeared with grease to make it difficult for the climbers to get the prizes. The prizes are on top of the tree. The game requires not only skills and determination but also good teamwork.

Source: <https://www.indonesia.travel/en>



Section 4 - Language Focus

Unit 1. The Champion of Panjat Pinang

Recounting means talking about past experiences. Most of the time we include details of what happened in the past when recounting. At school, teachers also ask students to recount their past experiences. For example, they ask the students to recount their last holiday experiences or their activities on the last Independence Day.

To recount these past experiences, we need to use Past Simple verbs. The Past Simple verbs are usually formed by adding 'd', 'ed', or 'ied' to the base verb. Look at the following examples:

celebrate + d – **celebrated**

participate + d – **participated**

try + [change the 'y' to 'i'] + ed – **tried**

We call these **regular verbs**.

Many other verbs, however, are **irregular**. These irregular verbs do not really follow any rules. They need to be learned. See the following examples:

win – **won**

make – **made**

hold – **held**

Have a look at the following examples taken from the previous dialogues.

Table 1.1 Past tense verbs

Regular verbs	Irregular verbs
I participated in a tandem race, tug of war, Panjat Pinang, and sack race.	Today, our school held many games and competitions to celebrate Independence Day.
I jumped up onto my friends' shoulders	I won the marble in spoon race competition today.

Now read the dialogue in sections 2 and 3. Identify the regular verbs and irregular verbs. Then write the words on Worksheet 1.5.

Regular	Irregular

Worksheet 1.5



Section 5 - Fun Time: Bingo

Unit 1. The Champion of Panjat Pinang

Preparation

Make a group of four.

Each group prepares a blank paper.

Each group draws a grid with nine boxes on the paper.

Steps to play the game:

- Create a list of regular and irregular verbs on the board.
 - Each member of the group mentions a past form verb (regular or irregular)
 - One student from each group writes the words on the board.
- Complete the box with the verbs.
 - Every group chooses nine words from the board.
 - Every group writes the nine words in the grid.

3. Say BINGO

- Every group takes turns to say a verb to the class.
- Each group should check if they have the verb or not.
- If the verb is on the box, cross the verb.
- When the crosses make a line (vertical, horizontal, or diagonal), say BINGO!

went	studied	stayed
came	had	swam
took	visited	played



Section 6 - Speaking

Unit 1. The Champion of Panjat Pinang

- a. We ask and give information about activities or events in the past. Learn how to ask and respond to the questions using the expressions in Comic Strip 1.3.

What do you remember about the Independence Day celebration?

I attended flag hoisting ceremony at school.

I also played some games and joined our school parade.

What game did you participate in the Independence Day celebration?

I participated in the marble in spoon race and Krupuk eating race.

Did you win the marble in spoon race?

Yes I did.

Congratulations!

What did you do to win the game?

I just kept my balance and my pace.



Comic strip 1.3

- b. Work in pairs. Practice asking the questions and respond based on your own experiences.



Section 7 - Your Turn: Speaking

Unit 1: The Champion of Panjat Pinang

Preparation

Clue cards:

<p>Game: Sack Race Result: Win Strategy: Combined jump and fast walking</p>	<p>Game: Krupuk Race Result: Win Strategy: Took a big bite</p>
<p>Game: Tug of War Result: Win Strategy: Pulled the rope as hard as possible</p>	<p>Game: Tandem Race Result: Win Strategy: Synchronised the walk</p>

Steps:

1. Make a group of four. Each group will have one deck of clue cards.
2. In each group, shuffle the clue cards and each member shall take one card.

3. Look at the card and make a question based on the clue on the card.
- Take turns and ask questions based on the expressions in Section 6.
 - Write your friends' answers on Worksheet 1.6.

Questions	Name: ...	Name: ...	Name: ...	Name: ...
What do you remember about the Independence Day celebration?				
What game/s did you participate in during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Worksheet 1.6



Section 8 - Enrichment

Unit 1: The Champion of Panjat Pinang

Interview two students from other classes. Ask about their participation in the Independence Day celebration. Use the questions you learned in this chapter. Videotape the interview or simply write the answers in your notebook.

Unit 2. Going to a Parade





Section 1 - Say What You Know

Unit 2. Going to a Parade

Look at the following pictures.



Picture 1.2. Independence Day's events

1. Which events have you participated in?
2. Tell your friends about your participation in the events.



Section 2 - Listening

Unit 2. Going to a Parade

- a. Listen to Audio 1.3. Galang and his friends are talking about their activities in celebrating Independence Day. See the Word Box.



Word Box

be choked (base form)/was/were choked (past form): tersedak
 march (base form)/marched (past form): berbaris
 costume: kostum
 awesome: luar biasa
 shy: malu
 neighborhood: lingkungan sekitar

The day after the independence day celebration





Comic strip 1.4

- b. Listen again to Audio 1.3 and read the sentences below. Circle (T) if they are true or (F) if they are false based on the dialogue. Number one has been done for you.

- | | |
|--|-------------------|
| 1. Galang came second at the marble in spoon race competition. | T F |
| 2. Monita won the Krupuk race competition in the Independence Day celebration. | T F |
| 3. Monita almost got choked in the Krupuk race. | T F |
| 4. Galang and Andre joined more than two competitions in the Independence Day celebration last year. | T F |
| 5. Pipit thought that the Independence Day celebration was boring. | T F |
| 6. Pipit loves watching a parade. | T F |
| 7. Monita was too shy to join a parade. | T F |
| 8. Monita invites Andre and Pipit to join the school parade next week. | T F |

Worksheet 1.7



Section 3 - Reading

Unit 2. Going to a Parade

- a. The following are pictures of the parade to celebrate Independence Day. Match the pictures with the name of the parade. See the Word Box.



Word Box

attractive: menarik
 chance: peluang
 hometown: kampung halaman
 local: daerah setempat



Indonesian heroes' costumes parade




Decorated bicycles parade



Traditional music instruments parade

Worksheet 1.8

- b. Read Andre's story about his experiences in watching a parade.

 Home Profile Discover

A Parade in My Hometown

When I was a child, I always waited for Independence Day. My father used to ask me to watch a parade together. We saw it from our front yard. I remember how attractive the parade was.

In the first line of the parade, I saw the people **dressed up** uniquely. Some people wore Indonesian heroes' costumes. Some others dressed like local ghosts. They were scary but they were funny, too.

Next, I remembered that a lot of people **marched in** the second line. They waved a mini Indonesian flag. They walked around the village and sang the 'Hari Merdeka' song. Their singing was accompanied by traditional instruments like *angklung*, *suling*, and *rebana*.

At last, I also saw that many children rode their bicycles in the parade. They decorated their bicycles creatively.

I always wanted to join the parade but I was too shy. Luckily, I have the chance to join a parade at my school next week. I am really looking forward to it.

- c. Work in pairs. Write people's activities in the parade based on Andre's story. You may add the bubble.

People's activities in the parade

- d. Based on the text from the previous page, answer the following questions.

1. Why did Andre always wait for Independence Day?
2. What did the people do during the parade?
3. What did the people wear in the parade?
4. What musical instruments did they use during the parade?
5. Why did not Andre join the parade?

Worksheet 1.10



Section 4 - Viewing

Unit 2. Going to a Parade

- a. Read the text below.

SMP Merdeka's School Parade

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed up like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade pass their houses. Many of them stood along the street welcoming and cheering the parade.

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prize coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prize announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them. Everyone felt happy with the events.

- b. The following are the photos of SMP Merdeka's School Parade. Match the picture with a suitable paragraph.

Picture	Paragraph
	
	
	
	

- c. Identify what happened in each picture. Use the questions in the box to help you. Number one has been done for you.

Questions!

Who was in the picture?
What did they do?
Where were they?
What objects were there?

- 1 Participants : Galang, Andre, Monika, and Pipit
Actions : lined up, marched, dressed up in costumes
Place : school
Objects : posters

- 2 Participants :
Actions :
Place :
Objects :

- 3 Participants :
Actions :
Place :
Objects :

- 4 Participants :
Actions :
Place :
Objects :

d. Read the sentences below. Circle (T) if they are true or (F) if they are false based on the text.

1. School parade was one of the Independence Day celebration events in SMP Merdeka. (T) (F)
2. Galang and his friends watched the school parade excitedly. (T) (F)
3. The parade's participants wore red and white attributes. (T) (F)
4. The villagers were happy to watch the parade. (T) (F)
5. Galang was the only door prize winner in the parade. (T) (F)

Worksheet 1.13

Did you know?

Each region in Indonesia celebrates Independence Day with various unique events. One of the unique traditions is the Jampara parade in Bandung. Dozens of people march and bring numerous palanquins full of food from their natural harvest. At the end of the parade, the crowd will battle for food and feast together.

Source:

<https://www.indonesia.travel/id>



Section 5 - Language Focus

Unit 2. Going to a Parade

When we are telling a story about our past experiences or past events, we often use words to show a sequence, such as

First

Next

After
School

Finally

They are called **time connectives**. They are used to connect one past event to another past event. The time connectives can help the readers or listeners understand a set of related events in a story easily. They tell when a story started, when some new events happened, and when the story ended.

Table 1.2 contains some other useful time connectives.

Beginning	Middle	Ending
<ul style="list-style-type: none">• In the beginning• First/Firstly• First of all	<ul style="list-style-type: none">• Then• After that• Later• Next• Second/Secondly• Third/Thirdly• After• Before• Furthermore• Not so long after	<ul style="list-style-type: none">• Finally• At last• At the end• By the end• In the end• Afterward• Lastly

Now, find the time connectives in the text about SMP Merdeka's School Parade (section 4). Highlight the connectives.



Section 6 - Fun Time: Picture the Past

Unit 2. Going to a Parade



1. He ate krupuk in one bite.
2. The boy won the krupuk race game.
3. He lost the krupuk race game.

Picture 1.3 The *krupuk* race

Picture the Past

Preparation

- Make a group of four
- Prepare a piece of paper in each group
- Draw four boxes.

Steps:

1. Each group member takes turns to draw a picture of their past action in the boxes.
2. Pass the paper to another group.
3. Have the group write a sentence under each picture to make a sequence of experiences.
4. Return the paper to the group.
5. Show the pictures and read the sentences to the class.



Section 7 - Your Turn: Reading

Unit 2. Going to a Parade

- a. Read Monita's Blog below and answer the questions.



Home

Profile

Discover

M

A School Parade

Hi, readers.

How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.

In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien. Other students wore red and white clothes.

After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom.

Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won. He dressed up as Tuanku Imam Bonjol.

The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.

- b. Answer the following questions based on the text.
1. How did Monita celebrate her Independence Day?
 2. What did Monita do before the parade?
 3. Why did they run back to their class in the middle of the parade?
 4. Who won the best costume in the parade?
 5. Why did Monita not wear red and white clothes?
 6. Can you identify the time connectives in the text? Highlight them.

7. In a costume competition, what are the possible criteria for scoring the contestants? Explain your reasons.

Worksheet 1.14

- c. Complete the table by finding the time connectives in the text. After finding a connective, write the sentence that follows it. Number 1 has been done for you.

Parts	Time connectives	Sentences in the paragraph
Beginning	In the beginning	In the beginning, we prepared our costumes.
Middle		
Ending		

Worksheet 1.13



Section 8 - Enrichment

Unit 2. Going to a Parade

Find a video of a unique parade celebrating a country's independence day. Retell the activities in that parade. Don't forget to use time connectives that you have learned in this unit to retell the story.

You may post it on your social media.



Unit 3. Independence Day at SMP Merdeka





Section 1 - Say What You Know

Unit 3. Independence Day at SMP Merdeka

Let's talk about these pictures.



Picture 1.4. Independence Day Celebration

Answer the following questions based on the picture above.

1. Have you ever participated in / watched the events in the picture?
2. Do you have any memorable moments/events in the Independence Day celebration?
3. Could you share the story of your memorable moment/event in the Independence Day celebration?



Section 2 - Reading

Unit 3: Independence Day at SMP Merdeka

- a. Read Monita's story about the Independence Day celebration in SMP Merdeka.



Word Box

feel (base form)/felt (past form): terjatuh

lead (base form)/led (past form): memimpin, posisi terdepan

beat (base form)/beat (past form): mengalahkan

delighted: senang sekali, puas

tight: ketat

steady: tidak goyah, stabil

hilarious: sangat lucu/lucu sekali

Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.


In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites.

It was a joyful day at my school. Everyone put a smile on their faces. I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition.

- b. Choose the best answer for the following questions based on the text. Number one has been done for you.

1. What was the story about?
 - a. Independence Day celebration in Indonesia.
 - b. Independence Day celebration in Monita's school. 
 - c. Independence Day celebration in Monita's hometown.
2. Who could be the participant in the fun games?
 - a. The whole students
 - b. The teachers
 - c. 7 graders
3. How many fun games were being competed in the event?
 - a. 3
 - b. 4
 - c. 5
4. Who was the winner of the marble-in-spoon race?
 - a. Andre
 - b. Monita
 - c. Galang
5. Who was the winner of the last game?
 - a. Andre
 - b. Monita
 - c. Galang
6. How did Monita feel about the event?
 - a. She felt excited.
 - b. She felt delighted.
 - c. She felt embarrassed.



Section 3 - Language Focus

Unit 3. Independence Day at SMP Merdeka

As we have already learned, a recount text tells about a series of past events. The structure of the recount text is available in Table 1.3.

Table 1.3 Structure of the recount text

Structure	Description
Orientation	Sets a context for understanding the events that follow; provides background information about who, where, when, etc.
Record of events	Tells events recounted in chronological order
Comment	Evaluates the significance of the event.

Based on the explanation above, we can find out the structure of the text in Unit 2, section 4 as an example.

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.

Orientation

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.

Record of
Events

Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.

Everyone felt happy with the events.

Record of
Events

Comment



- a. Study the example below. Now, look at the text in Section 2. Can you fill in the table with the structure of the recount text?

The following is the text taken from Unit 2 Section 4. Pay attention to the structure of the text below.

Structure and Description	Text in Unit 2 Section 4
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	<p>On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic.</p>
Record of events Events recounted in chronological order	<p>Event 1 In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade passing their houses. Many of them stood along the street welcoming and cheering the parade.</p> <p>Event 2 Not so long after, the parade reached the rest post. It was the place for participants to draw a door prizes coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.</p> <p>Event 3 After returning to school, all participants took some rest while waiting for the door prizes announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them.</p>
Comment Evaluates the significance of the event.	<p>Everyone felt happy with the events.</p>

Now, your turn to practice.

Structure and Description	Text in Unit 3 Section 2
Orientation Sets a context for understanding the events that follow; provides background information about who, where, when, etc.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Record of events Events recounted in chronological order	Event 1 <hr/> <hr/> <hr/> <hr/> Event 2 <hr/> <hr/> <hr/> <hr/> Event 3 <hr/> <hr/> <hr/> <hr/>
Comment Evaluates the significance of the event.	<hr/> <hr/> <hr/> <hr/>

Worksheet 1.17



Section 4 - Writing

Unit 3. Independence Day at SMP Merdeka

We need to follow the text structure to write a good text. The following worksheets are made based on the structure of the recount text. They can guide you in learning how to write a good recount.

- a. Study the following picture and answer the questions to help you to write the orientation of the text.



Picture 1.3. Sack race

1. Who were the sack race participants?
2. Where did the sack race take place?
3. When did the sack race take place?

Worksheet 1.18

- b. Write a suitable orientation based on your answer in part a.

.....

.....

.....

.....

Worksheet 1.19

- c. Rearrange the pictures of a sack race by giving numbers 1 to 5.



Worksheet 1.20

- d. Write the sentences based on the correct sequence of a sack race. Number one has been done for you.

1. Monita, Pipit, Sinta, Ibu Posma, and Ibu Komang walked to the starting line.
2. They put on.....
3. They.....
4.
5.

Worksheet 1.21

Did you know?

One of the histories of the red and white color of the Indonesian flag is associated with Majapahit's flag. It has the same colorway that is red and white stripes. The red color represents courage and the white color is for honesty. Nowadays, those meaningful colors are used as attributes or symbols in various organizations in Indonesia and even as Indonesian football national team costumes.

Source:

<https://www.zetmannica.com/topic/flag-of-indonesia>



Section 5 - Your Turn: Writing

Unit 3: Independence Day at SMP Merdeka

a. Planning and Brainstorming

Think about the Independence Day celebration in your school/town. What was the game that you participated in? How was the game run? Who was the winner? How did you feel about participating in that game?



Worksheet 3.22

b. Outlining and Drafting

Make an outline of your story using the following structure:

Structure and Description	Your story
Orientation <i>Sets a context for understanding the events that follow; provides background information about who, where, when, etc.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Record of events <i>Events recounted in chronological order</i>	Event 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Event 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Event 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Comment <i>Evaluates the significance of the event.</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Worksheet 1.23

c. Writing and Editing

Write your recount based on the outline you have made previously.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Worksheet 1.24



Section 6 - Fun Time

Unit 3: Independence Day at SMP Merdeka

Let's have fun. Here are the rules of the game.

- Work in a group of four.
- Each member prepares 10 names of famous tourist sites around Indonesia. start with the nearest ones in your area.
- Do the 'Guessing Game' in the group by asking '10 Yes or No Questions'. The examples are 'Is it in Bandung?', 'Is it the name of a mountain?', or 'Can we swim there?'.
- One person holds his chosen famous tourist site.
- The other three people ask questions and guess. The winner is the one who can guess correctly and fast.
- When one question has been guessed then there is a change of role. A new person asks the question.



Section 7 - Enrichment: Creating a comic

Unit 3. Independence Day at SMP Merdeka

Work in a group of four. Create a comic telling about the independence day events at your school. You can create digital comics. You can create your comic using ONE of the two options:

1. You can draw manually. Then, you can color them using colored pencils or markers.
2. You can draw your comic using a digital app.

Share your comic with the class.





Reflection

Unit 3. Indonesian Birds

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

LEARNING REFLECTION

Name:

Grade/Chapter: 8/1

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			
talk about personal experiences in the past			
identify specific information about personal experiences			
write the main events of personal experiences			

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

I shared with my family:

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

My Parent's Signature

.....

Chapter 2: Kindness Begins with Me



1

Chapter 2

Kindness Begins with Me

Unit 1. Kindness towards Differences

Unit 2. Kindness and Happiness

Unit 3. Kindness and Friendship



Learning objectives

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

1. connect and sequence events in an imaginative story;
2. explain characters' actions, feelings, and behavior in an imaginative story; and
3. retell and rewrite an imaginative story.

Unit 1. Kindness towards Differences





Section 1 - Say What You Know

Unit 1. Kindness towards Differences



Picture 2.1. Stories from around the world

1. Look at the pictures in Picture 2.1.
What do you know about these stories?
2. What other stories do you know?
3. What is your favorite story?



Section 2 - Viewing

Unit 1. Kindness towards Differences


- a. Listen to Audio 2.1. Monita and Galang are talking about a story. Listen and identify the title of the story.



Picture 1.1. Talking about a story

- Galang : Hi, Monita. What are you doing?
Monita : Hi, Galang. I'm listening to a story. The title is The _____, It's an assignment from Ibu Ida.
Remember?
Galang : My goodness! I almost forgot about it. Can we listen to it together?
Monita : Sure thing. I'll use the loudspeaker then.


- b. Work with a classmate and predict the sequence of the story. Give a number on each picture based on your prediction. Number one has been done for you.




1
A Mother Duck sat on her nest.




A gray duckling walked with a funny wobble.



Mother Duck waited for the last egg to hatch.



A Mother Duck counted her ducklings one, two, three, four, five.



Five duck eggs cracked and hatched.

Worksheet 2.1

- c. Listen to Audio 2.2 on the story Part 1. Check your prediction.
- d. Listen again to Audio 2.2 and read the story. Circle the correct underlined verbs Worksheet 2.1. See the Word Box.



Word Box

begin (base form)/began (past form): mulai
 hatch (base form)/hatched (past form): menetas
 shake (base form)/shook (past form): menggoyangkan
 wait (base form)/waited (past form): menunggu
 wobble (base form)/wobbled (past form): berjalan gemetar dan tidak stabil

wings: sayap

shy: malu-malu

warm: hangat

gracefully: dengan anggunnya

once upon a time: pada suatu hari

at last: akhirnya



- Once upon a time on a big farm, a Mother Duck sit/sat on her nest. She had to keep her six eggs warm until they hatched/hatch.



- At last, the eggs begin/began to crack. One by one, five yellow ducklings came/came out of the eggs. They shake/shook their wings and said, "Quack, quack". Then, they walked/walk gracefully.



- "Look at all of you!" say/said Mother Duck with joy. "You are all so cute!"



- She count/counted one, two, three, four, five. "Oh, dear! I should have six ducklings!" Mother Duck is/was worried.



- But one large egg was still in the nest. It wasn't a little stubborn. So, Mother Duck sat/sit on her nest again and wait/waited some more.



- The next day, the big egg crack/cracked open. A shy duckling came/came out. He was not yellow! He was gray and bigger than others. But he was weak and it walk/walked with a funny wobble.

- e. Work with a classmate. Talk about Mother Duck's feelings based on the story Part 1.



Section 3 - Listening

Unit 1. Kindness towards Differences

- a. Work with a classmate. Circle two pictures that will happen in Part 2.



The Mother Duck and the yellow duckling walked to the river without the gray duckling.



The Mother Duck was angry with the yellow ducklings.



The yellow ducks stayed away from the gray duck.



The yellow ducks and the gray duck swam in the river.



The gray duck flew away from the farm.

(Retelling of The Ugly Duckling by Hans Christian Andersen)

Worksheet 2.3

- b. Listen to Audio 2.3 on the story Part 2. Check your prediction.

- c. Listen again to Audio 2.3 on the story Part 2. Circle the correct underlined verbs in Worksheet 2.4. See the Word Box.



Word Box

calm (base form)/calmed (past form): menenangkan
hear (base form)/heard (past form): mendengar
paddle (base form)/paddled (past form): mendayung

brave: berani
different: berbeda
mean: jahat
nice: baik
pleased: senang
rude: kasar
sad: sedih
ugly: buruk rupa
weak: lemah

proudly: dengan bangga
slowly: secara perlahan
suddenly: tiba-tiba
timidly: takut

the last spot: tempat terakhir
river: sungai

in chorus: berbicara bersamaan



Each yellow duckling jumped into the river and swam behind Mother Duck. The Ugly Duckling jumped in and start started to paddle, too.

"I can swim, Mother!"

said the Ugly Duckling. He was proud.



After swimming, the yellow ducklings started to play. They jumped and splash splashed in muddy puddles. They shook their muddy wings and they laughed and laughed. The Ugly Duckling tried to play with his brothers and sisters, too.

"I can jump and shake my wings!"

exclaimed the Ugly Duckling. He was so happy. But, the yellow ducklings yelled, "Go away!"



The Ugly Duckling walk walked with his head down. He was sad.



The Ugly Duckling went to his mum and said, "Mom, they don't want to play with me. Am I too ugly?"



"You're different. You are not yellow but gray and brave."

Mother Duck tried to calm him down. But, he was not very pleased to hear it.

(Retelling of The Ugly Duckling by Hans Christian Andersen)

Worksheet 2.4

- d. Work with a classmate. Talk about the Ugly Duckling's feelings based on the story Part 2.



Section 4 - Language Focus

Unit 1. Kindness towards Differences

We use **past tense** verbs to talk about past events in a story. We use these verbs to:

- create actions (shake - **shook**): The yellow ducklings **shook** their wings.
- show a process of thinking (think - **thought**): A Mother Duck **thought** about her eggs.
- identify something with our senses (see - **saw**): The Mother Duck **saw** five yellow ducklings.
- express something (say - **said**): "You are all so cute!", **said** the Mother Duck.
- connect information (is/am/are - **was/were**): The Ugly Duckling **was** gray and shy.

(Source: Dommielcke and Jones, 2016)

Now try to do the following activities about past events in the Ugly Duckling story (Parts 1 and 2).

- a. Complete the sentences with verbs in past tense forms based on the pictures.



A Mother Duck **sat** on her nest.



Five duck eggs _____



Five ducklings _____
their wings.



The last egg _____



The gray duck _____ with
a funny wobble.



The Mother Duck _____.

Worksheet 2.3

- b. Look at the Ugly Duckling story Part 2 again. Circle or highlight all verbs in the past tense forms in the story. Use a green pen.



Section 5 - Fun Time

Unit 1. Kindness towards Differences

Fun Time: Mime It!

- a. What Did the Ducks Do? Mime the actions in the following cards.
- b. Follow the instructions.
 1. Ask three of your classmates to play this game.
 2. Copy the cards and shuffle the cards.
 3. Put the cards in an up-side down pile.
 4. Pick a card.
 5. Mime the action on the card.
 6. Your partners have to ask questions using the past tense forms to the student miming the action.

E.g. - Did you walk to the pond?

- Did you shake your wings?

7. An extra point is given if they can guess the character who did the action in the story.
8. The student miming the action can also answer the questions.

E.g. - Yes, I did. I walked to the pond/ No, I didn't. I swam in the pond.

- Yes, I did. I shook my wings/ No, I didn't. I didn't shake my wings.

c. Here are the cards.



Shook:
A yellow duckling shook
his muddy wings.



Swam:
Ugly Duckling swam
in the river.



Yelled:
A yellow duckling
yelled angrily.



Calmed (down):
Mother Duck calmed
down Ugly Duckling.



Lined up/Walked:
Duckling lined up and
walked to the river.



Counted:
Mother Duck counted her
eggs.



Sat:
Mother Duck sat on
her eggs.



Jumped:
Yellow ducklings jumped
in the muddy puddles.



Splashed:
Yellow ducklings splashed
mud in the muddy puddles.

Section 6 - Retelling

Unit 1: Kindness towards Differences

STORY Telling



Picture 2.3. Retelling the story

- a. Work in a group of five. Listen to Audio 2.3. Read the script as you listen. Decide which part you want to take in the story.

Table 2.1. The script of The Ugly Duckling

Narrator 1 (Student 1):	The Ugly Duckling followed his brothers and sisters slowly, but they only stared at him.
Narrator 2 (Student 2):	Suddenly, one of them yelled.
Duckling 1 (Student 3):	You are not like us. You are very ugly and weak!
Ducklings (All students):	Go away!
Mother Duck (Student 4):	How can you say such a thing? Be nice!

Continued in next page...

Narrator 1 (Student 1):	Mother Duck was angry.
Mother Duck (Student 4):	Now line up. We will go to the river and swim.
Ducklings (All students):	Quack! Quack! We are swimming in the river.
Narrator 2 (Student 2):	Each yellow duckling jumped in the river and swam behind Mother Duck.
The Ugly Duckling (Student 5):	Quack! Quack! I can swim, too, Mother!
Narrator 1 (Student 1):	After swimming, the yellow ducklings started to play. The Ugly Duckling tried to play with his brothers and sisters, too.
The Ugly Duckling (Student 5):	Quack! Quack! I can jump and shake my wings!
Narrator 2 (Student 2):	But, the yellow ducklings yelled
Ducklings (All students):	Go away!
Narrator 1 (Student 1):	The Ugly Duckling walked with his head down. He was sad.
Narrator 2 (Student 2):	The Ugly Duckling went to his mum and said,
The Ugly Duckling (Student 3):	"Mom, they don't want to play with me. Am I too ugly?"
Mother Duck (Student 4):	"You're different. You are not yellow but gray and brave."

b. Practice to retell the story with your group.



Section 7 - Your Turn: Perform Your Storytelling

Unit 1: Kindness towards Differences

- Use the script from Section 6.
- Check the preparation. Put a checklist for each box.

Each group member plays a character or a narrator.

☐

Every group member feels comfortable.

☐

Every group member is confident with or without the script.

☐

- Perform your story to the class.



Section 8 - Enrichment

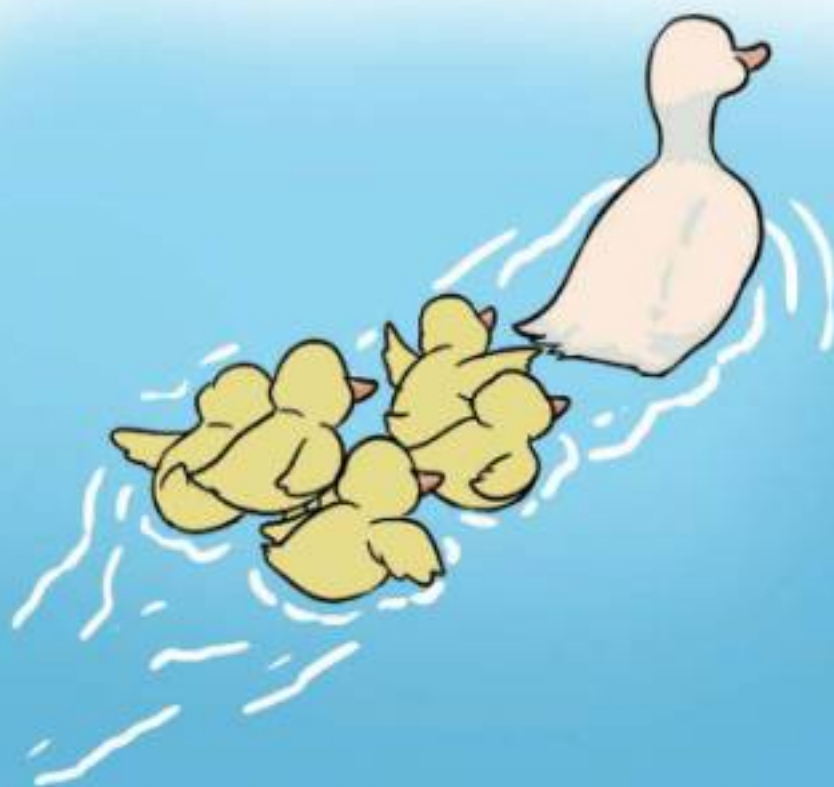
Unit 1: Kindness towards Differences

Tell the story to your friends from other classes or schools, or to your family. What's their feeling watching your performance?



Picture 2.4 Telling the story

Unit 2. Kindness and Happiness





Section 1 - Say What You Know

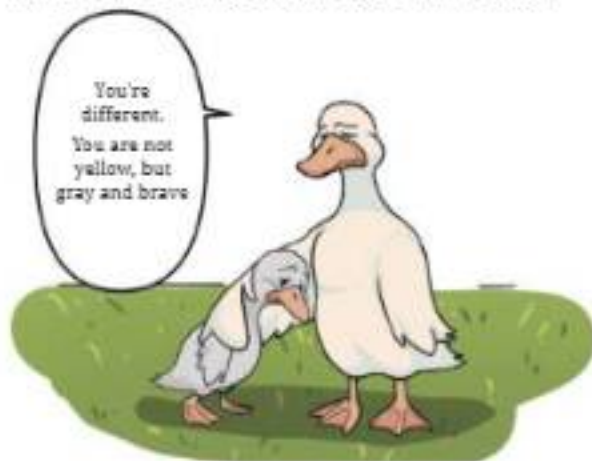
Unit 2: Kindness and Happiness

- a. What kind of situation makes you have these feelings?

Feelings	Situations
happy	I got a birthday present from my best friend.
sad	
worried	
scared	
surprised	
angry	
heartbroken	

Worksheet 2.4

- b. What are your feelings on the Ugly Duckling story?



Picture 2.5 Part of The Ugly Duckling story



Section 2 - Viewing

Unit 2. Kindness and Happiness

- a. Read the following conversation between Ibu Ida and her students.



Comic Strip 2.1

b. Circle other four animals that you will find in the story.



Chickens



Yellow ducklings



Swans



A cow



A dog



Mother Duck

Did you know?

5 Facts about Ducks!

All ducks have highly waterproof feathers. They can swim all day but stay dry.



Ducklings always swim and walk as a group and always stay close to their mother to avoid predators' attack.



Ducks are birds, but they are normally found in places where there is water like ponds, streams, and rivers.



Ducks will lay more eggs with more daylight.



Duck eggs normally will hatch within 28 days.



Adapted from: POCB 2013 International (<https://www.duck-ponds.org/tempe/igra-region/region/Ducks-animals/10-facts-about-ducks/>)



Section 3 - Reading

Unit 2. Kindness and Happiness

- a. Read the final part of The Ugly Duckling story. See the Word Box.



Word Box

care (base form)/cared (past form): peduli
exclaim (base form)/exclaimed (past form): berseru
greet (base form)/greeted (past form): menyapa
land (base form)/landed (past form): mendarat
sniff (base form)/sniffed (past form): mengendus
grown-up: dewasa
honest: jujur
hungry: lapar
nervous: gelisah
shame: malu
tired: lelah
politely: dengan sopan
pond: kolam
reflection: bayangan



Picture 2.6 The sad ugly duckling

That night, the Ugly Duckling flew away. He landed on the other side of the river. There he met two grown-up chickens.

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other. (Line 5)

The Ugly Duckling walked with his head down in shame. He was sad.

The next morning, the Ugly Duckling flew away. He landed on a farm.

Suddenly, a big hungry dog came. The dog chased the Ugly Duckling.

"Woof! Woof!" The Ugly Duckling was scared. The dog sniffed and sniffed at him, then turned away. "I am too ugly even for the big hungry dog to want," said the Ugly Duckling. He felt heartbroken.

(Line 10)

The Ugly Duckling was very tired. But, he flew and flew till he found another farm. There he met a cow.

"Can I please stay here?" asked the Ugly Duckling nicely.

"Why do I care?" replied the rude cow. She then yelled, "Moo! Go away!"

Once again, the Ugly Duckling walked away with his head down. He felt heartbroken. (Line 15)

As time passed, the Ugly Duckling grew up. He flew and flew till finally he found a clear pond. He saw some big white birds swimming in the pond. "Wow, they are very beautiful!" he thought, "but I'm too ugly to be their friend."

"Hi," greeted the Ugly Duckling. The beautiful white birds looked at him. It made the Ugly Duckling feel nervous. Suddenly, the biggest white bird exclaimed, "Hey, look, (Line 20)

"we have another swan here!"

"No, No, I'm not. I'm an ugly duckling", said the Ugly Duckling. He shook his head.

The beautiful white swans smiled and said, "Look at yourself in the water and tell us".

The Ugly Duckling saw a reflection in the water. He was surprised.

"I am a swan just like you all!" (Line 25)

"See, we are being honest with you", said the other swans. They then became friends and lived happily together

- b. Which statements are true based on the story? Number one has been done for you.

- | | |
|---|-------|
| 1. The Ugly Duckling went away from the Mother Duck and the yellow ducklings. | TRUE |
| 2. He met two baby chickens. | _____ |
| 3. The chickens were very friendly to him. | _____ |
| 4. A dog chased the Ugly Duckling. | _____ |
| 5. The Ugly Duckling felt shy around the dog. | _____ |
| 6. A cow made the Ugly Duckling feel heartbroken. | _____ |
| 7. The Ugly Duckling was scared of the big white birds. | _____ |
| 8. The Ugly Duckling became happy at the end. | _____ |

Worksheet 2.8

- c. Your Turn: Read the story again. Do the instructions.

1. The Ugly Duckling asked the chickens politely (line 3). Circle the word that tells you this.
2. The Ugly duckling had two feelings when meeting the hungry dog: scared and heartbroken (lines 8 and 10). Circle the words that showed the Ugly Duckling's feelings.
3. Pause at line 12. How many farms did the Ugly Duckling come into so far?
4. What animals made the Ugly Duckling feel heartbroken so far? Circle the last animal.
5. Describe how the big white birds recognized the Ugly Duckling (line 23).

Worksheet 2.9



Section 4 - Language Focus: Describing Feelings

Unit 2: Kindness and Happiness

Showing Feelings in a Story

A story contains relationships between characters. One way to show the relationships is by using such expressions as 'pleased', 'angry', 'worried', and 'sorry'. These expressions are called **Adjectives**. They **express the characters' feelings** in story worlds.

Using adjectives can help your reader know more about the characters' feelings in the story. For example, they showed that the Mother Duck felt worried or the Ugly Duckling was sad.

Adjectives can come after 'to be'. The Adjectives come after the past tense forms of 'to be', 'was' and 'were' because we mainly use past tense in narrating a story. Look at the following examples:

- The Ugly Duckling **was sad**. Nobody wanted to be his friend (showing the Ugly Duckling's feeling sad).
- The yellow ducklings **were not happy** to see the Ugly Duckling (showing the yellow ducklings' feeling unhappy).

The Adjectives can also come after some other 'verbs'. The most common verbs are 'feel' and 'become'. These verbs should also be in their past tense forms: 'felt' (past tense of 'feel'), and 'became' (past tense of 'become').

- The Ugly Duckling **felt heartbroken** (showing the Ugly Duckling's feeling heartbroken).
- Mother Duck **became worried** about the Ugly Duckling (showing Mother Duck's feeling worried).
- The Ugly Duckling **became happy** to live with the white swans (showing the Ugly Duckling's feeling happy).

In the next page, do the following activities about showing feelings using adjectives in the Ugly Duckling story (Parts 1 - 3).

- a. What did the characters in the story feel? Work with a classmate and use an Adjective to complete the characters' feelings. Number one has been done for you.

Part 1

1. What did the Mother Duck feel when five ducklings came out of the eggs?
She felt happy.
2. What did the yellow ducklings feel when they walked gracefully?
They were _____.
3. What was Mother Duck's feeling when she said, "Oh, dear! I should have six ducklings!"?
She became _____.
4. What was the sixth duckling's feeling when he came out of the egg?
He was _____.

Part 2

1. What was the yellow ducklings' feeling when the Ugly Duckling wanted to play with them?
They _____.
2. What was the Mother Duck's feeling when the yellow ducklings were rude to the ugly duckling?
She _____.
3. What was the Ugly Duckling's feeling when the yellow ducklings asked him to go away?
He _____.
4. What was the Ugly Duckling's feeling when his mother said he was different and brave?
He _____.

Part 3

1. What was the chicken's feeling when the Ugly Duckling landed on their side of the river?

2. What was the Ugly Duckling's feeling when the dog chased him?

3. What was the Ugly Duckling's feeling when he saw some big white birds?

4. What was the big white bird's feeling when they saw the Ugly Duckling?

Worksheet 2.10

- b. Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or express the feelings of the characters in the story. Use a red pen.



Section 5 - Language Focus

Unit 2. Kindness and Happiness

In a story, you often find that some sentences are written between quotations (" "). These quotations show that the characters in the story are speaking. These sentences are called direct speech.

The sentences between the quotations tell you that in this part of the story the Ugly Duckling was speaking to the chickens, and the chickens were responding to the ugly Duckling's question.

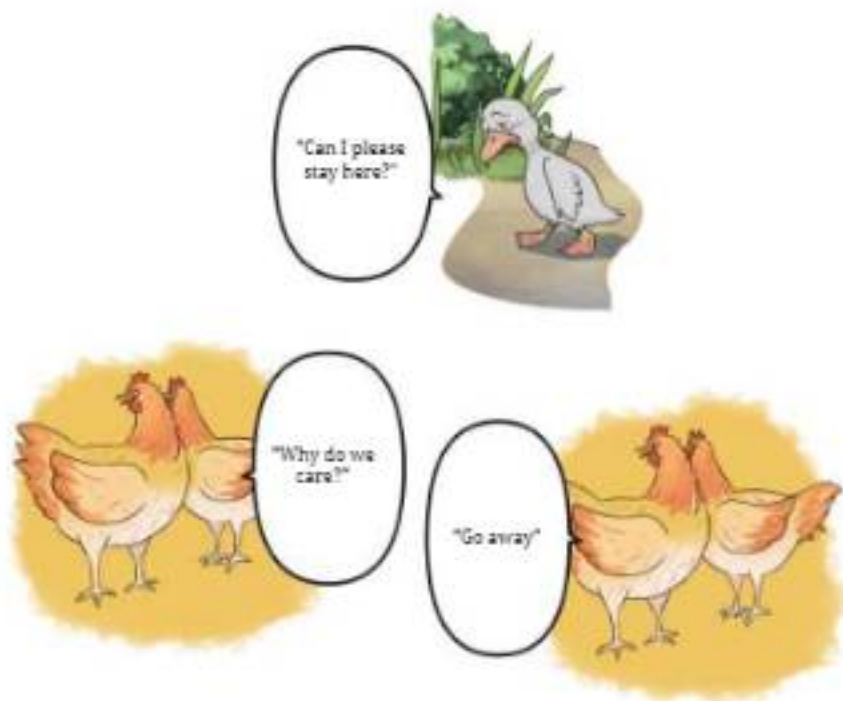
- a. Read the following excerpt from the Ugly Duckling story Part 3.

That night, the Ugly Duckling flew away until he landed on the other side of the river. There he met two grown-up chickens.

"Can I please stay here?" asked the Ugly Duckling politely.

"Why do we care?" said one of the chickens.

"Go away," exclaimed the other.



Comic strip 1.1

- b. Read again the Ugly Duckling story Part 3. Underline all sentences between quotation marks.
- c. Practice saying the quotations with your classmates.



Section 6 - Fun Time

Unit 2. Kindness and Happiness

What is the ending of the story?



Comic strip 2.3

- a. In a group of four, choose one of the endings that suits the story. Circle number 1, 2, 3, OR 4.
1. The Ugly Duckling lived with the Mother Duck and yellow ducklings in the farm happily.
 2. The Ugly Duckling went out of the farm to find good friends.
 3. The yellow ducklings became friends with the Ugly Duckling.
 4. The Mother Duck asked the yellow ducklings and the Ugly Duckling to be good brothers and sisters.
- b. Your group can create your own ending.
Draw a picture for the ending of the story.

The ending of the story:



Worksheet 2.11

- c. Compare the ending of the story in your group with those in the other groups.



Section 7 - Enrichment: Act it Out!

Unit 2: Kindness and Happiness

- a. Follow the instructions.
 1. Ask three of your friends to play this game.
 2. Copy the cards and shuffle the cards.
 3. Put the cards in an up-side down pile.
 4. Write the players' names on the wheel chart.
 5. Prepare a pencil.
 6. Spin the pencil at the center of the wheel chart.
 7. When the pencil stops spinning, see what name the pencil points to.
 8. The person with that name should take one card and read the card. That person should do what the card says.
 9. Spin the pencil again.
- b. Copy and cut these cards.

You are the Ugly Duckling. You fly and land on the other side of the river.

You are a dog. You act and sniff.

You are a grown-up chicken. You act and say "Go away!"

You are a big white bird. You say to the Ugly Duckling "You are a beautiful swan."

You are the Ugly Duckling. A dog is chasing you. You run fast and feel tired.

You are the Mother duck. You ask the yellow ducklings to play with the Ugly Duckling.

You are the Ugly Duckling. You look at yourself on the water.

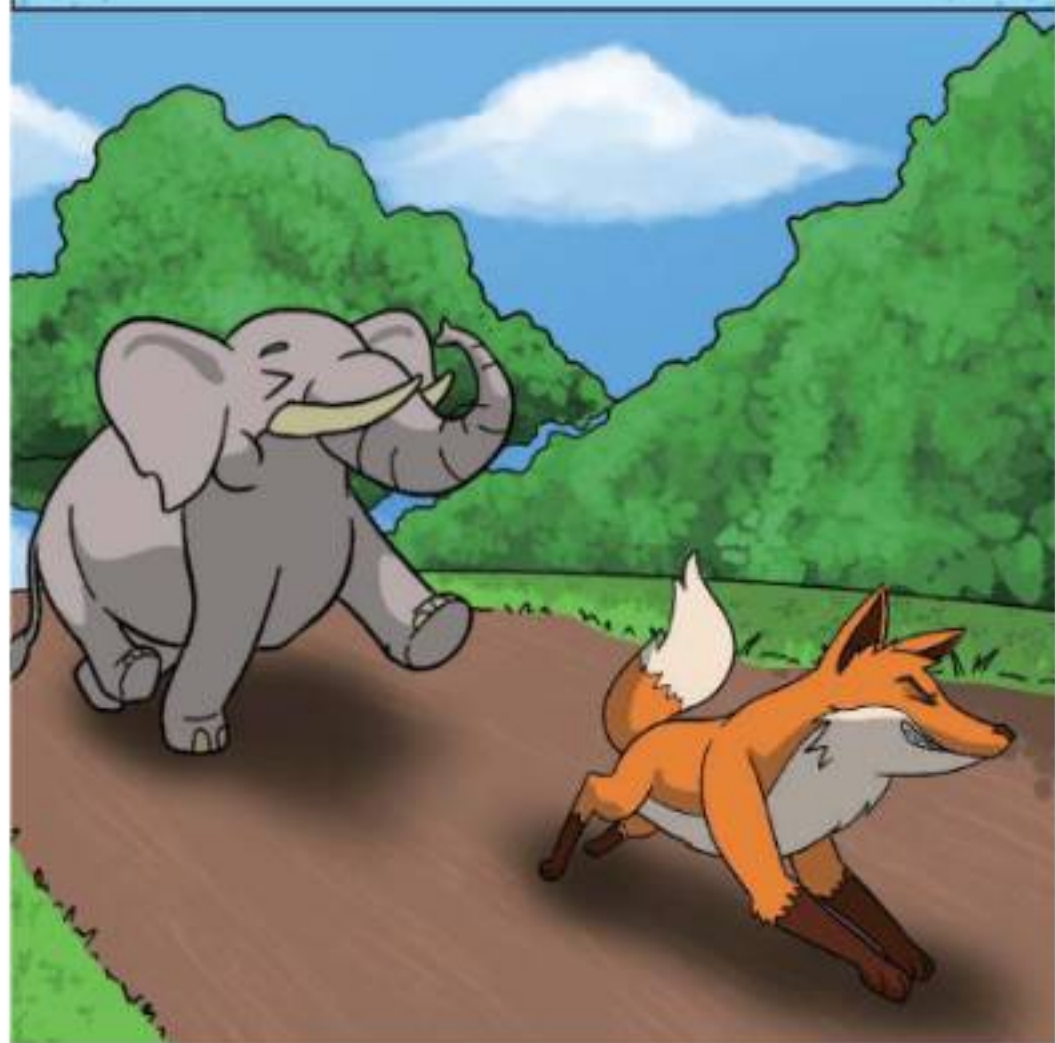
You are the Ugly Duckling. You are sad when a cow says "Go away!"

You are a cow. You act and say "Go away!"

c. Use this wheel chart.



Unit 3. Kindness and Friendship





Section 1 - Say What You Know

Unit 3. Kindness and Friendship

- a. Look at these animals. Talk about each animal. Use the clues below.





Picture 2.7. Animals

1. What is their size? Are they big or small?
2. What can they do? Can they jump? Can they swim? Can they run fast? Can they swing from tree to tree?
3. Where do they live? In the forest? In the sea? In a pond?

b. Look at the animals again. Can the animals do these things? Why?



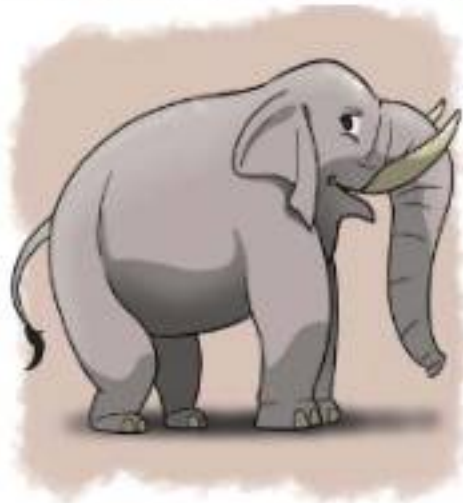
Picture 1.8. Animals and their activities



Section 2 - Reading

Unit 3: Kindness and Friendship

- a. You will read a story about an elephant and his friends.
Read the outline of the story and predict the elephant's feeling.



Setting:

Time:

One day

Place:

A forest

Characters:

Elephant, monkey,
rabbit, frog, fox, bear
and tiger.

Elephant's feeling:

?

Problem:

No animal wants to be
the elephant's friend.

b. Read a story of an elephant and his friends. See the Word Box.



Word Box

announce (base form)/announced (past form): mengumumkan
gobble (base form)/gobbled (past form): melahap
growl (base form)/growled (past form): menggeram
hide (base form)/hid (past form): bersembunyi
kick (base form)/kicked (past form): tendangan
leap (base form)/leapt (past form): melompat
reply (base form)/replied (past form): menjawab/ jawab
see (base form)/saw (past form): melihat
wander (base form)/wandered (past form): berjalan-jalan
wonder (base form)/wondered (past form): heran/bertanya-tanya
burrow: liang/sarang
forest: hutan
matter: masalah
news: berita/kabar
arrogant: sombong
disgruntled: bersungut-sungut
ferocious: ganas
great: besar/hebat
hefty: kuat
shy: pemalu
sly: licik
upset: jengkel
mind your own business: jangan ikut campur

One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree.

"Will you be my friend?" asked the elephant.

"You are too big. You cannot swing from trees like me," replied the arrogant monkey.

Next, the elephant met a rabbit. He asked him to be his friend.

But the shy rabbit said, "You are too big to play in my burrow!"

Then the elephant met a frog.

"Will you be my friend? He asked.

"How can I?" asked the disgruntled frog.

"You are too big to leap about like me."

He met a fox next.

"Will you be my friend?" he asked the fox.

The sly fox said, "Sorry, sir, you are too big. You can't run as fast as I can."

The elephant was upset and felt heartbroken.



Picture 2.9. An elephant and his friends



The next day, the elephant saw all the animals in the forest running for their lives.

The elephant asked them what the matter was.

The great bear replied, "There is a tiger in the forest. He's trying to gobble us all up!"

The animals all ran away to hide.

The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find.

The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

"Mind your own business!" growled the ferocious tiger.

The elephant had no choice but to give the tiger a hefty kick.

The frightened tiger ran for his life.



The elephant went back into the forest to announce the good news to everyone.

All the animals thanked the elephant.

They said, "You are very brave and just the right size to be our friend."

Source: Elephant and Friends : Animals Stories : Short Stories (english-for-students.com)

c. Answer the following questions.

1. What did the elephant do in the forest?

2. How many animals did the elephant meet in the forest on the first day?

3. How did the animals treat the elephant during that first day?

4. What did the elephant feel when he could not make any friends on the first day?

5. Why did the animals in the forest run away on the second day?

6. Did the elephant run with the other animals?

7. Was the elephant afraid of the tiger?

8. What did the elephant do?

9. What happened to the elephant in the end?

10. What do you think the elephant felt at the end of the story?

Worksheet 2.12

Did you know?

Are you a good friend? Here is a list that makes a good friend.

- A good friend is there for you no matter what, and will always have your back when things get difficult
- A good friend will comfort you when you are upset or crying
- A good friend will laugh with you and make you smile
- A good friend is kind, and respects and listens to you
- A good friend is trustworthy and willing to tell you the truth, even when it's hard for you to hear
- A good friend will encourage you to be a better person and inspire you to achieve more in life
- Most importantly, a good friend is someone that you enjoy talking to and spending time with
- Most friendships are positive. But, we have to be careful because some people who we think are friends can make our life a little difficult.

Source: <https://www.healthforteens.co.uk/relationships/friendships>



Section 3 - Language Focus

Unit 3: Kindness and Friendship

Describing Characters' Traits and Behavior in a Story

In addition to expressing characters' feelings, adjectives like 'shy', 'mean', 'honest', 'friendly' or 'rude' can **describe the characters' traits and behavior**. These Adjectives help your reader understand more about their:

- braveness ('brave', 'shy', 'ferocious')
- capacity ('clever', 'foolish')
- morality ('honest', 'kind', 'friendly', 'mean', 'cruel', 'rude', 'sly', 'arrogant')

The Adjectives also come after the past tense forms of 'to be' (was, were) and the past tense forms of some verbs like become (became). See the following examples:

- a. The Ugly Duckling **was shy**.
- b. The two grown up chickens **were also mean** to the Ugly Duckling.
- c. All the animals in the forest **became rude** to the elephant.
- d. The white swans **were friendly and honest** with the Ugly Duckling.

Now try to do the following activities about describing the characters' trait and behavior as well as feelings with Adjectives from the Ugly Duckling story (Parts 1 - 3) and the Elephant and Friends story.

- a. Work with a classmate. What can you tell about the characters' traits or behavior and feelings in the following pictures? Use past tense forms of 'to be' or 'feel'/'become' with an Adjective.



The two grown-up chickens were _____.
The Ugly Duckling felt _____.



The cow _____.
The Ugly Duckling _____.



The Ugly Duckling _____.
The dog _____.



The Ugly Duckling _____.



The white swans _____,
The Ugly Duckling _____,



The white swans and the
Ugly Duckling _____,



The monkey was _____,
The Elephant became _____,



The tiger _____,
The elephant _____,

- b. Look at the Ugly Duckling story Parts 1 to 3 again. Circle or highlight all adjectives that show or express the characters' trait or behavior in the story. Use a blue pen.



Section 4 - Reading

Unit 3. Kindness and Friendship

The stories of The Ugly Ducklings and The Elephant and Friends are imaginative stories. These stories are written in the narrative genre. A narrative is used to entertain readers.

- a. Look at the elements of a story in the following table. They are taken from the Ugly Duckling story Part 1.

Part 1:

Table 2.2 The Detail Elements of the Ugly Duckling story part 1

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	Once upon a time on a big farm, a Mother Duck sat on her nest. One by one, five yellow ducklings came out of the eggs. The next day, the big egg cracked open. A shy duckling came out. He was not yellow! He was gray and bigger than others.	Time: Once upon a time Location: on a big farm Characters: 1. A Mother Duck. 2. Five yellow ducklings. 3. A shy gray duckling.
Complication	Showing the conflict(s) or problem(s) in the story.	But one large egg was still in the nest. It was a little stubborn.	Problem: One egg did not hatch. The egg was stubborn.
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	So, Mother Duck sat on her nest again and waited some more.	Solution: 1. Mother duck sat on the egg again. 2. She waited.

(adapted from Buss & Barnowski, 2000; Derewianka & Jones, 2016)

- b. With a classmate, complete the following table with the elements of the Ugly Duckling story Parts 2 and 3.

Part 2:

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	a. The Ugly Duckling followed the five yellow ducklings slowly on the hot sunny day. b. "How can you say such a thing?" said Mother Duck.	1. Time: ... 2. Place: ... 3. Characters: ...
Complication	Showing the conflict(s) or problem(s) in the story.	But, they only stared at him. Suddenly, one of them yelled, "You are not like us. You are very ugly and weak!" The others said in chorus, "Go away!" They were rude and mean. The Ugly Duckling tried to play with his brothers and sisters, too. "I can jump and shake my wings!" exclaimed the Ugly Duckling. He was so happy. But, the yellow ducklings yelled, "Go away!"	Problem: ...
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	"You're different. You are not yellow but gray and brave." Mother Duck tried to calm him down.	Resolution: ...

(adapted from Buzs & Karnowski, 2000; Derewianka & Jones, 2016)

Worksheet 2.14

Part 3:

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	<p>That night, the Ugly Duckling flew away. He landed on the other side of the river. There he met two grown-up chickens.</p> <p>The next morning, the Ugly Duckling flew away. He landed on a farm. Suddenly, a big hungry dog came.</p> <p>The Ugly Duckling was very tired. But, he flew and flew till he found another farm. There he met a cow.</p>	<p>Time: ...</p> <p>Place: ...</p> <p>Characters: ...</p>
Complication	Showing the conflict(s) or problem(s) in the story.	<p>(Write the sentences that tell you about the complication from the story here)</p> <p>_____</p> <p>_____</p> <p>_____</p>	Problem:...
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	<p>(Write the sentences that tell you about the complication from the story here)</p> <p>_____</p> <p>_____</p> <p>_____</p>	Resolution: ...

Worksheet 2.13

(adapted from Buss & Karnowski, 2000; Derewianka & Jones, 2016)



Section 5 - Your Turn: Writing

Unit 3: Kindness and Friendship

- a. Read the story of Elephant and Friends again. Identify the elements of the story. Underline or highlight the story's Orientation, Complication and Resolution.

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	(Write the sentences that tell you about the complication from the story here) _____ _____ _____	Time: ... Place: ... Characters: ...
Complication	Showing the conflict(s) or problem(s) in the story.	(Write the sentences that tell you about the complication from the story here) _____ _____ _____	Problem: ...
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	(Write the sentences that tell you about the complication from the story here) _____ _____ _____	Resolution: ...

Worksheet 2.16

- b. In a group, you are going to write a story similar to The Elephant and Friends. Change the orientation and the complications and write on Worksheet 2.17.

Orientation

- Decide the setting and characters.
- What problems does the character have?

Setting

Character(s)
Decide the character(s)

Problem
What problem does the character have?

Complication and Resolution

- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you involve in the story?
- Plan who is going to speak in direct speech.

Event 1
Conflict and resolution

Event 2
Conflict and resolution

Event 3
Conflict and resolution

Worksheet 2.17

c. Write your group's story.

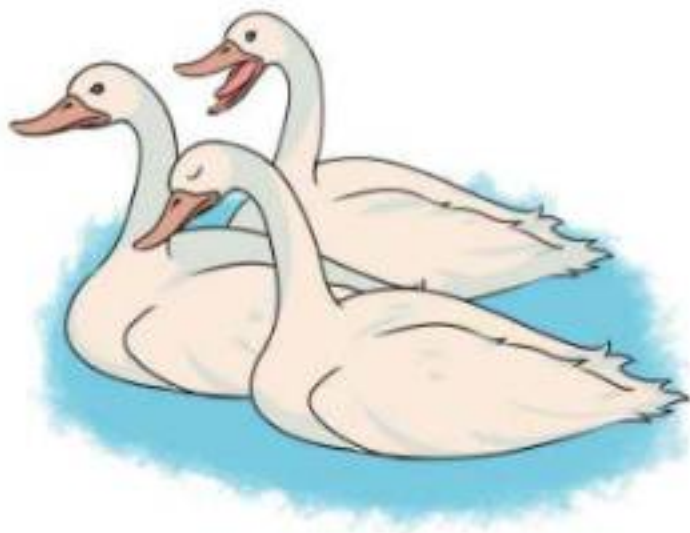
Worksheet 2.18



Section 6 - Enrichment

Unit 3. Kindness and Friendship

- Share your story on your social media account.
- Invite your friends to comment on your story.





Reflection

Unit 3. Indonesian Birds

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

LEARNING REFLECTION

Name:

Grade/Chapter: 8/2

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			
connect and sequence events in an imaginative story			
explain characters' actions, feelings, and behavior in an imaginative story			
retell and rewrite an imaginative story			

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

I shared with my family:

.....

.....

My Parent's Signature

.....

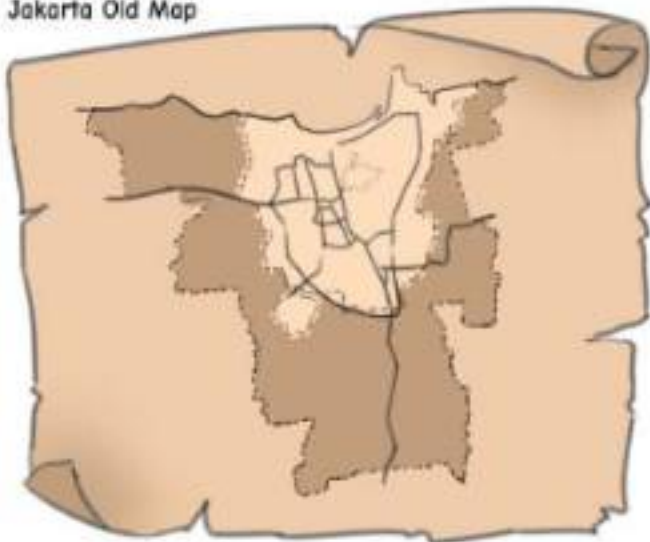


Progress Check 1

Chapter 1, 2

Read Made's story about Jakarta's Old City Tour and answer some questions related to the story

Jakarta Old Map



JAKARTA'S OLD CITY TOUR

Two years ago, I had a tour of Kota Tua or Jakarta's Old City. I went there with my team after we participated in a wheelchair basketball competition in Jakarta. The competition was conducted to celebrate Indonesia's Independence Day. To get to Kota Tua, we took the MRT and TransJakarta.

When we arrived at Kota Tua, a security guard checked our temperature and asked us to keep our masks on. She also made sure we checked in using our Peduli Lindungi.

The first place we explored was the Jakarta History Museum. Then, we went to the Maritime Museum, Bank Museum, and Puppetry Museum. My favorite one was the Jakarta History Museum. I learned a lot about Batavia or known as Jakarta at present.

The next destination was Fatahillah square. Some people rode colorful bikes and some others took pictures of Dutch Architecture. The last place was the oldest building in Kota Tua named Batavia cafe to grab something to eat. After all, I enjoyed the tour, especially since the facilities were friendly for people with disabilities like me.

Put a check (✓) for each correct statement and a cross (X) for a false statement. Number one has been done for you.

NO.	✓ or ✗	STATEMENTS
	✓	Last holiday, Made and his team had a tour to Jakarta's Old City.
1		Having Jakarta's Old City Tour was Made and his team's main purpose.
2		Made and his team took two types of mass transportation to reach Jakarta's Old City.
3		The Puppetry Museum was the third museum they visited in Jakarta's Old City.
4		Made saw many people riding colorful bikes in Fatahillah Square.
5		Made learned Batavia history in Fatahillah Square.
6		The Batavia cafe was the last Made's team tour destination in Jakarta's Old City.
7		Made was happy with the tour because the facilities support people with disabilities.
8		The visit took place during the COVID-19 Lockdown Time.

Read the story and answer the questions.



Once upon a time, lived a man who caught fish at sea to support his living. One day, something heavy was entangled in his net. He cursed sarcastically. His face turned red. Then, he hauled his net and threw it carelessly as it was heavy. That was when he saw something yellowish and shiny.

"Gold chain, I'm lucky!" he screamed.

His eyebrows suddenly tilted. Then he said to himself, "I should pull it more."

He worked hard and part by part of the gold chain was pulled. His small boat started to sink because of the gold chain's weight. He knew it as water started filling in his boat. Instead of stopping, he pulled faster and put it around his body. In a second, water rushed into his boat. It eventually capsized. The gold chain sank to the bottom of the sea. Helplessly, the man was drawn along.

(Source: http://www.englishdaily424.com/close_passages.php?021)

Questions

1. What is the best possible title for the story? Why?
2. What was the man's occupation?
3. Why did the man curse when something was entangled in his net?
4. What kind of man do you think the man is? Tell the reason/s.
5. What made the boat capsize?
6. Which moral lesson can you take from the story?
7. If you were the man, what would you do?

Arrange the paragraphs into a proper story.

TIMUN MAS - THE GOLDEN CUCUMBER GIRL



PARAGRAPH	PARTS OF TEXT
	One day, Buto Ijo visits the old woman's house asking her to fulfill her promise. With a stash of magic cucumber seeds, needles, and salt from her mother, Timun Mas runs away.
	In a rage, Buto Ijo chases after Timun Mas. The small yet strong at heart Timun Mas manages to escape, using her mother's magic tricks. Buto Ijo is finally defeated when Timun Mas sprinkles salt around him that turns into an ocean, swallowing him whole.
	The story starts with the meeting of Buto Ijo and Mbok Sritni. Buto Ijo was a strong and mystical giant. Mbok was a childless old widow who lived on her own. Mbok Sritni asked Buto Ijo, to be blessed with a child. Buto Ijo gave her a large cucumber and asked her to vow that Mbok Sritni would give her child when the time came.
	Mbok brought the cucumber home. She did not know how Buto Ijo would grant her wish. After plantings the cucumber for some time, she found out that there was a baby girl hidden inside the cucumber. Then, she named her Timun Mas. Timun means cucumber, and Mas means gold. Mbok Sritni gave the child the best possible upbringing, forgetting the important promise she made to Buto Ijo.

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Chapter 3: Love Our World



3

Chapter 3

Love Our World

Unit 1. Look around you

Unit 2. This is the way

Unit 3. Act Now



Learning objectives

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

1. ask and give opinions about familiar topics around the school;
2. categorise actions based on a given situation; and
3. write instructions on posters.

Unit 1. Look Around You





Section 1 - Say What You Know

Unit 1. Look around you

What do you usually do in these situations?



Your hands are dirty.



You have a used plastic bag in your hand.



You see a faucet with running water.



The light is on during the day.



Section 2 - Listening

Unit 1. Look around you



Word Box

reduce: mengurangi

container: tempat makan

environment: lingkungan

trash: sampah

trash can: tempat sampah

plastic waste: sampah plastik

full: penuh

- a. Listen to Audio 3.1. Andre and Monita are having lunch together with foods they bought from the canteen.





Comic Strip 2.1

- b. Choose the correct answers based on the audio.
1. How is the trash can at the canteen?
 - a. Empty
 - b. Half full
 - c. Almost full
 - d. Full
 2. What kind of trash makes the trash bin full?
 - a. Paper waste
 - b. Trash cans
 - c. Plastic waste
 - d. Organic waste
 3. What does Monita suggest that we do about plastic use/the use of plastics?
 - a. Reduce the use of plastic
 - b. Buy more plastics
 - c. Increase the use of plastic
 - d. Ignore the use of plastics
 4. What is Andre's response to Monita's suggestion? He says that ...
 - a. plastic is very expensive
 - b. plastic is bad for the environment
 - c. plastic is good for our health
 - d. plastic is not dangerous
 5. What will they do next time?
 - a. Buy less food
 - b. Request to use plastic straw
 - c. Bring their own container
 - d. Bring their own trash can
 6. What does "Good idea, Andre!" mean?
 - a. Monita agrees with Andre's idea.
 - b. Andre has a good idea.
 - c. Andre and Monita want to save the environment.
 - d. It is a good idea to reduce trash.



Section 3 - Listening

Unit 1. Look around you

- a. Listen to Audio 3.2. Galang, Andre, and Monita are at the canteen for lunch. Then, Galang shares something important with them.





Comic strip 3.2

source:
<https://www.dominicauk.com/blog/types-of-wash/>
<https://www.cdc.gov/handwashing/when-how-handwashing.html>

b. Draw a line to match the pictures and the instructions.



Wash hands with
running water

Turn off the faucet

Apply hand soap

Rub hands together

Dry hands
with a towel



Worksheet 3.3

c. Cross (X) the instructions that are not right when washing hands.

1. _____ Wash hands with running water.
2. _____ Turn on the faucet when applying the soap.
3. _____ Rub hands for 10 seconds.
4. _____ Wash hands with clean water.
5. _____ Dry hands with a towel.

Worksheet 3.4

d. Listen again to the audio. Practice saying the steps.

Did you know?

Some people in another part of the world find it hard to drink clean water. Unsafe hygiene water and sanitation can affect people's health. One of the most common diseases because of unhygienic water and sanitation is diarrhea. Diarrhea could attack children and make them unable to go to school. Find out more on the link below.

<https://www.unwater.org/water-facts/water-sanitation-and-hygiene/>



Section 4 - Language Focus

Unit 1. Look around you

A presentation contains several stages with particular expressions. The following shows the stages and some expressions you can use.

Table 3.1 Stages of presentation

1. Starting the presentation.
2. Stating the goal of the presentation.
3. Showing the steps.
4. Ending the presentation.

a. These are the expressions to use in a presentation.

Table 3.2 Expressions of presentations

Stages	Expressions
Starting the presentation	Hello, everyone. My name is ... Good morning/afternoon/evening. I'm ...
Stating the goal of the presentation	I'm going to show you how to ... I would like to tell you how to ... We are going to ...
Showing the steps	First, ... Second, ... Next, ... After that, ... Then, ... Finally, ... Last, ...
Ending the presentation	Well, that's all you need to do to ... , Good luck. Thank you for your attention.

- b. Practice the example below.

Table 3.3 The example of a presentation

Structures	Expressions
Opening the presentation	Good afternoon. My name is Alifandra. I'm from 8A.
Telling the goal	I'm going to show you how to wash our hands without wasting water.
Showing the steps	First, turn on the faucet and wash our hands with running water. Next, turn off the faucet. Apply hand soap. After that, rub our hands together starting from the backs of hands, between the fingers, and under the nails for 20 seconds. Turn on the faucet and wash our hands with clean water. Then, turn off the faucet. Last, dry our hands with a towel.
Closing the presentation	Thank you for your attention.



Section 5 - Your Turn: Listening

Unit 1: Look around you

- a. Listen to Audio 3.3. Galang is showing Pipit how to wash hands.



Word Box

leaving: meninggalkan

reminding: mengingatkan

waste: membuang/menghamburkan





- b. Based on the audio, choose whether the following statements are true (T) or false (F)

No	Statements	True	False
1.	We need to wash our hands more often during the pandemic.		
2.	We rub our hands without soap for 60 seconds.		
3.	We need to turn off the faucet when rubbing hands with soap.		
4.	Leaving the faucet running wastes the water.		
5.	We need to save water.		

Worksheet 3.3





Section 6 - Fun Time: What do you think?

Unit 1. Look around you

Preparation

Print and cut the flashcards.

Steps

1. Make a group of six.
2. Shuffle the flashcards and put it in the middle of your table.
3. Take turns to pick out the flashcards one by one.
4. Express your opinion on the flashcard, do you think it is bad or good for the environment? Why yes or why not?





Section 7 - Your Turn

Unit 1. Look around you

- a. Choose one of the situations below. Think of how you can save water in that situation.
- washing the dishes
 - brushing teeth
- b. Plan your procedure.

Goal	
Steps	

Worksheet 3.6

- c. Plan your presentation

Structures	
Starting the presentation	
Showing the steps	
Ending the presentation	

Worksheet 3.7

- d. Practice your presentation with or without reading the plan.
- e. Do the presentation in front of the class.
- f. Demonstrate the steps.



Section 8 - Enrichment

Unit 1. Look around you

Look around your house or neighborhood.

What activities do people do with water?

Do you think they use the water wisely?

What can you say to save water?



Unit 2. This is the way





Section 1 - Say What You Know

Unit 2. This is the way

„Moorsichon



You made me miss that you post
No More Plastic. Save Earth, for so sad you know!

#NoMorePlastic #SaveEarth #NoMorePlastic #Cartoon



Okytaw

Wow, I like your drawing!



Picture 3.1 Social media

1. Do you have a social media account?
2. What do you usually post there?
3. Do you share your problems there?
4. Do you get responses?

Worksheet 3.5



Section 2 - Listening

Unit 2. This is the way

- a. Listen to Audio 3.4. Monita is reading a post on her social media account. The post is about saving the earth. She is sharing it with her friends.



Comic strip 3.4

b. Answer the questions based on the audio.

1. Who is reading a post on his/her social media account?

2. What is the post about?

3. Whose comments are relevant to Monita's statements?

4. Why does Pipit thank Galang?

Worksheet 3.9



Word Box

contribute: membantu

sort: memilah

throwing: membuang

keep on: konsisten

saving: menyelamatkan

teenagers: remaja

aware: menyadari

c. Complete the following chart. Write in the columns Know and Want before reading the text. Then, write in the columns Learn and How after reading the text.

Know	Want	Learn	How
What do you know about throwing trash?	What do you want to know more about throwing trash?	What do you learn from the text?	How are you going to find out more?
Your answer:	Your answer:	Your answer:	Your answer:

Worksheet 3.10



Section 3 - Reading

Unit 2. This is the way

a. Read the text below.



Picture 3.2. Features of social media

b. Answer the following questions.

1. What is the content about?

2. What does "sort the trash" mean?

3. What trash is recyclable?

4. Who will start to sort trash?

5. In your opinion, what makes some people like the post?

Worksheet 3.11



Word Box

sort: menyortir

hiking: mendaki

food packaging: kemasan makanan

recyclable: dapat didaur ulang



Section 4 - Language Focus

Unit 2. This is the way

When we want to comment on social media, we have to think carefully. There are several things to consider. Have a look at the following pictures.



1. Read and understand the content carefully.



2. Think about whether you have something necessary to offer about the content.



3. If you have, comment politely.



4. Don't use words that can offend others.





5. Avoid any quarrels in the comment section.

Picture 3.3. How to make appropriate comments

- a. Do you have other tips for giving comments on social media? Write your tips below.

- b. Read the following post. Give your comments on it.

 Home Profile Discover 

@firman

There are many things that we can do to save our planet. We can do it from home, too. For example, we throw our trash away. This may sound easy, but it can be confusing. This is how I usually do it.

1. Know which trash is recyclable and not recyclable.
2. Sort the trash.
3. Put the trash based on its type.

Your comment:

Worksheet 3.13

Did you know?

Online platforms are very dangerous. There are lots of problems on the internet such as online bullying and device addiction. As a student, it is good to engage yourself in the online world to collect new knowledge. However, you have to maintain the content you are viewing and posting online. Here are what you can do to be safe online:

1. Don't share your personal information such as your home address, phone number, and professional background.
2. Don't download anything from suspicious sites.
3. Don't post anything that might hurt anyone.
4. Don't immediately trust anyone you meet online.

Read more on <https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online>
(Adapted from: Bogor Botanical Gardens - Wikipedia)



Section 5 - Fun Time: What's the word?

Unit 2. This is the way

- Make a group of four.

- Make this table on your own paper.
- Then, make these alphabets in three colors (gray, green, and yellow) with your own color pencils.

Table 1.1 Possessive adjectives

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y				Z			

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y				Z			

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y				Z			

- Cut each of the letters.
- Choose one of the players as the word keeper.
- The word keeper chooses and writes a word of five letters in his/her notebook (other players are not allowed to know the word until they guess it at the end of the game).
- Other players take turns to guess the word by putting the gray letters on the first line of the sheet.
- The word keeper changes the letter based on the rules below:
 - If other players guess the letter right but in the wrong position, the word keeper changes the gray letter with yellow letter.
 - If other players guess the letter right and in the right position, the word keeper changes the gray or yellow letter with green letter.
- Remember, your group only has 6 attempts to guess the correct word. You win the game if you can guess the word correctly by changing all gray letters into green letters. You lose the game if you cannot guess the word correctly in your 6th attempt.

source: <https://www.thebestideasforkids.com/word-de-hide/>
 You can play this game more in this site <https://wordplay.com>



Section 6 - Your Turn: Reading

Unit 2. This is the way.

a. Read the text below.

@in22day

Hello friends, I have so many old books in my room. I no longer read them. What should I do with these books?

Comments:

@shakila commented

: Do you like watching movies? I have some recommendations for you.

@agungibr commented

: Hi! You can make a mini library in your house. First, sort your books based on their types. Then, prepare a mini bookshelf. You can make it from cardboard boxes. Last, keep your books on the shelf orderly based on their types. Now, everyone can read them any time.

@putrihijau commented

: I like books too but I like my phone more!! :D

@titalesta commented

: Hi there! I am from the Bina Karya orphanage. The orphanage accepts old book donations. First fill in the form in the link www.binakaryadonation.com. Then, send the books to our address. The address is provided in the link. Lastly, you will receive an email once the books arrive. Let's help the kids reach their dreams by learning from your donated books.

@zalvafsp commented

: Make money from them! You can sell them. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer the books to the book collectors in Palasari Market. You can buy new books by selling your old ones.



Word Box

cover: lapis
prepare: siapkan
provided: disediakan
receive: menerima

bookshelf: rak buku

orderly: sesuai urutan
no longer: tidak lagi

b. Based on the text, answer the following questions.

1. What is the main problem of the sender's post?

2. How many people give their ideas to the problem?

3. Which idea needs equipment to store the old books?

4. What is the first step when you donate books to the Bina Karya orphanage?

5. How can old books make money?

6. Which comments are not related to the content?

7. Which idea do you recommend to a content sender?

Worksheet 3.14

c. If you have old book that you do not use any longer, what do you do with them?

Worksheet 3.15



Section 7 - Enrichment

Unit 2. This is the way

Write a comment for the post in Section 6.

The screenshot shows a web application interface for 'Blog Book'. At the top, there is a navigation bar with the 'Blog Book' logo on the left and three links: 'Home', 'Profile', and 'Discover'. On the far right of the navigation bar is a small green circular icon. Below the navigation bar, there are two input fields. The first is labeled 'username:' and is a single-line text input. The second is labeled 'comment:' and is a larger, multi-line text area. The entire interface is enclosed in a black border.

Worksheet 3.16

Unit 3. Act Now

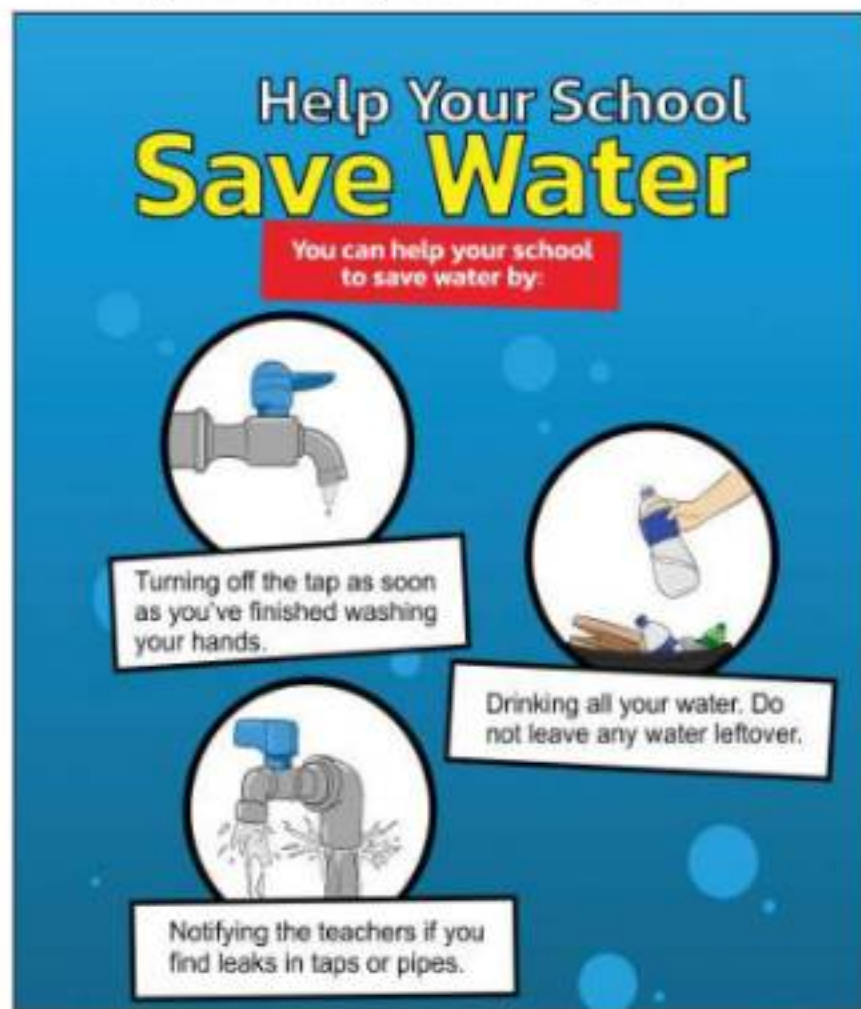




Section 1 - Say What You Know

Unit 3. Act now

Read the posters about saving water and donating old books.



Picture 3.4. Poster about saving water

Let's donate old books

Do you want to help save the environment?
Start by donating your old books!

Bonus:



1.



Find a library that
needs donations.

2.



Identify the types
of the books that the
library needs.

3.



If your old books match
the needs, contact the
library office.

4.



Send the books
to the library.

Picture 3.5. Posters about saving water and donating old books

What are the posters about? What are your reactions towards the posters?

	About	Reactions
Poster 1		
Poster 2		

Worksheet 3.17





Section 2 - Reading

Unit 3. Act now

Read the poster about washing hands.



Picture 3.6. Poster about washing hands

Based on the poster, answer the following questions.

1. What is the poster about?
2. What is the purpose of the poster?
3. Where do you usually find the poster?
4. Who are the target audience of the poster?
5. Based on the poster, what should we do before applying the hand soap?
6. Do you like the poster?
7. Do you think people will be interested in the poster? Why? Why not?

Worksheet 3.18

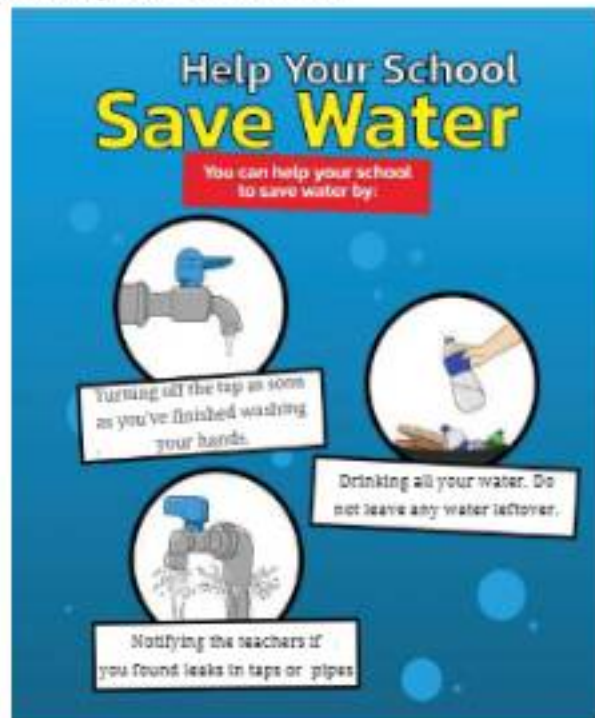




Section 3 - Viewing

Unit 3. Act now

- a. Read the poster from Picture 3.4.



- b. Read the elements of the poster.

The poster above gives instructions to the audience. It pays attention to the goal and steps. Identify the goal and the steps in the poster.

Goal	
Steps	

- c. Read the poster from Picture 3.5.

Let's donate old books

Do you want to help save the environment?
Start by donating your old books!

Bonus:
Free for Digital Content

1.



Find a library that needs donations.

2.




Identify the types of the books that the library needs.

3.



If your old books match the needs, contact the library office.

4.



Send the books to the library.

- d. Complete the elements of the posters.

Goal	
Steps	

Worksheet 3.20

- e. Will you follow the instructions to wash your hand as stated in the poster? Why?



Section 4 - Language Focus

Unit 3. Act now

Posters are made to engage the audience with the information they share. To make our posters engaging, we can use attractive colors and illustrations.



Word Box



calm: tenang
cold: dingin
friendly: ramah
harmonious: berharmoni
peaceful: damai
quiet: tenang
sad: sedih
sharp: tajam
serious: serius
striking: menyolok
smoother: lebih halus
warm: hangat

come forward: maju ke depan
look larger: terlihat lebih besar
move backward: mundur ke belakang

How to Make a Poster

1. Get a topic for your poster.
2. Think about the purpose for making the poster.
3. Choose the target audience for the poster.
4. Discuss the information and the illustration you want to put on your poster.
5. Choose and combine colors for your poster. See the explanation below for color combination.

Table 3.4. Colors for poster

Colors	Effect
High-keyed colors (pastel colors)	<ul style="list-style-type: none"> • Quiet • Peaceful • Friendly
Low-keyed colors (dark colors)	<ul style="list-style-type: none"> • Cold • Sad • Serious
Warm colors consist of some colors ranging from yellow to reddish violet.	<ul style="list-style-type: none"> • Come forward • Look larger • Suitable for the foreground elements.
Cool colors range from violet to yellowish green. 	<ul style="list-style-type: none"> • Move backward • Look smaller • Suitable for the background elements.
Color combination	
Analogous color You can combine colors that are next to each other on the color wheels. For example, you can combine sky blue, green, and yellowish green. 	<ul style="list-style-type: none"> • Warm • Calm • Harmonious

Complementary color

You can combine colors that are opposite of each other on the color wheels. For example, you can combine yellow and violet.



- Striking

Split complementary color

You can combine a color with two colors next to that color's complementary. For example, you can combine green with reddish violet and reddish orange.






- Sharp
- Smoother than complementary color.

Source: (https://en.wikiversity.org/wiki/Instructional_Design/Color_Selection_for_Message_Design/Unit3_Definition)

6. Choose a template for your poster.
7. Make some illustrations. The illustrations must make clear what you want to say in your poster. Here are several illustration examples you can consider.

Table 3.3 Illustrations for poster

No	Illustration	Description
1		<p>"Turn on the faucet and wet your hands"</p> <p>Search for the main idea of what you want to say and picture it in the illustration.</p>
2		<p>"Apply hand soap"</p> <p>Make sure that the illustrations are not too much and give enough idea of what you want to say.</p>
3		<p>"Rub your hands together"</p> <p>Don't forget to pay attention to every new detail of your illustrations so that it can represent your sentence well.</p>

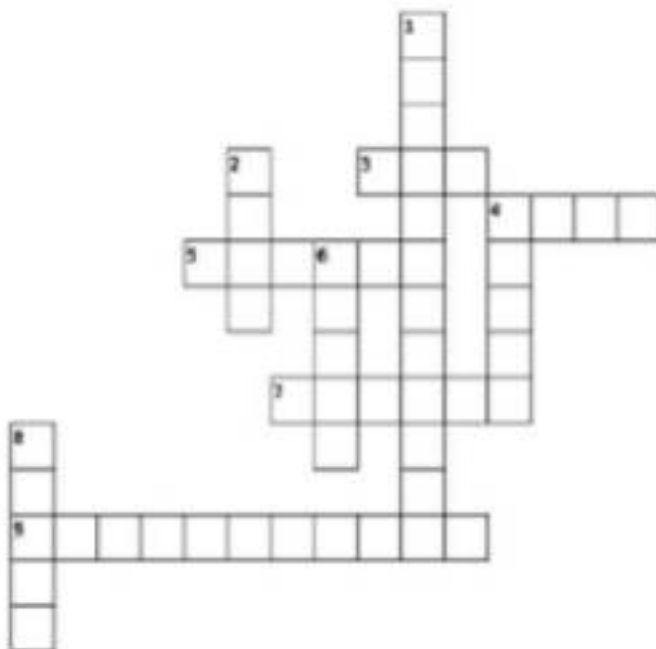
8. Design your own poster.



Section 5 - Fun Time

Unit 3. Act now

Fill in the the squares with words you found based on the clues.



Across	Down
3. something we do after using soap	1. an aspect that represents what you want to say in the poster
4. something we do to our hands before eating	2. the first element of a poster
5. the thing that runs water	4. Something to wash our hands from soap
7. something we put on the wall and contains information	6. an aspect that creates effects on your poster
9. the place we need to save	8. the second element of a poster



Section 6 - Your Turn: Making a Poster

Unit 3. Act now

- Make a group of three members.
- Plan to make a poster.
- Choose one of the ways to save earth.
 - Washing the dishes
 - Brushing teeth
 - Recycle plastic bags
 - Reuse old books
 - Others:

Goal	
Steps	
Illustrations	
Colors	

Worksheet 3.21

- Make your poster on cardboard.



Section 7 - Enrichment

Unit 3. Act now

Post your poster on your social media account, school information board, or the status feature on your online messenger.



Picture 3.7. Posting poster on social media, text messenger status, wall magazine



Reflection

Unit 3. Indonesian Birds

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

LEARNING REFLECTION

Name:

Grade/Chapter: 8/3

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			
ask and give opinions about familiar topics around the school			
categorise actions based on a given situation			
write instructions on posters			

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: No Littering



"How do you treat used
plastic bags?"

4

Chapter 4

No Littering

Unit 1. Did It Rain Last Night?

Unit 2. What Happened to the Sea Animals?

Unit 3. You Can Help



Learning objectives

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

1. talk about past incidents or events;
2. make questions for a short interview about past incidents or events;
3. identify the main idea and detailed information on a series of past incidents or events;
4. write a series of past events.

Unit 1. Did it Rain Last Night?





Section 1 - Say What You Know

Unit 1. Did it Rain Last Night?



Picture 4.1 Flood



Picture 4.2. Past Incidences

1. Look at Picture 4.2. What happened in each picture? You may use Indonesian.
2. What kind of trash do you see in the pictures?
3. Where do you think the trash will end up? Will it be going to the ocean?
4. Can this trash cause a flood?



Section 2 - Listening

Unit 1. Did it Rain Last Night?

- a. What would you like doing on a Sunday afternoon? Rank the following pictures with number 6 as your least favorite activity and number 1 as your most favorite activity.



Worksheet 4.1

- b. Listen to Audio 4.1. Galang and his family are on a bridge enjoying the view of Sungai Lestari on a Sunday afternoon. Complete the sentences with the Past Tense form of the verbs. See the **Word Box**.

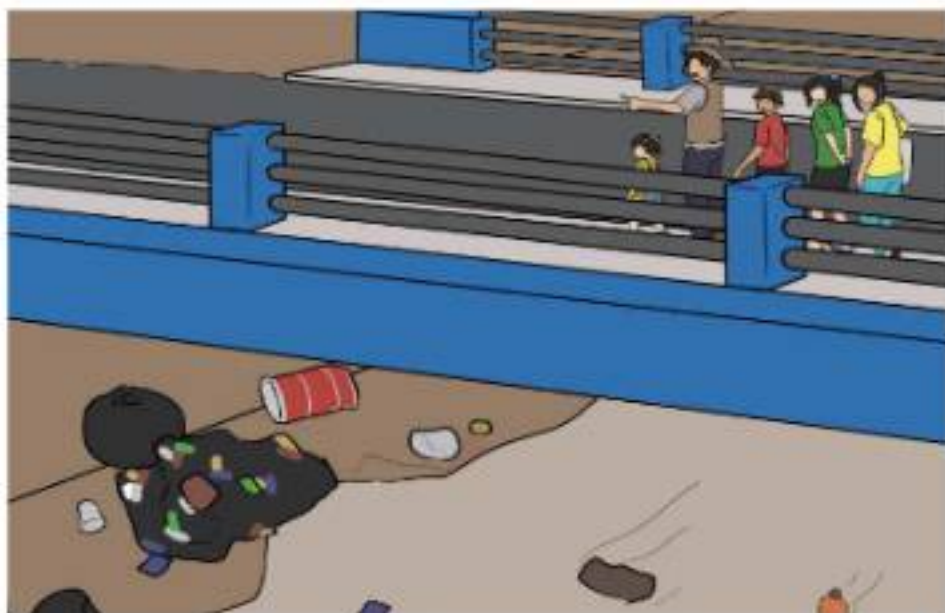


Word Box

decay: membusuk
throw into: membuang
litter: mengotori/membuang sampah sembarangan

flood: banjir
problem: permasalahan
river: sungai
trash: sampah

nearby town: kota terdekat
one of the causes: salah satu penyebab
back then: dahulu



Picture 4.3 Plastic waste in the river

Part 1 At Sungai Lestari





Part 1 At Sungai Lestari

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

Pak Rahmansyah: When I _____ your age, I often _____ down to this river.

Galang: But, it does not look very clean. Was the river this dirty back then?
Did you swim in the river?

Pak Rahmansyah: I did! The river _____ quite clean back then.

Galang: Were there many children in the river?

Pak Rahmansyah: A lot of kids _____ and _____ in the river.

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also _____ to use a lot of plastic. And plastic does not decay easily.

Pak Rahmansyah: Plastic trash _____ to litter a lot of places. It _____ this river dirty.

Bu Posma: The plastic trash also _____ many other problems, like the flood in a nearby town a couple of days ago.

Worksheet 4.1

c. Read the dialogue. Choose the correct answer.

1. When did Pak Rahmansyah like to come down to Sungai Lestari? When he
 - a. was a small boy
 - b. had time
 - c. came home
2. Who used to swim in Sungai Lestari? It was Galang's ...
 - a. best friend.
 - b. Galang's sisters.
 - c. Galang's father.

3. Why were there a lot of children swimming in the river?
- a. There was no swimming pool.
 - b. Their parents used to swim there.
 - c. The river was clean.
4. What happened to the river?
- a. It became dirty.
 - b. Nothing happened.
 - c. It became clean.
5. Why is there a lot of plastic trash in the river? Because plastic ...
- a. is everywhere in Galang's hometown.
 - b. decays easily.
 - c. does not decay easily.

Worksheet 4.3





Section 3 - Listening

Unit 1. Did it Rain Last Night?

- a. Before listening to Audio 4.2, guess what happened during the flood by circling one of the pictures below. You can work with your classmate.



Some children played in the rain happily during the flood.



Firefighters and soldiers worked together to rescue the people.



The rescuers took all the trash out of the gutters.



Some houses were almost under water.



The rescuers put the elderly and young children on rubber boats.

Worksheet 4.4

- b. Listen to Audio 4.2. Galang and his family were walking home after enjoying the view of Sungai Lestari. Check your predictions.
- c. Listen again to Audio 4.2 and complete the sentences in the next page. See the **Word Box**.



Word Box

drain: mengering

rain heavily: hujan deras

elderly people: orang tua

firefighters: petugas pemadam kebakaran

gutters: selokan/ parit

rainwater: air hujan

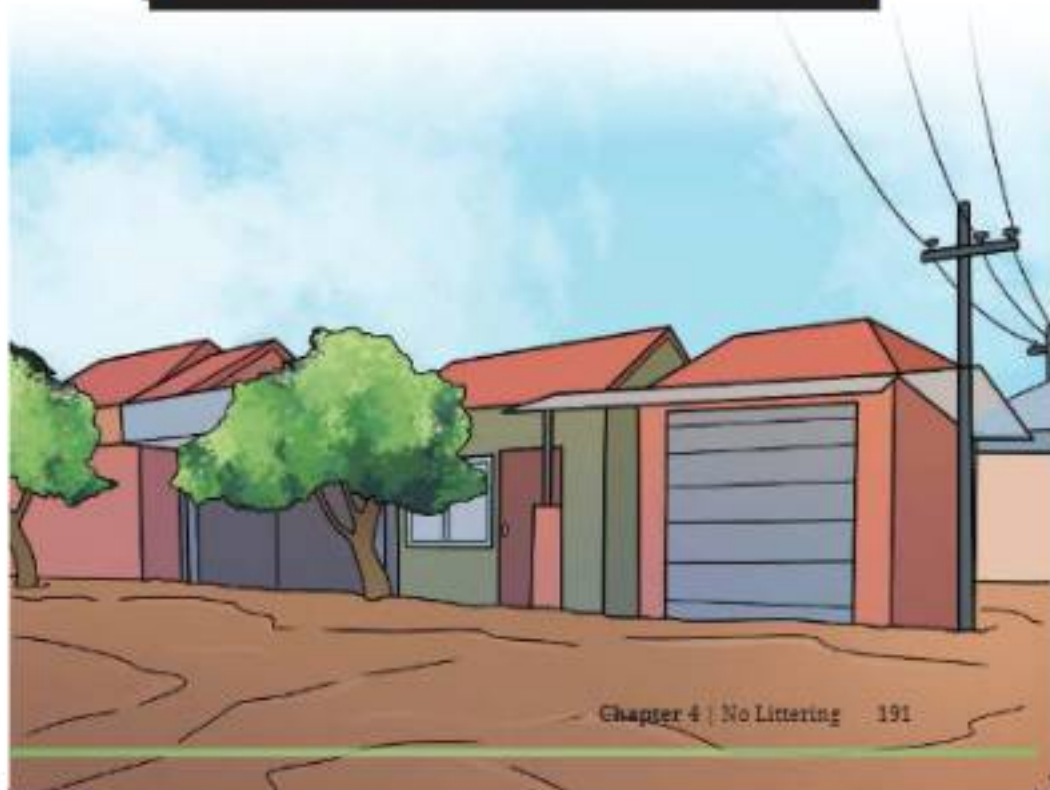
rubber boat: perahu karet

soldiers: tentara

clogged: tersumbat

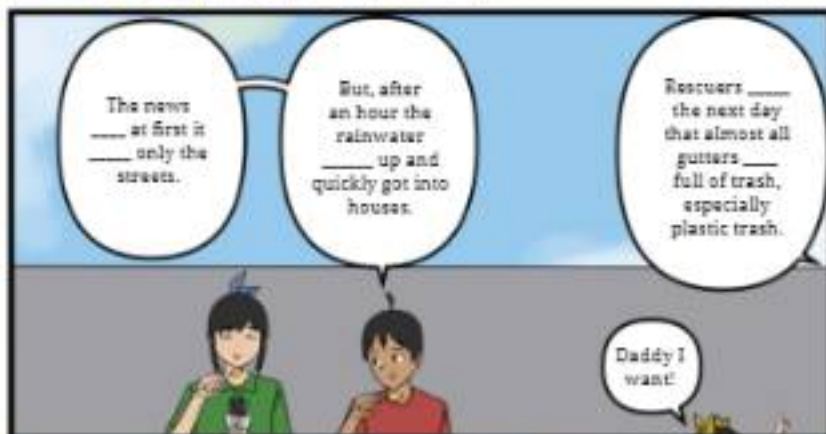
under water: terendam air

according to: menurut



Part 2 At Sungai Lestari





Part 2 At Sungai Lestari

Galang: According to the news, the flood ____ Kota Amuntai after a heavy rain.

Ara : Did it rain for hours, kak Galang?

Galang: It ____ heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses ____ almost under water!

Sinta: Were the people there safe?

Galang: The news ____ firefighters and soldiers working together to rescue the people there. They ____ elderly people and young children on rubber boats.

Ara : Oh, poor them!

Sinta: I really didn't know about the flooded houses. I ____ the rainwater ____ only the streets. Did the flood last for long?

Galang: The news ____ at first it ____ only the streets. But, after an hour the rainwater ____ up and quickly got into houses.

Pak Rahmansyah: Rescuers ____ the next day that almost all gutters ____ full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly.

Bu Posma: That's why you must always throw your trash into the bin!

Worksheet 4.3

Did you know?



Picture 4.4 Plastic waste in the sidewalk



Picture 4.5 Recycling

1. 50% of all plastic is used only for just minutes and then thrown away.
2. Annually, approximately 500 billion plastic bags are used worldwide. More than one million bags are used every minute.
3. Less than 9% of all plastic gets recycled.

(Source: <http://plasticoceans.org/the-facts/>)



Section 4 - Language Focus

Unit 1. Did it Rain Last Night?

a. Asking for Details of a Past Incident with Interrogative Questions

Before we can talk about a past incident, we must know details of the incident. We can collect the details by asking questions. We can ask Interrogative (Yes/No) or Wh- questions. In this unit, we will focus on the Interrogative (Yes/No) questions.

One way to ask the 'Yes/No' questions is to use the auxiliary verb 'Did'. The auxiliary is followed by a subject and the base form of the main verb. The other way to ask the 'Yes/No' questions is by using past tense to be: 'was' and 'were', when there is no main verb in the questions. We use 'was' for 'He, She, It and I', while 'were' for 'They, We and You'.

Look at the examples in the following table. They are taken from the dialogue in Audio 4.1.

Table 4.1 Yes or no questions for past incidents

No	'Yes/No' Questions with 'Did'	'Yes/No' Questions with 'was/were'
1.	<i>Did you <u>swim</u> in the river?</i>	<i>Was the river this dirty back then?</i>
2.	<i>Did people <u>throw</u> their trash into this river?</i>	<i>Were there many children in the river?</i>
In these examples, the auxiliary verb 'did' is used because there are the main verbs ' <u>swim</u> ' and ' <u>throw</u> '.		In these examples, the past tense 'to be' 'was' and 'were' function as the main verb. 'The river' represents 'It', and 'many children' represents 'They'

- b. Find the other 'Yes/No' questions from the second part of the dialogue. Group the questions in the following table.

No	'Yes/No' Questions with 'Did'	'Yes/No' Questions with 'was/were'
1.		
2.		
3.		
4.		

Worksheet 4.6

- c. What happened last weekend? Make 'Yes/No' questions with the Simple Past tense. Use 'Did' for numbers 1 to 5, and use 'Was' or 'Were' for numbers 6 to 10.

1. you/ stay home

_____?

2. you/ help/ parents/ at home

_____?

3. you/ play/ games

_____?

4. you/ clean/ bedroom

_____?

5. you/ go out with friends

_____?

6. your best friend/ with you

_____?

7. there/ many people in your house

_____?

8. Your brothers or sisters/ at home

_____?

9. they/ nice to you?

_____?

10. you/ happy?

_____?

Worksheet 4.7

- d. After you have finished, ask a classmate the questions and take

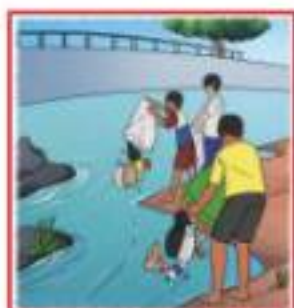


Section 5 - Fun Time: Cross The River

Unit 1. Did it Rain Last Night?

- a. Who crossed the river first? Ask a classmate or your teacher a question related to the flashcard picture.
- b. Follow the instructions.
 1. Three students compete in this game.
 2. Place three sets of flashcards (around 9) on the floor in a winding manner.
 3. Each card represents a stepping stone in a river.
 4. Each card represents a picture.
 5. To step on each stone, you must ask a 'Yes/No' question with 'Did' or past tense 'to be' correctly.
E.g. - Did it rain last night? (Flashcard picture shows rainfall)
- Were there many children in the river? (Flashcard picture shows children playing and swimming in the river)
 6. The first one who asks the question correctly steps on the stone.
 7. Three cards are in red, meaning you answer the question that your teacher asks based on the picture.
 8. The first person to cross the river, wins!

9. Here are the flashcards:





Section 6 - Your Turn: Speaking

Unit 1. Did it Rain Last Night?

Interview a classmate.

- Create up to 10 'Yes/No' questions to ask questions about details of a classmate's past incident in a rainy season. You may use 'Yes/No' Questions with 'Did' and 'Yes/No' Questions with 'was/were'.
- Use the flowchart when asking your classmate.



- c. Retell your classmate's past incident to your class. Use the following note to speak about the incident and its details. The note is only to guide you. You may use it or make changes.

1. (Insert your classmate's name)'s Unforgettable Incident
2. An unfortunate incident happened to (insert your friend's name).
3. Mention when it happened and who she/he was with.
4. Mention how your friend felt and what really happened.
5. Mention what happened next and what your friend did.
6. Give your comment about the flooding incident (optional)

- d. Take turns. Now your classmate interviews you and will recount an incident that happened to you. Follow the same procedure.





Section 7 - Enrichment

Unit 1. Did It Rain Last Night?



Picture 4.8 Unfortunate Incidents

- Find a picture (or some related pictures) of a rather unfortunate incident. The incident can be about a blackout that happened in a whole city or about water that stopped running.
- You can find the pictures of the incident in an online newspaper.
- Use the pictures to recount the incident to your class.

Worksheet 4.8

Unit 2. What Happened to the Sea Animals?





Section 1 - Say What You Know

Unit 2. What Happened to the Sea Animals?



- Dolphin
- Sea lions
- Sea turtle

Picture 4.7 Animals and waste

1. Look at the pictures in Picture 4.7. Draw a line to match the sea animals in the pictures with their names.
2. What happened to the sea animals in the pictures?
3. How do you think it happened? You may use Indonesian.



Section 2 - Reading

Unit 2. What Happened to the Sea Animals?

- a. Read the following dialogue between Andre, Monita, and Galang.

Hi Monita, what's going on?

Oh hi Galang. Hi Andre. I'm well, thanks. Where have you two been?

Around. We saw you sitting by yourself, looking at your phone so seriously.

What did you look at? Was it something interesting?

Oh, I just watched a YouTube video about plastic in the oceans.

How much plastic was there in the oceans?

The video showed a lot of plastic trash in the oceans.

How did it happen?

It said people used a lot of plastic and didn't really reuse or recycle it.

Also, a lot of people litter.



Comic Strip 4.1

- b. Complete the following table based on the previous dialogue between Andre, Monita, and Galang.



Picture 4.8 Galang and his friends

No	What did the person say/ask?	Who said/asked that?
1.	The person said there was a lot of plastic trash in the oceans according to a video on YouTube.	
2.	The person asked how the oceans contained a lot of plastic trash.	
3.	The person said that many people threw plastic trash anywhere.	
4.	The person said plastic trash in the oceans was a danger to sea animals.	
5.	The person asked a question about an incident that happened to a sea turtle.	

Worksheet 4.3

- c. Can you tell the types of plastic items that troubled the sea turtles in the following pictures? You may use Indonesian.



Picture 4.9 Plastic items that troubled the sea turtles

- d. Circle one of the pictures that shows what happened to the turtle in the YouTube video.



Section 3 - Reading

Unit 1. What Happened to the Sea Animals?

- a. Look at Picture 4.10 and answer the questions. You may use Indonesian.



Picture 4.10 No more plastic

1. Why did both turtles look sad?
 2. Why did one turtle bring a sign 'No More Plastic'?
- b. Read a story of scientists rescuing the sea turtle. See the Word Box.



Word Box

bleed (base form)/bleeding (present participle form): berdarah
extract (base form)/extracted (past form): menarik, mencabut
notice (base form)/noticed (past form): melihat
record (base form)/recorded (past form): merekam

nostril: lubang hidung
parasite: parasit
plastic straw: sedotan plastik
pliers: tang

attached: melekat
brownish: kecoklatan

A team of scientists from Texas University helped an injured sea turtle when they sailed in the ocean near Costa Rica.

The scientists were collecting data on sea turtles when they saw the injured turtle. They noticed something in the nose of the turtle when it was swimming near their boat. But, they initially thought it was only a worm.

The scientists were curious. They caught the turtle to examine the object in the turtle's nose. They wanted to make sure it was not a dangerous parasite. They extracted a couple of centimeters of the object with pliers. The object came out. It was wrinkled and brownish.

It was a plastic drinking straw!

The scientists removed the object immediately because they were far away in the ocean. They spent almost ten minutes pulling it from the nostril of a sea turtle. With great difficulty, they succeeded in pulling the straw out of the turtle's nostril. The nostril was bleeding, but the turtle was safe.

The straw incident proved how dangerous plastic was to animals in the oceans.

(Adapted from: <https://www.nationalgeographic.com/animals/article/130817-sea-turtles-catch-ridley-marine-debris-ocean-animals-science>)

c. Which statements are true according to the story? Number one has been done for you.

- | | |
|---|-------|
| 1. A team of scientists found a turtle in the sea of Costa Rica. | TRUE |
| 2. The team was from The University of Costa Rica. | _____ |
| 3. The team saw something in the turtle's tail. | _____ |
| 4. The team found a parasite in the turtle's brain. | _____ |
| 5. The turtle was wrinkled and brownish. | _____ |
| 6. The turtle's body was bleeding. | _____ |
| 7. The team removed a plastic drinking straw from the turtle's nostril. | _____ |
| 8. It took about 10 minutes to remove the plastic straw. | _____ |

Worksheet 4.10

d. Answer the questions based on the story.

1. What is the best title for this story?
2. Where did the group of scientists sail?
3. Why did the scientists sail there?
4. When did they know the turtle was injured?
5. Where did the scientists decide to remove the plastic?

Worksheet 4.11

Did you
know?



Figure 4.11 Plastic in the oceans

(Source: https://www.youtube.com/watch?v=jQgQ_kQZ_-D)

1. Every minute, two trucks of plastic are dumped into our oceans.
2. Plastic straws contribute to 5.25 trillion pieces of trash pollution in the oceans.
3. Over 1 million sea animals are killed each year due to plastic pollution in the oceans.

(Source: <https://www.earthday.org/fact-sheet-plastics-in-the-ocean/>)



Section 4 - Language Focus

Unit 2. What Happened to the Sea Animals?

Asking for Details of Past Incident with Wh-Questions

Another way to ask for details of a past incident is by using Wh-Questions. In this section we will focus on five Questions.

They are:

1. What (to ask for details about something);
2. When (to ask for details about time);
3. Where (to ask for details about place);
4. Why (to ask for a reason);
5. How (to ask for details about the way something happens or the way something is done).

The following Wh- Questions come with the auxiliary verb 'did'. These questions are from the previous dialogue between Andre, Monita and Galang in Task a.

- What *did* the plastic trash do to the sea animals?
- How *did* it happen?

In those Wh- questions, 'did' comes with a base form of the main verbs, such as 'do', 'come' and 'happen' must be used. Do you know the past tense forms of 'do', 'come' and 'happen'?

The other way to ask for details of a past incident with Wh- Questions is using 'to be' in its past forms 'was' and 'were'. The following Wh - Question is also from the previous dialogue.

- How much plastic *was* there in the oceans?

Do you know why 'was' is used?

- a. Complete the following Wh- questions with: (1) a subject (in bold) and (2) a base form of the verb (underlined) to answer the italicized phrases in the answers column.

No	Wh- questions with 'Did' and Base Form Verb	Answers
1.	What did _____ in the ocean?	They <u>saw</u> an <i>injured turtle</i> in the ocean.
2.	What did _____ in the turtle's nose?	They <u>noticed</u> <i>something</i> in the turtle's nose.
3.	What did _____ initially?	They initially <u>thought</u> <i>it was a worm</i> .

Worksheet 4.12

- b. Complete the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) to answer the italicized phrases in the answers column.

No	Wh- questions with 'Did' and Base Form Verb	Answers
1.	___ did ___ ?	The scientists <u>caught</u> the <i>turtle</i> .
2.	___ did ___ the turtle?	They <u>caught</u> the <i>turtle</i> because they wanted to <i>examine the object in its nose</i> .
3.	___ did ___ sure the object was not a dangerous parasite?	They <u>made</u> sure by <i>extracting a couple of centimeters of the object</i> .
4.	___ did ___ to extract the object out of the turtle's nose?	They <u>used</u> <i>a pair of pliers</i> .
5.	___ long did ___ pulling the straw out of the turtle's nostril?	They <u>spent</u> <i>almost ten minutes</i> .

Worksheet 4.13

- c. Complete the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) to answer the italicized phrases in the answers column.

1.	_____ immediately ?	They <u>removed</u> <i>the object immediately.</i>
2.	_____ the object immediately ?	They <u>removed</u> <i>it immediately because they were far away in the ocean.</i>

Worksheet 4.14

- d. Complete each of the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) in the answers.

No	Wh- Questions with 'Did' and Base Form Verb, or 'was/were'	Answers
1.	_____ like?	The object <u>was</u> wrinkled and brownish.
2.	_____ it?	It <u>was</u> a plastic drinking straw.
3.	What did _____ in the ocean?	The team of scientists <u>collected</u> data on sea turtles.

Worksheet 4.15



Section 5 - Your Turn: Reading

Unit 2. What Happened to the Sea Animals?

- a. Look at Picture 4.12 and answer the questions. Discuss the answer with your classmates.
1. Why did the swimmer in the first picture look angry?
 2. What do you think is on the man's head in the second picture? Why is it on his head?



Source: Andrea Halli@ramplanonline.co.uk



Source: DBAT Team, dontbeatosser.qps.nsw.gov.au

Picture 4.12 Don't litter

- b. Read a story about anti-littering campaigns in Australia. See the Word Box.



Word Box

approve (base form)/approved (past form): menyetujui
drive (base form)/drove (past form): mendorong
invest (base form)/invested (past form): menginvestasikan
reduce (base form)/reduced (past form): mengurangi

association: keterkaitan/ hubungan
behavior change: perubahan perilaku
campaigns: kampanye
community groups: kelompok-kelompok masyarakat
effectiveness: efektivitas
evolution: evolusi/ perkembangan
government departments: departemen-departemen pemerintahan
local councils: pemerintahan daerah
prevention: pencegahan
strength: kekuatan
tosser: pembuang sampah sembarangan

anti-littering: anti membuang sampah sembarangan
clear: jelas
core: pokok/ inti

The Tosser! anti-littering campaigns started in 2014 as part of the Litter Prevention Strategy in New South Wales (NSW), Australia.

The NSW government invested over \$17 million to promote the anti-littering campaigns on TV, radio, outdoor billboards or online. The Tosser! campaigns helped reduce litter in NSW from 2014 to 2020 by 43% compared to 19% nationally. Other government departments, local councils, business partners, and community groups across NSW also used the Tosser! creative materials. This showed the strength of the message and the campaign's effectiveness.

The latest evolution of the campaign was Don't be a Tosser!. The Don't be a Tosser! campaign was well-liked, and there was a clear association between 'Tosser' and littering. It was a success because it drove positive behavior change. 95% of the community approved of the 'Don't be a Tosser! If it's not in the bin, it's on you' message.

Don't be a Tosser! focused on the core action to 'put your rubbish in the bin'.

(Adapted from: <https://www.dontbeatosser.epa.nsw.gov.au/dont-be-tosser-campaign-put-your-rubbish-bin-dont-be-tosser/>)

- c. Answer the questions in the following table based on the story and Picture 4.12.

No	Questions	Answers
1.	When did the anti-littering campaigns start in NSW, Australia?	
2.	How much did the NSW government invest in the campaigns?	
3.	How did the campaigns help reduce litter in NSW?	
4.	Why did the NSW government change the campaigns to Don't be a Tosser! ?	
5.	Do you think the Don't be a Tosser! posters in Picture 4.10 were effective? Why/Why not?	
6.	What is the best title for this story?	

Worksheet 4.16



Section 6 - Fun Time

Unit 2: What Happened to the Sea Animals?

Let's Race with the Questions.

- Make Wh- Questions based on words or phrases written on answer cards.
- Follow the instructions.
 - Four or five groups of six students compete in this race.
 - Each player is given a question card and each group is given one set of shuffled answer cards in an envelope.
 - One student takes an answer card from the envelope and reads it aloud.

- The players in the group then race to make a past simple 'Wh' question using a question word from their card to elicit the word or phrase read out.
- The first player to do this correctly takes the answer card and crosses off the question word on their card.

For example, if 'pizza' is read out, a player could use the question word 'What' from their card and make the question 'What did you eat for dinner?'

- If two players ask a question at the same time, the other players decide which question is the best in terms of grammatical correctness or inventiveness.
- Then, it's the next student's turn to take an answer card and read it aloud.
- When a player has crossed off a question word, they cannot use that question word again.
- The first player to cross off all their question words wins the game.

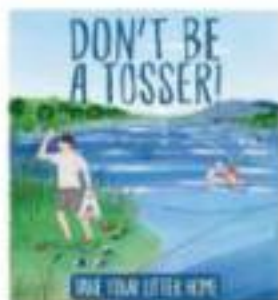
Source: <https://www.teach-this.com/images/resources/past-simple-wh-question-time.pdf>



Section 7 - Enrichment

Unit 2: What Happened to the Sea Animals?

- Have a look at public service posters in Picture 4.13. They contain messages to raise public awareness and change behavior.



Source: Andrew Ho www.greenspaceGlasgow.co.uk



Source: Jodie Hall www.thefreeschool.net

- Observe the words in the images in each poster. Discuss with a classmate how the combination of words and images delivers the message.
- Work with a classmate and create a poster about making people aware of plastic pollution.
- Present the poster to your class. Or, post your poster in your school's social media.

Picture 4.13 Public service posters

Unit 3. You Can Help

**Every little
effort helps!**





Section 1 - Say What You Know

Unit 3: You Can Help

Read the Following Poem. Then, discuss it with your classmates. You may use Indonesian.

*Buy it, try it, throw the trash away!
Take it, break it, throw the trash away!
Get it, use it, finish it, lose it.
Wear it, tear it, throw the trash away!
Soda pop, box top, once you start you can't stop.
Buy it, show it, nothing left but to throw it!
Throw the trash away! (Oh, no—where is "away"?)*

(Written by Betty Miles, Save the Earth Ecology Handbook for Kids, 1974.)

1. What is the poem about?
2. Can you help with the problem of plastic pollution? How?

Worksheet 4.17





Section 2 - Reading

Unit 3. You Can Help



Picture 4.14 The Danger of Plastic
Source: Muhammad Fadh/Tivemedia.com

- a. Look at Picture 4.14 and discuss the following questions with a friend. You may use Indonesian.
1. What did the people in the pictures decide to do?
 2. Who mainly showed up to help collect the trash in the pictures?
 3. What kind of trash did they mostly pick up?
 4. Do you think many people realize the dangers of plastic to the environment?

Worksheet 4.13

- b. Read a story of two teenagers who fought to clean up Bali from plastic trash. See the **Word Box**.

Melati and Isabel Wijsen live in Bali. They spent their teenage years cleaning up the island from plastic.

Melati and Isabel were only 12 and 10 years old when they decided to tackle plastic pollution. They found plastic everywhere in their everyday lives. They saw it when they walked to the rice fields or when they went to the beaches.

They were aware of this growing problem with plastic in places it should not be. They felt the urgency to protect the environment and the natural world.

The sisters began a movement, 'an annual island clean up'. The movement was for everyone in Bali. Early on a Sunday morning they carried megaphones and stood on the back of a flatbed truck. Thousands of children and teenagers with their parents came out to help. Volunteers from local restaurants and hotels also showed up. They collected trash at 115 places around the island. They picked up plastic trash on the beaches, the rivers and the streets.

The two sisters became local heroes, and they won international acclaim for their awareness campaign.

Adapted from:

<https://www.onegreenplanet.org/environment/two-teenagers-who-convincd-bali-to-ban-plastic-bags/>

<https://www.independent.co.uk/climate-change/news/bye-bye-plastic-bags-indonesia-environmental-island-clean-up-a9609631.html>



Word Box

come out (base form)/came out (past form): datang
clean up (base form)/cleaned up (past form): membersihkan
collect (base form)/collected (past form): mengumpulkan
decide (base form)/decided (past form): memutuskan
pick up (base form)/picked up (past form): memungut
realize (base form)/realized (past form): menyadari
show up (base form)/showed up (past form): datang

acclaim: pengakuan
annual: tiap tahun
contributor: penyumbang
flatbed truck: mobil pickup
megaphones: alat pengeras suara
movement: gerakan
reality: kenyataan
teenage years: masa remaja
urgency: urgensi
volunteers: sukarelawan
growing = yang semakin bertambah
tirelessly = tanpa lelah

- c. Answer the questions in the following table based on the story and Picture 4.14.

No	Questions	Answers
1.	How did Melati and Isabel spend their teenage years?	
2.	Why did the two sisters decide to help clean up Bali?	
3.	What did they do to start the annual island clean up?	
4.	Who mostly joined the sisters in cleaning up the island (See also Picture 4.14)?	
5.	Where did they do the island clean up movement?	

Worksheet 4.19

Did you know?

1. Movements to save the earth from plastic trash have been happening in all corners of the world
2. One notable cleanup movement was organized by two teenagers who are sisters, Melati and Isabel Wijsen in Bali, Indonesia.
3. With the 'Bye Bye Plastic Bags' campaign the sisters have managed to convince Bali to ban plastic bags by 2018.
4. Click this link <http://www.byebyeplasticbags.org> to support their cause.

Sources: <https://endplasticwaste.org/en/our-stories/the-clean-up-movement>
<https://www.cnagreenplanet.org/en/environment>



Section 3 - Language Focus

Unit 3. You Can Help

- a. Sequencing a series of past incidents or events with 'when'.

Oftentimes, the past incident we would like to write consists of two or more events. To organize those events logically, we can use 'when'. We select two events that happened at or around the same time and sequence them with 'when'. Have a look at the following examples taken from the previous reading texts.

1. *A team of scientists from Texas University helped an injured sea turtle **when** they sailed in the ocean near Costa Rica.*
2. *The scientists were collecting data on sea turtles **when** they saw the injured turtle.*
3. *Melati and Isabel were only 12 and 10 years old **when** they decided to tackle plastic pollution.*
4. *They saw it **when** they walked to the rice fields or **when** they went to the beaches.*

If you use 'when' in the first part of the sentence, use a comma before the second part. Have a look at the following examples.

1. ***When** a team of scientists from Texas University sailed in the ocean near Costa Rica, they helped an injured sea turtle.*
2. ***When** Melati and Isabel decided to tackle plastic pollution, they were only 12 and 10 years old.*

Can you do the same with examples numbers 3 and 4?

3. _____ , _____
4. _____ , _____

Worksheet 4.20

- b. Sequence the following sets of series of events with 'when'. Use 'when' both in the first part and the second part of the sentences.

1. Melati and Isabel went hiking to Mount Batur with their parents. They saw some plastic bottles and bags along the way.

Melati and Isabel saw some plastic bottles and bags when _____.

When Melati and Isabel went hiking to Mount Batur with their parents, _____.

2. A team of scientists sailed in the ocean near Costa Rica. They saw an injured sea turtle.

_____ when _____.

When _____, _____.

3. The scientists found a wrinkled and brownish plastic straw. The object came out.

_____.

_____.

4. Melati and her sister called for help to pick up the trash. A storm washed up tons of plastic trash onto Kuta Beach.

_____.

_____.

5. The Tosser! campaigns helped reduce litter in NSW from 2014 to 2020. Other government departments across NSW used the campaign.

_____.

_____.



Section 4 - Reading

Unit 3. You Can Help



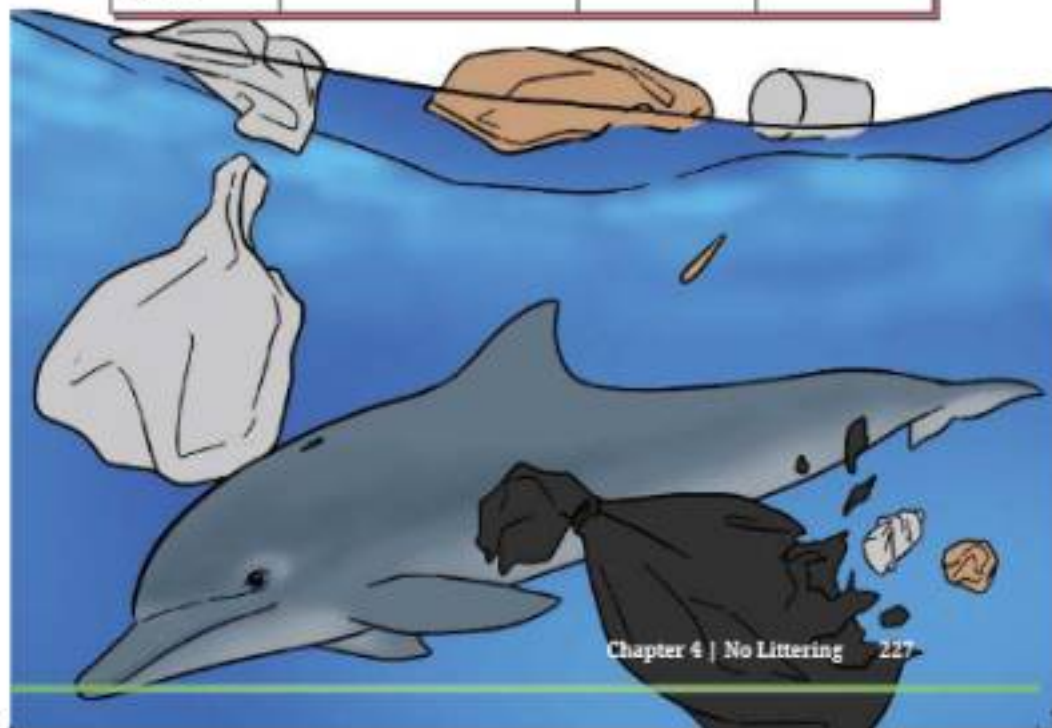
Comic strip 4.1

a. The following table shows you how the first two stories end.

- Can you tell how the last story ends?
- Tick the best column indicating how the last story ends.

Table 4.2 How stories end

Story Title	Story Ending	How the Story Ends (Comment)	
		Evaluation of the Event/Incident	Emotional Response to the Event/Incident
Scientists Rescuing a Sea Turtle	The straw incident proved how dangerous plastic was to animals in the oceans.		<input checked="" type="checkbox"/>
Anti-Littering Campaigns in Australia	Don't be a Tosser! focused on the core action to 'put your rubbish in the bin'.	<input checked="" type="checkbox"/>	
Two teenagers' Clean-up Awareness Campaign in Bali	The two sisters became local heroes, and they won international acclaim for their awareness campaign.		



- b. Look at the elements of a factual recount in the following table. They are taken from the story of a group of scientists rescuing an injured sea turtle.

Table 4.3 Elements of a story

Orientation Introducing the when, where, who, why and/or how in the story	Records of Events Recounting what happened in chronological steps			Comment Giving an evaluation or emotional response to the event
	Event 1	Event 2	Event 3	
1. Who: a team of scientists. 2. When and where: when they sailed in the ocean near Costa Rica.	They saw an injured sea turtle swimming near their boat.	They caught the sea turtle to examine it.	The scientists removed the plastic straw from the turtle's nose and saved it.	The straw incident proved how dangerous plastic was to animals in the oceans.

(Adapted from Derewianka & Jones, 2016)

- c. With a classmate, complete the following table with the elements of the story of two teenagers raising people's awareness of cleaning up Bali from plastic.

Orientation Introducing the when, where, who, why and/or how in the story	Records of Events Recounting what happened in chronological steps		Comment Giving an evaluation or emotional response to the event
	Event 1	Event 2	
1. Who: _____. 2. Where: _____. 3. How: spent teenage years working tirelessly to clean up the island.			The two sisters became local heroes and won international acclaim for their clean-up awareness campaign.



Section 5 - Viewing

Unit 3. You Can Help

- a. The following fact cards contain pieces of the Bye Bye Plastic Bags campaign. Work in a group. Select which pieces of the movement go to every element of the factual recount, including the Orientation, and the Records of Events 1 and 2.

1. Bye Bye Plastic Bags (BBPB) campaign was started in 2013.	2. The campaign educates about the danger of plastic to the environment, animals and health.	3. Two sisters, Melati dan Isabel Wijsen, 12 and 10 years old, started the campaign in Bali.
4. The BBPB team spoke at many local and international events.	5. BBPB empowered the young generation to take action.	6. The team created a plastic bag free village, and lobbied with local and national governments.
7. BBPB shared solutions to the plastic problem.	8. BBPB delivered school presentations and workshops.	9. BBPB cleaned beaches and provided alternative bags.

Source: plasticartifacts.org
Worksheet 4.23

- b. Decide how you are going to introduce the topic of the event/ incident (the Orientation). Complete the following table.

Orientation	
Introducing the when , where , who , why and/or how in the story (You can choose only three of them)	
a. Who	:
b. When	:
c. Where	:
d. Why	:
e. How	:

Worksheet 4.24

- c. Write the series of events. Make sure they happen based on the time they happened (chronological steps). Complete the following table.

Records of Events Recounting what happened in chronological steps	
Event 1	
Event 2	

Worksheet 4.23

- d. Think of a final comment for the event. The comment can be an evaluation or an emotional response to the event as a whole. Complete the sentence in the following table.

Comment Giving an evaluation or emotional response to the event	
---	--

Worksheet 4.25



Section 6 - Your Turn: Writing

Unit 3. You Can Help

Recount the Bye Bye Plastic Bags movement based on the information in Section 5.

Worksheet 4.27



Section 7 - Enrichment

Unit 3. You Can Help

- Share a movement or an action on your Social Media about taking care of the environment.
- Invite your friends to send messages asking questions about and discussing details of the movement.
- Share the results of the discussion on your Social Media.



Reflection

Unit 3. Indonesian Birds

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

LEARNING REFLECTION

Name:

Grade/Chapter: 8/4

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 past incidents/events			
make questions for a short interview about past incidents or events			
identify the main idea and detailed information on a series of past incidents or events			
write a series of past events			

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

I shared with my family:

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

My Parent's Signature

.....

Chapter 5: Embrace Yourself



3

Chapter 5 Embrace Yourself

Unit 1. Be Yourself

Unit 2. I know I Can Do It

Unit 3. Practice Makes Perfect



Learning objectives

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

1. ask for and give opinions;
2. identify sequences of main events in a story; and
3. write the main events of a story.

Unit 1. Be Yourself



You're amazing
Just the way
you are!



Section 1 - Say What You Know

Unit 1. Be Yourself

- a. Look at the pictures. Do you know all of the products in the pictures?



Picture 3.1 Daily products

- b. What are the products for?

- c. Do you use them every day?



Section 2 - Listening

Unit 1. Be Yourself



Word Box

agree: setuju
share: berbagi
wear: memakai

advertisement: iklan
beauty: kecantikan
savings: tabungan

perfect: sempurna

at all: sama sekali
beauty care: perawatan kecantikan
by the way: ngomong-ngomong
just the way we are: apa adanya
no flaws: tidak ada cacat



- a. Listen to the dialogue Part 1 in Audio 5.1. Monita and Pipit are talking about beauty advertisements.





Comic strip 3.1

b. Discuss with your friend.

1. Why do Monita and Pipit want to be looks like the models in the advertisement?
2. What do you think about the idea of looking like models?
3. Do you agree with Kak Shinta's opinion about being beautiful? Why or why not?
4. Can you guess what the story will be about?
5. Do you think girls and boys will like the story? Why or why not?



Section 3 - Listening

Unit 1. Be Yourself

a. Match the phrases with the appropriate meanings.



Word Box

conceal: menyembunyikan, menutupi
 embrace: merangkul
 humming: bersenandung
 overplayed: sering dimainkan
 scanning: memindai
 scratch: gurat
 dent: penyok
 line: garis
 makeup: tata rias wajah
 vanished: menghilang
 a glance: melirik sekilas
 a solid minute: satu menit
 apparently: nyatanya
 carefully: dengan hati-hati
 intently: dengan teliti
 maybe: mungkin
 prettify: mempercantik
 someday: suatu hari nanti

a quick look	a mark or wound	look at all parts
with earnest and eager attention	cosmetics applied to the face	a slight hollow in a hard even surface

1. makeup = _____
2. threw a glance = _____
3. intently = _____
4. scanning = _____
5. dent = _____
6. scratch = _____

Worksheet 3.1

b. Listen to a story in Audio 5.2.

"Have you heard of makeup?"

I threw her a glance. She came to me in the morning, waiting for the class to begin.

"You'd look prettier with makeup on." She looked at me intently; her eyes were scanning every inch of my face.

Every dent, every scratch, every line.

Every flaw.

Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute. I didn't know what to say.

"Yeah, I know," I finally managed.

She turned away to do her work, humming a song that was overplayed by the radio. Apparently not aware of how much her words had hurt me.

Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines. Maybe someday I'll "prettify" my face. Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.

Maybe someday.

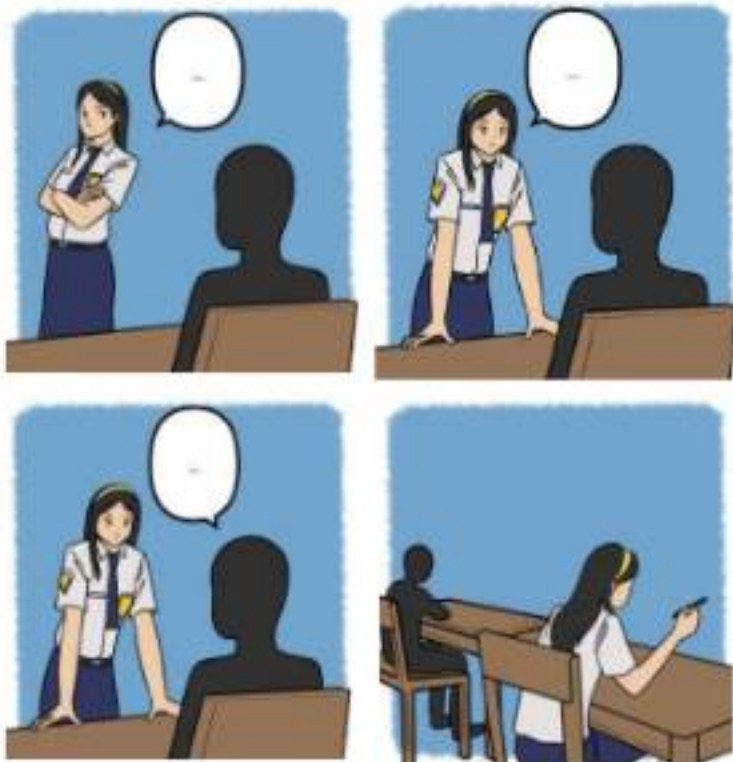


c. Answer these questions. You may use Indonesian.

1. How many people were there in the story? Were they friends?
2. Where did the story take place?
3. Can you guess the gender and age of 'I' character in the story?
4. Who asked the question "Have you heard of makeup?" in the story?
5. Why did she say that "You'd look prettier with makeup on"?
6. Why did 'I' not say anything to her?
7. What does the word 'intently' in "She looked at me intently" mean?
8. Have you experienced looking at something intently?

Worksheet 3.3

d. Fill in the bubbles in the comic with the words from the story.



Worksheet 3.4

Did you know?

The teenage years can be hard on your skin. Changes in hormones can lead to oily skin and acne breakouts. Fortunately, there are many things you can do to take care of your skin. Some of them are:

- Wash your face twice a day with a gel-based or foaming cleanser.
- Avoid harsh soaps and products containing alcohol.
- When washing your face, gently massage it with circular motions.

(Source: <https://teens.webmd.com/facial-skin-problems-faq>)



Section 4 - Language Focus

Unit 1. Be Yourself

Learning to express opinions

Expressing opinions is important in a discussion. It is a skill that we can use to argue our position on issues, such as whether or not to wear makeup, or just to express simple likes and dislikes about ideas such as hobbies, favorite food, and games.

There are many useful phrases to express opinions. Some of the most common expressions are:

Table 3.1 Expressing opinions

No.	Expressing opinions with 'I'	Other expressions
1.	I think (that) ...	In my view...
2.	Personally, I think (that) ...	In my opinion...
3.	I believe (that) ...	According to me...
4.	I am sure (that)....	From my point of view...

We can use the expressions in Table 5.1 to express our opinions. Have a look at the following examples:

Table 5.2 Examples of expressing opinions

I think swimming helps you to stay healthy.	In my opinion, swimming helps you to stay healthy.
I believe English is easy to learn.	In my opinion, English is easy to learn.
I'm sure that Galang will win the game.	From my point of view, Galang will win the game.

Now try to do the following practice exercise about giving opinions with the situations given.

Table 5.3 Practicing expressing opinions

No.	Situations	Opinions
1.	Watching Korean drama	Personally, I think...
2.	Using social media	In my opinion, ...
3.	Wearing whitening beauty products	I believe (that) ...
4.	Playing online games	From my point of view ...
5.	Having acne breakouts	I am sure ...



Section 5 - Fun Time: What am I Doing?

Unit 1. Be Yourself

Instruction:

- Divide the class into two teams.
- Choose a student from one team to come to the front of the class and to mime an action shown on a card.
- Guess the miming action from one of your teammates.

For the students who mime:

- Take one card
- Think of what you are going to mime
- In two minutes, mime what is shown on the card
- The members of his/her team guess the answer, for example 'You are shaving your beard'.
- If the team member is correct, they score a point for their team. If not, the student continues with the mime.
- When an action is correctly guessed, a student comes up from the other team, and so on.

For discussion:

- What are your opinions about the activities in the miming cards?

Miming cards



Cutting fingernails



Washing your face



Applying body lotion



Applying pomade/hair oil



Brushing teeth



Wearing perfume



Taking a shower



Using deodorant



Section 6 - Speaking

Unit 1. Be Yourself

- a. Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.

Table 5.4 Script of the text

The Girl (Student 1):	"Have you heard of makeup?"
Narrator 1 (Student 2):	I threw her a glance. She came to me in the morning, waiting for the class to begin.
The Girl (Student 1):	"You'd look prettier with makeup on."
Narrator 2 (Student 3):	She looked at me intently; her eyes were scanning every inch of my face.
Narrator 3 (Student 4):	Every dent, every scratch, every line. Every flaw.

Narrator 1 (Student 2):	Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute, I didn't know what to say.
Narrator 2 (Student 3):	"Yeah, I know."
Narrator 3 (Student 4):	I finally managed.
Narrator 1 (Student 2):	She turned away to do her work, humming a song that was overplayed by the radio. Apparently, not aware of how much her words had hurt me.
Narrator 2 (Student 3):	Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines.
Narrator 3 (Student 4):	Maybe someday I'll "prettify" my face.
Narrator 1 (Student 2):	Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.
All Narrators: (all students)	Maybe someday.

- b. Think of the actions and feelings of each character while retelling the story. Discuss with your groups how to project the feelings while retelling.

Story teller:	Events and Sayings	Feelings, intonation
The Girl : (Student 1)	"Have you heard of makeup?"	Example: Annoyed Rising tone
Narrator 1 : (Student 2)	I threw her a glance. She came to me in the morning, waiting for the class to begin.	
The Girl : (Student 1)	"You'd look prettier with makeup on."	
Narrator 2 : (Student 3)	She looked at me intently; her eyes were scanning every inch of my face.	
Narrator 3 : (Student 4)	Every dent, every scratch, every line. Every flaw.	
Narrator 1 : (Student 2)	Suddenly, all the words I had made friends with throughout my life vanished. I didn't say anything to her for a solid minute, I didn't know what to say.	
Narrator 2 : (Student 3)	"Yeah, I know,"	
Narrator 3 : (Student 4)	I finally managed.	
Narrator 1 : (Student 2)	She turned away to do her work, humming a song that was overplayed by the radio. Apparently, not aware of how much her words had hurt me.	
Narrator 2 : (Student 3)	Dear girl who I sat next to for one music class. Maybe someday I'll carefully conceal my dents, my scratches, my lines.	

Narrator 3 : (Student 4)	Maybe someday I'll "prettify" my face.	
Narrator 1 : (Student 2)	Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away.	
All Narrators: (all students)	Maybe someday.	

Worksheet 1.3

- c. Practice retelling the story with your group.



Section 7 - Your Turn: Performing

Unit 1. Be Yourself

- a. Use the script from Section 6.
b. Check the preparation. Put a checklist for each box.

Each group member plays a character or a narrator.

☐

Every group member feels comfortable.

☐

Every group member is confident with or without the script.

☐

- c. Perform your story to the class.



Section 8 - Enrichment

Unit 1. Be Yourself

Tell the story to your friends from other classes or schools, or to your family. How did they feel while watching your performance?



Unit 2. I know I Can Do It





Section 1 - Say What You Know

Unit 1. I know I Can Do It

1. What is your favorite activity?

2. How well do you do it? Choose the level that best describes your ability.

Not
well

Not so
well

Well
enough

Well

Very
well

3. What do you do to improve your ability?

Worksheet 3.6



Section 2 - Listening

Unit 1. I know I Can Do It

- a. Listen to Audio 5.3 Galang, Monika, and Made are discussing a story about playing football.



b. Answer these questions.

1. What motivates Galang to work hard?

2. Who thought that she or he was not good at anything at first?

3. What did Made say to Galang?

4. Why did Made say that to Galang?

5. What do you think Galang is good at? Why?

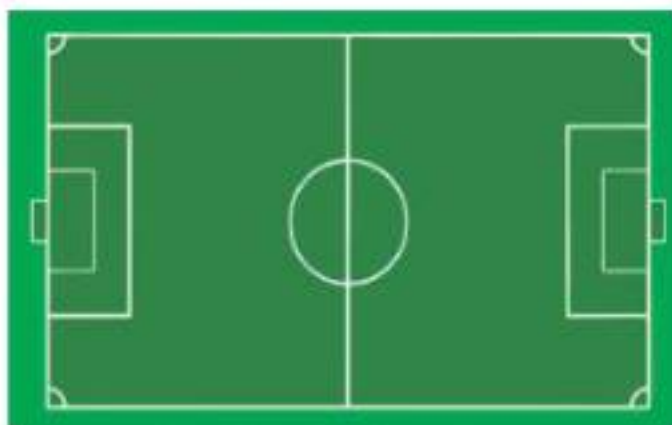
Worksheet 3.7



Section 3 - Reading

Unit 2. I know I Can Do It

a. Write the positions on the soccer field.



Picture 3.1 The positions of the soccer players



Word Box

Defenders: Pertahanan

Midfielders: Gelandang

Forwards: Pemain Depan/Penyerang

Goalkeeper : Penjaga gawang

- b. Look up the meanings of these words in the Word Box. Work with your friend to guess what the story will be about.
- Part 1 : a soccer field, clumsily, the other team scored
 - Part 2 : played the soccer ball at home, joining a soccer club, poor family financial condition
 - Part 3 : trained hard, a soccer match
- c. Read the story Part 1.

Part 1

One Friday afternoon on Gang Pelita, a small street where very few cars passed by, Bayu drew lines with a piece of stone to create a soccer field.

When the field was drawn, the kids were grouped into two teams then they took their positions. Mirza, Abay, and Siti were one team, taking the left side of the field. Raka, Amelia, and Pitra were on the other team.

While everyone was so eager to defend and score, Mirza was not sure about his role as a keeper. He ran left, then to the right, clumsily leaving the goal area empty. The next thing he knew, the other team already scored.

They took some rest under the shade of a tall building on the street.

"You were no use, Mirza. You can't play football," Siti said.

"I think he guarded the goal area well," replied Bayu.

"But he didn't know what to do in the game. He was just running here and there," Siti said sternly.

Mirza didn't say anything. He kept silent. It was not the first time Siti talked like that.

d. Answer the questions based on the story Part 1.

1. Who drew the soccer field?

2. Write the names based on the teams.

Team 1	Team 2

3. What did Mirza do to guard the goal area?

4. Why did Mirza keep silent after the game? The possible answer is ...

- a. He was worried he could not play soccer again.
- b. He was thinking about what Siti said.
- c. He wanted to play again.

5. Tick what word in the story means minimum skill.

a goalkeeper

☐

clumsily

☐

guarded

☐

6. What do you think would happen to Mirza?

- e. Read the story Part 2.

Part 2

The next afternoon Mirza played with his plastic soccer ball in his bedroom. He kicked the black and white striped ball hard to the wall. His mother got annoyed by the sound. She came to his room and saw what was going on.

"You always make noises with that ball. Can't you just play outside?" said his mother from the doorway.

"I want to, but..." Mirza replied hesitantly.

"Go play outside with your friends!" his mother ordered.

But, Mirza didn't go out that day. He stayed home for the rest of the day. He wished his dad were home and played soccer with him.

The next Sunday morning, Mirza sat next to his mother who was busy with boxes of clothes. His mother worked as an assistant for an online shop selling kids' clothing.

"Mum, can I join Winners football club?"

"Do you really have to join the club?"

"Yes. I need a coach to train me to play soccer. This is a good soccer club, Mum."

"But you know our financial condition," whispered his mother.

"But this is important for me," Mirza looked down at the floor.

"There's a community football club here. I heard Pak RT was looking for children to join the club," said his mother.

Mirza thought about it for a moment. It was not a bad idea after all.

- f. Answer the questions based on the story Part 2.

1. What day did Mirza stay in his house after school?

2. Why did Mother go to Mirza's room?

3. Draw Mirza's plastic soccer ball.



4. Can you guess why Mirza wished his dad was with him?
5. Which soccer club would Mirza join?

☐

Winners soccer club

☐

Community soccer club

Worksheet 3.9



Section 4 - Reading

Unit 2. I know I Can Do It

a. Read the story Part 3.

Part 3

The next day, he joined the soccer club. He promised to train hard. He wanted to become a great soccer player and helped his team win. However, he could not play well at the club. He always failed to keep the goal area. He was very sad and almost gave up. Pak RT came to him and suggested that he should try other positions. After trying some positions, he found that being a midfielder was the best position for him.

A month later, there was a mandatory soccer match in that region. Mirza was grouped with Siti, Abay, Raka, Amelia, and Pitra. At first, they underestimated Mirza's skills, but he proved them wrong. He helped his team to win as a midfielder. He could pass the ball accurately so that Siti, the forward, could score for the team. Everyone cheered for Mirza, including Siti.

"I'm sorry for underestimating you, Mirza. I should not have pushed you to be a goalkeeper. You are such a great midfielder!" praised Siti. Mirza smiled and said "That's okay. Let's practice together to become a better team."



b. Answer the questions based on the story Part 3.

1. Draw a picture of the setting in each part of the story.

Part 1	Part 2

Part 3

2. Who are the characters in each part?

Part 1	Part 2	Part 3

3. Circle the words that could describe how Mirza was feeling in each part. You can choose more than one word.

angry	clumsy	silly
excited	annoyed	sad
worried	distressed	happy
upset	cranky	hopeful
	mad	

Part 1	Part 2	Part 3

4. Each part of the story has been summarized below. Put the summaries in order by writing 1-7 in the boxes on the left.

a.		Mirza's mother could not afford to pay for the club.
b.		He worked hard to help his teammate score a goal.
c.		Mirza wanted to join a soccer club.
d.		Siti apologized for underestimating Mirza.
e.		Mirza practiced soccer in the community club.
f.		Siti was upset because Mirza did not play well.
g.		Mirza played soccer with his friends on an empty street.

5. What do you learn from the story?

Part 1 _____

Part 2 _____

Part 3 _____

6. What is the best title for the story?

- a. Soccer is my life
- b. I love soccer
- c. I want to be a good soccer player



Section 5 - Language Focus: Adverb of Manner

Unit 2. I know I Can Do It

a. Describing how an action is done.

When we are doing an activity, we sometimes describe how we do it. We use a word to show the quality of how we do the activity. The word is called an adverb of manners.

To recognise the adverbs, the question “how” can be used. Another way is by looking at the ending “-ly” in many of these adverbs.

For example, these sentences (from the stories in Unit 1 and Unit 2) contain adverbs of manners.

- He ran left, then to the right, **clumsily** leaving the goal area empty.
- “But he didn’t know what to do in the game. He was just running here and there,” Siti said **sternly**.
- “I want to,” Mirza replied **hesitantly**.

The words in bold are adverbs of manner. They end in “-ly” and answer the question “how”.

clumsy + ly

clumsily → How did he leave the goal area?

stern + ly

sternly → How did Siti talk to Mirza?

hesitant + ly

hesitantly → How did Mirza reply to his mother?

Some adverbs of manners, however, do not end in “-ly”. They are *well*, *fast*, *hard*, *much*, *little*, *high* and *straight*.

For example, these sentences (from the stories in Unit 1 and Unit 2) contain adverbs of manners without “-ly”.

- He kicked the black and white striped ball **straight** to the wall
- “I think he guarded the goal area **well**,” replied Abay.
- He promised to train **hard** because he wanted to become a great soccer player that helped his team win.

The words in bold are adverbs of manners without “-ly” ending. They answer the question “how”.

hard → How did he kick black and white striped ball to the wall?

hard → How did he train?

well → How did he guard the goal area?

Some words look like adverbs of manners, but they are not. These words are *friendly*, *lonely*, and *elderly*. They are adjectives. Do you still remember when we use adjectives? Have a look at the following examples.

Galang is always **friendly** to his friends. (**Friendly** modifies Galang)

Andre is an only child, and he sometimes feels **lonely**.

(**Lonely** modifies Andre)

We have to respect **elderly** people. (**Elderly** modifies people)

b. Read the questions. Write an adverb of manner to complete the sentences.

1. How did Dita run?

She was quick. She ran _____

2. How does mother shout?

She is loud. She shouts _____

3. How does Rizky Febian sing?

He is a good singer. He sings _____

4. How did the girl look at you?

She gave me an angry look. She looked at me _____

5. How does the father ride the motorcycle?

He is a careful motorcycle rider.

He rides the motorcycle _____

- c. Choose adjectives or adverbs of manner to complete the following sentences.
1. Pato is a (brilliant - brilliantly) student. He always passes the exams (brilliant - brilliantly).
 2. Turtles walk (slow - slowly) because they are (slow - slowly) animals.
 3. They are (quiet - quietly) students. They speak (quiet - quietly).
 4. We had (heavy - heavily) rain last night. It rained (heavy - heavily).
 5. Mirza is a (good - well) soccer player. He plays soccer very (good - well).

Worksheet 5.12



Section 6 - Fun Time: Scavenger Hunt

Unit 2. I know I Can Do It

- a. Find 9 adverbs of manner in the sentences.

Scavenger hunt

Maria did her performance well on the stage.

She danced Jaipongan beautifully.

She moved her hands gracefully.

Everyone cheered happily to see her dance.

Her dance teacher watched her at the back attentively.

She was afraid that Maria would make a mistake.

She knew that Maria just recovered from an arm accident.

Unfortunately, that stopped Maria from practicing for a little while.

(adapted from 5 Activities With Adverbs for Classroom Fun (yourdictionary.com))

- b. Compare your answer with your friends' answers.



Section 7 - Your Turn

Unit 2. I know I Can Do It

- a. Read the story below.

Mumtaz and her classmates sat for the semester exam. One of the subjects in the exam was Social Sciences. The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together. Radit always got good grades in this subject. However, Radit could not do the review because he did not feel very well that time.

On the day of the test, all students sat separately. Mumtaz and Radit could not sit together as usual. The teacher asked Radit to sit in the next row in front of Mumtaz. After the teacher distributed the exam papers, the students began to answer the questions. Mumtaz could not answer some questions. They were too difficult for her. She started to look around the class. Her friends were very busy writing their answers on the paper. Radit, however, often looked down. Mumtaz was surprised. Radit was holding his cellphone under his desk, and he was reading from it. Mumtaz did not know what to think. She felt angry at Radit, but she did not know what to do.

- b. Answer the questions based on the story.

1. What subject did Mumtaz have for the semester exam in the story?

2. The subject was ... for Mumtaz.
 - a. challenging
 - b. easy
 - c. serious
3. How did Mumtaz prepare for the exam?
 - a. lazily
 - b. seriously
 - c. powerfully

4. Mumtaz reviewed the subject ... before the exam.
 - a. with Radit
 - b. alone
 - c. the teacher
5. What does the word separately mean in the second paragraph?

6. Could Mumtaz answer all the questions? Explain your answer.

7. Why did Radit often look down when doing the exam?

8. What did Mumtaz feel when she saw Radit?

9. Draw a picture where Radit held his handphone.





Section 8 - Enrichment

Unit 2. I know I Can Do It

- a. Read the story again in Section 7. Draw the ending of the story in three pictures.

--	--	--

- b. Show and tell the pictures to your class.



Unit 3. Practice Makes Perfect



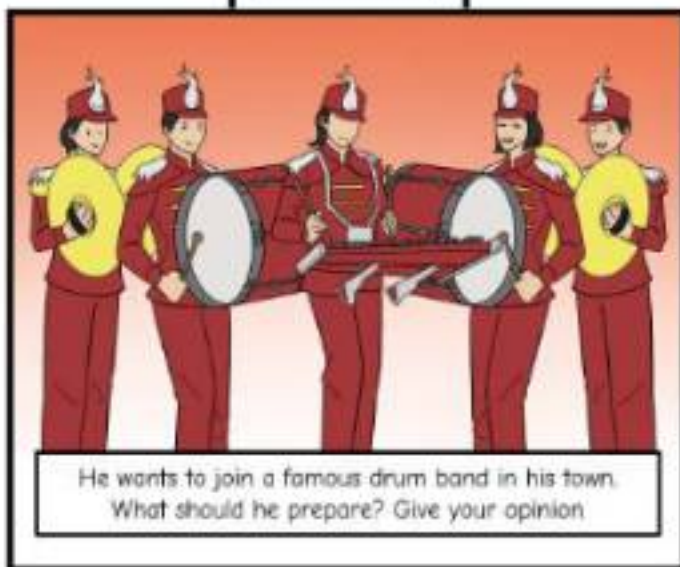


Section 1 - Say What You Know

Unit 3. Practice Makes Perfect



This is peter.



He wants to join a famous drum band in his town.
What should he prepare? Give your opinion

Picture 3.3 Peter and the Drum Band



Section 2 - Reading

Unit 3. Practice Makes Perfect

Work in a group of four. Read each phrase in the box. Put each phrase in one category under the box.

Getting into the Band

1. I asked my friends
2. they all got tired of following me around
3. along the beach
4. A few auditions
5. I
6. the leader
7. wanted to run home
8. how to relax and do breathing techniques
9. Dad helped me out
10. The third time was a completely different story
11. in front of the whole band
12. the band's uniform

Characters	Settings	Conflicts/Problem
Resolutions	Endings	Vocabulary we do not know
I wonder	Summary:	

(adapted from A Pre-Reading Activity for Your Middle School English Classroom - (englishm.com))

Worksheet 5.14



Section 3 - Reading

Unit 3. Practice Makes Perfect

- a. Read the story.

Getting into the Band

Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.

I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.

The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.

Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said:

"Let's welcome Peter to the band. He deserves his place."

I was just so happy and I was very proud of myself. They gave me the band's uniform.

(adapted from www.shortstories.com/story4)

- b. Answer the questions with one word from the text.

1. Where did the band practice?

--	--	--	--	--	--	--	--

2. What did my friends put into the plastic bottles?

--	--	--	--

3. How did my friends and I make noises at the beach?

--	--	--	--	--	--

4. Who helped me practice at home?

--	--	--

5. Which audition did I feel very nervous about?

--	--	--	--	--

6. What did the leader tell me to do in the first audition?

--	--	--	--	--

7. What day did the leader accept me in the band?

--	--	--	--	--	--	--	--

8. What did I wear to play in the band?

--	--	--	--	--	--	--



Section 4 - Writing

Unit 3. Practice Makes Perfect

The stories of Makeup in Unit 1, Mirza in Unit 2, and Getting into the Band in Unit 3 are examples of imaginative stories or imaginative narratives. They have characters and problems that may be similar to what we experience in our daily life. A narrative entertains its readers through the exploration of human experiences, such as happiness, sadness, and hope.

- a. Work in pairs. Talk about events and emotions that you can relate to the following stories.
 1. Makeup
 2. Mirza
 3. Getting into the Band
- b. Look at the elements of a story in the following table. They are taken from Parts 1-3 of the story "Makeup".

Table 3.3 Elements of makeup story

Elements	Function	Example	Detail
Orientation	Introducing the time, location, and characters in the story	I threw her a glance. She came to me in the morning, waiting for the class to begin.	Time: in the morning, before class Location: in the classroom (implicit) Characters: 1. I 2. She
Complication	Showing the conflict(s) or problem(s) in the story.	"You'd look prettier with makeup on." She looked at me intently; her eyes were scanning every inch of my face. Every dent, every scratch, every line. Every flaw.	Problem: She scanned every inch of my face

Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	Maybe someday.	Solution: I ignored the comment.
------------	---	----------------	-------------------------------------

- c. With a classmate, complete the following table with the elements of the story "Mirza".

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story	(Write the sentences that tell you about the orientation from the story here) ...	Time: ... Place: ... Characters: ...
Complication	Showing the conflict(s) or problem(s) in the story.	(Write the sentences that tell you about the complication from the story here) _____ _____ _____ _____	Problem: ...

Resolution	Giving the Solution(s) for the conflict(s)/ problem(s)	(Write the sentences that tell you about the complication from the story here) _____ _____ _____ _____	Resolution: ...
------------	--	--	--------------------

Worksheet 3.10



Section 5 - Your Turn

Unit 3: Practice Makes Perfect

- a. Read the story of "Getting into the Band" again. Identify the elements of the story. Underline or highlight the story's Orientation, Complication, and Resolution.

Orientation	Function	Example	Detail
Complication	Introducing the time, location and characters in the story	(Write the sentences that tell you about the orientation from the story here) ... _____ _____ _____	Time: ... Place: ... Characters: ...
Resolution	Showing the conflict(s) or problem(s) in the story.	(Write the sentences that tell you about the complication from the story here) _____ _____ _____ _____	Problem: ...

Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	(Write the sentences that tell you about the complication from the story here) _____ _____ _____ _____	Resolution: ...
------------	---	--	--------------------

Worksheet 5.17

- b. In a group, you are going to write a story similar to "Getting into the Band". You will change the orientation and the complications and write in Worksheet 5.17

Decide the settings and characters.

- What problem does the character have?
- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you involve in the story?
- Plan who is going to speak in quotations.

Orientation

- Decide the setting and characters
- What problems does the character have?

Setting	Character(s) Decide the character(s)	Problem What problem does the character have?

Complication and Resolution

- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you use for the story?
- Plan who is going to speak in quotations.

Event 1 Conflict and resolution	Event 2 Conflict and resolution	Event 3 Conflict and resolution

Worksheet 5.18

- c. Write your group's story.

Worksheet 5.19



Section 6 - Enrichment

Unit 3: Practice Makes Perfect

- Share your story on your social media.
- Invite your friends to comment on your story.



Reflection

Unit 3. Indonesian Birds

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

LEARNING REFLECTION

Name:

Grade/Chapter: 5/5

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			
ask for and give opinions			
identify sequences of main events in a story			
write the main events of a story			

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

I shared with my family:

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

My Parent's Signature

.....

2. The total number of plastic waste that enters to the ocean in the area with 2 billion people living within 50km of coastline per year is ...
 - a. 10,000s tonnes.
 - b. 100,000s tonnes.
 - c. 8,000,000s tonnes.
 - d. 99,5000,000s tonnes.
3. The global production of plastic waste each year is lower than ...
 - a. global plastic waste
 - b. coastal plastic waste
 - c. mismanaged coastal plastic waste
 - d. surface water plastic waste in the ocean
4. The well-managed total number of plastic waste is ...
 - a. 8 million tonnes.
 - b. 32.9 million tonnes.
 - c. 67.6 million tonnes.
 - d. 99.5 million tonnes.
5. The above data calculation applies ...
 - a. daily
 - b. monthly
 - c. quarterly
 - d. annually

Read this text that tells about the life of Suratno who lived by the Citarum river banks. Then, answer some questions related to the story.



LIVING BY THE CITARUM RIVER BANKS

Pak Suratmo lives on the banks of the Citarum River. He started fishing in the Citarum river when he was a teenager and chose to be a fisherman once he grew up. After being a sand miner, being a fisherman was the second main job for people living in this area. It was a good decision as everything was fine till seventeen years ago and started getting worst from five years ago.

Starting from that time, Pak Suratmo did not catch much fish as he used to. Less and less fish, he caught. Even, he often came home empty-handed. As a breadwinner, he had to think a lot about his life. He said that he could no longer be called a fisherman. Instead, he should be called a scavenger because he collected and sold plastic waste to make a living. He collected the garbage from the same river he went fishing - the Citarum river.

The Citarum river was often labeled as the world's most polluted river. Every day, no less than 20,000 tons of waste and 340,000 tons of wastewater are thrown into this river. The wastewater came from around 2,000 textile factories. The waste killed the fish and destroyed the environment. The Citarum river is the third-biggest river in Java but since then, the fish were largely gone. In total, almost 60% of its fish species was no longer found in the river since 2008.

As the river contained chemicals that killed the animals living in and drank the water, there were dead animals floating along the waste and trash. Not only the river's bad smell and color, but also the polluted water made people suffer from skin and respiratory diseases and farmers lost their crops. This condition gave hard conditions to its surrounding, including Pak Suratmo and 25 million people living near the river, and people depending on the electricity produced from the river.

(Adapted from <https://thediplomat.com/2018/04/indonesias-citarum-the-worlds-most-polluted-river/>)

State whether the following statements are true or false.

1. At first, Pak Suratmo worked as a fisherman and a sand miner.
2. After the river got polluted, Pak Suratmo caught fish and collected garbage to make a living.
3. The Citarum river was vital for people living on the river banks only.
4. All waste and garbage thrown into the river were from factories.
5. The Citarum river was the third-biggest river in Indonesia.

T F

T F

T F

T F

T F

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Glosarium

acclaim	pengakuan (verb)
according to	menurut (adverb)
advertisement	iklan (noun)
a glance	melirik sekilas (noun)
agree	setuju (verb)
amazing	luar biasa
announce (base form)/announced (past form)	mengumumkan
annual	tiap tahun (adjective)
anti-littering	anti-membuang sampah sembarangan (noun)
apparently	nyatanya (adverb)
approve (base form)/approved (past form)	menyetujui (verb)
arrogant	sombong
association	keterkaitan/hubungan (noun)
a solid minute	satu menit (noun)
at all	sama sekali (adverb)
at last	akhirnya
attached	melakat (verb)
attractive	menarik
awesome	luar biasa
back then	dahulu (adverb)
be choked (base form)/was/were choked (past form)	tersedak
beat (base form)/beat (past form)	mengalahkan
beauty	kecantikan (noun)
beauty care	perawatan kecantikan (noun)
begin (base form)/began (past form)	mulai
behavior change	perubahan perilaku (noun)
bleed (base form)/bleeding (present participle form)	berdarah (verb)
bookshelf	rak buku
brave	berani
brownish	kekaklatan (adjective)
by the way	ngomong-ngomong (adverb)
burrow	liang/tarang
calm (base form)/calmed (past form)	menenangkan, tenang
campaigns	kampanye (noun)
care (base form)/cared (past form)	peduli
carefully	dengan hati-hati (adverb)
chance	peluang
celebrate (base form)/celebrated (past form)	merayakan
chance	peluang

clean up (base form)/cleaned up (past form)	membersihkan (verb)
clear	kelas (adjective)
clogged	tersumbat (verb)
cold	dingin
collect (base form)/collected (past form)	mengumpulkan (verb)
come forward	maju ke depan
come out (base form)/came out (past form)	datang (verb)
committee	panitia
community groups	kelompok-kelompok masyarakat (noun)
conceal	menyembunyikan, menutupi (verb)
congratulation	(ucapan) selamat
container	tempat makan
contributor	penyumbang (noun)
core	pokok/ inti (noun)
costume	kostum
cover	lapis
decay	membusuk (verb)
decide (base form)/decided (past form)	memutuskan (verb)
defenders	Pemain bertahan (noun)
delighted	senang sekali, puas
dent	penyok (verb)
different	berbeda
disgruntled	bertungt-tungut
drain	mengering (verb)
drive (base form)/drove (past form)	mendorong (verb)
during	selama (sesuatu sedang berlangsung)
effectiveness	efektivitas (noun)
elderly people	orang tua (noun)
embrace	merangkul (verb)
environment	lingkungan
evolution	evolusi/perkembangan (noun)
exclaim (base form)/exclaimed (past form)	berteriak
extract (base form)/extracted (past form)	menarik, mencabut (verb)
feel (base form)/felt (past form)	terjatuh
ferocious	ganas
firefighters	petugas pemadam kebakaran (noun)
flatbed truck	mobil pickup (noun)
flood	banjir (noun)
food packaging	kemasan makanan
forest	hutan
forwards	Pemain penyerang (noun)

friendly
full
goalkeeper
gobble (base form)/gobbled (past form)
government departments

grab (base form)/grabbed (past form)
gracefully
grease
great
greet (base form)/greeted (past form)
groceries
growing
growl (base form)/growled (past form)
grown-up
gutters
harmonious
hatch (base form)/hatched (past form)
hear (base form)/heard (past form)
hilarious
hefty
hide (base form)/hid (past form)
hiking
hold (base form)/held (past form)
hometown
honest
humming
hungry
in chorus
initially
intently
invest (base form)/invested (past form)
just the way we are
kick (base form)/kicked (past form)
line
ladder
land (base form)/landed (past form)
lead (base form)/led (past form)
leap (base form)/leapt (past form)
leaving
litter

ramah
penuhi
Penjaga gawang (noun)
malahap
departemen-departemen pemerintahan (noun)
marah, mengambil
dengan anggunnya
minyak gemuk, oli
besar/babat
menyapa
bahan makanan
yang semakin bertambah (adjective)
menggeram
dewasa
selokan/parti (noun)
berharmoni
manetas
mendengar
sangat lucu/lucu sekali
kuat
bersembunyi
mendaki
mengadakan
kampung halaman
[ujur
bersenandung (verb)
lapar
berticara bersamaan
awalnya mulanya (adverb)
dengan teliti (adverb)
menginvestasikan (verb)
apa adanya (adverb)
tendangan
garis (noun)
tangga
mendarat
memimpin, posist terdepan
melompat
meninggalkan
mengosok/membuang sampah
sembarangan (verb)

local	daerah setempat
local councils	pemerintahan daerah (noun)
look larger	terlihat lebih besar
look smaller	terlihat lebih kecil
makeup	tata rias wajah (noun)
march (base form)/marched (past form)	berbaris
matter	masalah
maybe	mungkin (adverb)
mean	jahat
megaphones	alat pengeras suara (noun)
midfielders	Celandang (noun)
mind your own business	jangan ikut campur
move backward	mundur ke belakang
movement	gerakan (noun)
nearby town	kota terdekat (noun)
neighborhood	lingkungan sekitar
nervous	gelisah
news	berita/kabar
nice	baik
no flaws	tidak ada cacat (noun)
no longer	tidak lagi
nostril	lubang hidung (noun)
notice (base form)/noticed (past form)	melihat (verb)
once upon a time	pada suatu hari
one of the causes	salah satu penyebab (noun)
orderly	sesuai urutan
overplayed	sering dimainkan (adjective)
paddle (base form)/paddled (past form)	mendayung
parasite	parasit (noun)
peaceful	damai
perfect	sempurna (adjective)
pick up (base form)/picked up (past form)	memungut (verb)
plastic straw	sedotan plastik (noun)
plastic waste	sampah plastik
pleased	senang
pliers	tang (noun)
politely	dengan sopan
pond	kolam
prepare	siapkan
prettify	mempertantik (verb)
prevention	pengecahan (noun)
Problem	permasalahan (noun)

proudly	dengan bangga
provided	disediakan
quiet	tenang
rain heavily	hujan deras (noun)
rainwater	air hujan (noun)
reality	kenyataan (noun)
realize (base form)/realized (past form)	menyadari (verb)
receive	menerima
record (base form)/recorded (past form)	merekam (verb)
recyclable	dapat didaur ulang
reduce (base form)/reduced (past form)	mengurangi (verb)
reflection	bayangan
reminding	mengingatkan
reply (base form)/replied (past form)	menjawab/ jawab
river	sungai (noun)
rubber boat	perahu karet (noun)
rude	kasar
sad	sedih
savings	tabungan (noun)
scanning	pemindai (noun)
scratch	menggarut/guratan (verb)
see (base form)/saw (past form)	melihat
serious	serius
shake (base form)/shook (past form)	menggoyangkan
shame	malu
share	berbagi (verb)
sharp	tajam
show up (base form)/showed up (past form)	datang (verb)
shy	malu, malu-malu, pemalu
slippery	licin
slowly	secara perlahan
sty	lirik
smoother	lebih halus
sniff (base form)/sniffed (past form)	mengendus
soldiers	tentara (noun)
someday	s suatu hari nanti (adverb)
sort	menyortir
steady	tidak goyah, stabil
strength	kekuatan (noun)
striking	menyolok
suddenly	tiba-tiba
teamwork	kerja sama

teenage years
 the last spot
 throw into
 tight
 timidly
 tired
 tirelessly
 tosser
 trash
 trash can
 ugly
 underwater
 upset
 urgency
 vanished
 viral
 volunteers
 wait (base form)/waited (past form)
 wander (base form)/wandered (past form)
 warm
 waste
 weak
 wear
 win (base form) - won (past form)
 wings
 wobble (base form)/wobbled (past form)
 wonder (base form)/wondered (past form)
 wrinkled

masa remaja (noun)
 tempat terakhir
 membuang (verb)
 ketat
 takut
 lelah
 tanpa lelah (adverb)
 pembuang sampah sembarangan (noun)
 sampah (noun)
 tempat sampah
 buruk rupa
 terendam air (adverb)
 jengkel
 urgensi (noun)
 menghilang (adjective)
 tersebar (adjective)
 sukarelawan (noun)
 menunggu
 berjalan-jalan
 hangat
 membuang
 lemah
 memakai (verb)
 memenangkan/menjuarai
 sayap
 berjalan gemeter dan tidak stabil
 heran/ bertanya-tanya
 berkerut (adjective)

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Riwayat Pendidikan dan Tahun Belajar:

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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 (RTL) pedagogy to teach English as a foreign language in Indonesia. (2017). Indonesian Journal of Applied Linguistics, 6(2), 232-245.
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1. Dosen Jurusan Sastra Inggris, Fakultas Sastra, Universitas Negeri Malang (2015 – sekarang).
2. Koordinator Academic Writing Center, Balai Bahasa dan Budaya, Fakultas Sastra Universitas Negeri Malang (2021 – sekarang).
3. Tutor (Field Linguistics), School of Linguistics, The University of Adelaide (2017)
4. Teacher for Adult Migrant English Program, LM Training Specialists Pty. Ltd. (2009 – 2011)
5. Pengajar, English First (2004 – 2006)

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Applied Linguistics – The University of Adelaide (Lulus tahun 2020)
2. S2 – Applied Linguistics – The University of Adelaide (Lulus tahun 2011)
3. S1 – Pendidikan Bahasa Inggris – Universitas Negeri Malang (Lulus tahun 2004)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English for Nusantara (2022) - Pusat Kurikulum dan Perbukuan
2. English for Nusantara: Buku Panduan Guru (2022) - Pusat Kurikulum dan Perbukuan
3. The Teaching of Grammar (2015) - Universitas Terbuka
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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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Negeri Medan (2006 – sekarang).
2. Tutor (Literacy courses), School of Education, University of Wollongong (2017-2018)
3. Academic English Tutor for Foundation Studies, University of New South Wales (2022-sekarang)

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Education and Literacy – University of Wollongong (Lulus tahun 2022)
2. S2 – English Applied Linguistics – Universitas Negeri Medan (Lulus tahun 2005)
3. S1 – Pendidikan Bahasa Inggris – Universitas Negeri Medan (Lulus tahun 2000)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. TOEFL ITP® Preparation Course Book (2022) – FBS Unimed Press.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Perancangan Lingkungan Belajar Blended Virtual Learning Bahasa Inggris K13 Tingkat SMP Berbasis Sistem E-Commerce (2022)
2. Student Response to Teacher Written Corrective Feedback in Writing a Descriptive Text. (2022). *Bahas*, 33(4), 262-273.
3. Reading Exercise Questions in an English Textbook for Year X Senior High School Students Based on Bloom's Taxonomy. (2022). *Linguistica*, 11(3), 760-770.

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1. Universitas Pendidikan Indonesia, Bandung, Dosen Pendidikan Bahasa Inggris.

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1. Universitas Pendidikan Indonesia, Bandung, S1 Pendidikan Bahasa Inggris, 1996.
2. Universitas Pendidikan Indonesia, Bandung, S2 Pendidikan Bahasa Inggris, 2004.

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.
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Riwayat Pendidikan dan Tahun Belajar:

2. S2 – Linguistik Terapan – Universitas Negeri Yogyakarta (2010 - 2013)
3. S1 – Pendidikan Bahasa Inggris – Universitas Muhammadiyah Malang (2002 - 2007)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English for Nusantara untuk SMP/MTs Kelas VII, Pusat Perbukuan Kemdikbudristek, Jakarta, 2022
2. Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VII, Pusat Perbukuan Kemdikbudristek, Jakarta, 2022
3. Integrasi Teknologi Dalam Pembelajaran Daring Guru-Guru Di Indonesia, Nilacakra, Denpasar, 2022
4. Rangkaian Cerita Dari Ruang-Ruang Kelas Di Tanah Borneo Zukzer Express, Banjarbaru, 2019

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Fostering Students' 4Cs in Asynchronous Learning, The 12th Annual International Symposium of Foreign Language Learning – AISOFOLL, 2021, SEAMEO QITEP in Language, Jakarta (2021)

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru SMP Negeri 2 Cileunyi, Kabupaten Bandung (2001 s.d. sekarang)

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1. S2 – Teaching English to Speakers of Other Languages (TESOL) – Victoria University of Wellington, New Zealand (Lulus tahun 2019)
2. S2 – Pendidikan Bahasa Inggris – Universitas Pendidikan Indonesia (Lulus tahun 2015)
3. S1 – Pendidikan Bahasa Inggris – Institut Keguruan dan Ilmu Pendidikan, Bandung - Indonesia (Lulus tahun 1995)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Antologi Ayo Guru Berbagi Kemendikbudristek, Dirjen GTK, Direktorat Pendidikan Dasar, Jakarta, Indonesia, 2022
2. Modul Perangkat Pembelajaran Bahasa Inggris PPPPTK (P4) Bahasa - Kemendikbudristek, Jakarta, Indonesia, 2021
3. Modul Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19 untuk Jenjang SMP – Mata Pelajaran Bahasa Inggris Kelas IX Semester Genap – Direktorat Sekolah Menengah Pertama, Direktorat Jenderal Pendidikan Anak, Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Jakarta, Indonesia, 2020

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Learning for Empathy, Asia and Indonesia. Social Emotional Learning (SEL) In and Through Education: Arriving at Common Ground. United Nations Educational, Scientific and Cultural Organization & Mahatma Gandhi Institute of Education for Peace and Sustainable Development Paris, Perancis 2021

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3. 2015 – 2011 Ketua Prodi Pendidikan Bahasa Inggris FPBS UPI

Riwayat Pendidikan dan Tahun Belajar:

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2. S2 - Applied Linguistics – Macquarie University, Sydney (1992-1993)
3. S1 - Pendidikan Bahasa Inggris – IKIP Bandung (1980-1985)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. 2018 - Sahabatku Indonesia: memahami Indonesia melalui sastra, buku 6: Indonesia dalam sajak dan lirik lagu diterbitkan Badan Pembinaan dan Pengembangan Bahasa, Kementerian Pendidikan dan Kebudayaan, Jakarta.
2. 2018 – “Mempertemukan Hantu Barat dan Hantu Timur dalam Cerita Anak Indonesia Serial Ghost School days” dalam “Sastra Anak dan Budaya Kontemporer” diterbitkan oleh FIB UNPAD
3. 2011 – “Lupus, Remaja di Posisi Antara: Analisis Subjektivitas dan Agensi Remaja

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. 2022 - “Staying local in a global discourse: A study of comments on selected minifictions by a Sundanese woman writer in Fiksimini Basa Sunda Facebook group” dalam Indonesian Journal of Applied Linguistics
2. 2021 – “Doing feminist participatory action research for disrupting traditional gender discourses with Indonesian Muslim kindergarten teachers” dalam Sage Journals ditulis bersama V. Adriany, H. Yulidrasari

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2. Koordinator Program Studi Magister Linguistik Terapan – Pascasarjana, UNJ – 2019-2021
3. Koordinator Program Studi Magister Pendidikan Bahasa – Pascasarjana, UNJ – 2019-2020
4. Staf Pengembang Wakil Rektor Bidang Akademik – UNJ – 2017-2019
5. Dosen Luar Biasa Program Studi Magister Sastra dan Kajian Budaya, UNAIR – 2014-2022

Riwayat Pendidikan dan Tahun Belajar:

1. S3 – Media and Cultural Studies – Edith Cowan University (ECU), Perth, Western Australia – 2010-2013
2. Postgraduate Diploma in TESOL – RELC, Singapore – 2005-2006
3. S2 – Sastra Inggris – UI – 2001-2004
4. S1 – Sastra Inggris – UNPAD – 1994-1999

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. English in Business Discourse – 2015
2. Introduction to Poetry – 2018
3. Pengantar Kajian Prosa – 2019

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Branding Desa Wisata Edukasi Cisaat Berbasis Transmedia Story Telling – 2022
2. Optimalisasi Literasi Konversi Masyarakat Daerah Suaka Melalui Media Pembelajaran Dongeng Bilingual Berbasis Media Sosial – 2022
3. Dekonstruksi Wacana Eco-Citizenship Di Dalam Buku Cerita Bergambar Untuk Anak – 2022

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2. Ilustrator (Freelance) [2016 - sekarang]

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2. SMKN 4 Grafika Malang (2013)
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2. SMK Negeri 1 Batu, Jurusan Akomodasi Perhotelan (2014)
3. Universitas Negeri Malang, Jurusan Seni dan Desain (2017)

Buku yang Pernah dibuat ilustrasi/desain (10 Tahun Terakhir):

1. Toby and Rob Robot Mowing the Lawn, Riccardo Dell'Unto
Independently publisher, Switzerland (2022)
2. Lucy and Rob Robot Bake Cookies, Riccardo Dell'Unto
Independently publisher, Switzerland (2022)
3. I am Different, I am great, Melody Kiang, BookBaby, Canada (2022)

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Riwayat Pendidikan dan Tahun Belajar:

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Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Process System Engineer, Infineon Technologies Batam (2022 s.d. sekarang.)
2. Children's Book Designer, (2020-2021.)

Riwayat Pendidikan dan Tahun Belajar:

1. S1 - Electrical Engineering, University of Malaya, 2017-2021

Buku yang Pernah dibuat ilustrasi/desain (10 Tahun Terakhir):

1. English for Nusantara (2022)
2. Bahasa Indonesia untuk SD Kelas 2, 4, dan 6. Pusat Kurikulum dan Perbukuan (2021)
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, Jogi!, Yayasan Litara, 2020
7. Bermain Apa di Taman?, Yayasan Litara, 2020
8. Kika dan Kura, Yayasan Litara, 2020
9. Selamat Tidur, Titan, PT Banesse Indonesia, 2020
10. Teman Bermain Loli, Yayasan Litara, 2020
11. Duo Penguin, Yayasan Litara, 2020
12. Elga Cemas, Yayasan Litara, 2020
13. Sabar, Pak Kuda Laut!, Yayasan Litara, 2020
14. Peliharaan Istimewa, Yayasan Litara, 2020
15. Aku Suka Bunyi, Yayasan Litara, 2020
16. Itulah Teman Kosi, Yayasan Litara, 2020
17. Museum Marina, Yayasan Litara, 2020
18. Bermain Rima, Yayasan Litara, 2020
19. Kere dan Sepeda Tua, Yayasan Litara, 2020
20. Tamu Kecil Pohon Dadap, Yayasan Litara, 2020



Audio



Worksheet

