

# BAHASA INGGRIS SD



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## Kata Pengantar

Puji syukur kehadirat Allah SWT atas rahmat dan karunia-Nya sehingga modul **Bahasa Inggris SD** ini dapat disusun dengan baik. Modul ini dikembangkan sebagai bahan ajar pada Program Studi Pendidikan Guru Sekolah Dasar (PGSD) untuk membantu mahasiswa memiliki kompetensi dasar bahasa Inggris yang kuat dan aplikatif dalam konteks pembelajaran di sekolah dasar.

Modul ini secara khusus menekankan pada pemahaman tata bahasa (*grammar*) dan struktur kalimat sederhana yang umum digunakan dalam pembelajaran di sekolah dasar. Penguasaan struktur kalimat Bahasa Inggris yang tepat menjadi fondasi penting bagi calon guru dalam menyampaikan materi secara jelas, benar, dan komunikatif. Selain itu, modul ini turut mengembangkan kosakata tematik yang relevan dengan materi pelajaran SD, seperti topik tentang diri sendiri, sekolah, lingkungan, sosial, sastra anak, dan kehidupan sehari-hari yang diintegrasikan dengan keterampilan berbicara (*speaking*), membaca (*reading*), dan menulis (*writing*). Mahasiswa tidak hanya diajak memahami konsep kebahasaan secara teoretis, tetapi juga dilatih melalui berbagai latihan terstruktur dan kegiatan praktik yang mendukung kelancaran dan kepercayaan diri dalam menggunakan bahasa Inggris. Penyajian materi dalam modul ini disusun secara sistematis dan bertahap, dimulai dari konsep dasar tata cara pengucapan (*pronunciation*) hingga penerapan tata Bahasa dan struktur kalimat dalam konteks pembelajaran sekolah dasar. Dengan demikian, mahasiswa diharapkan mampu membangun pemahaman yang kokoh serta mengaplikasikan kemampuan bahasa Inggrisnya dalam kegiatan akademik maupun praktik mengajar di sekolah dasar.

Penulis menyadari bahwa modul ini masih memerlukan penyempurnaan. Oleh karena itu, kritik dan saran yang konstruktif sangat diharapkan demi pengembangan modul di masa mendatang. Semoga modul ini dapat memberikan manfaat dalam meningkatkan kompetensi bahasa Inggris mahasiswa PGSD serta mendukung terciptanya pembelajaran yang efektif dan berkualitas di sekolah dasar.

Penulis,

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# Lesson 1

## It's Nice to See You

### VOCABULARY BUILDING

#### Task 1

Find out the meaning of the following words.

interstellar	:	dust	:
collapsed	:	liquid	:
swirling	:	moist	:
surface	:	celestial	:
immense	:	remnants	:
outermost	:	debris	:

#### Task 2

Read the following text. Then, find the main idea of each paragraph.

#### The Solar System

Our solar system is one of over 500 known solar systems in the entire Milky Way galaxy. The solar system came into being about 4.5 billion years ago when a cloud of interstellar gas and dust collapsed, resulting in a solar nebula, a swirling disc of material that collided to form the solar system.

The solar system is located in the Milky Way's Orion star cluster. Only 15% of stars in the galaxy host planetary systems, and one of those stars is our own sun.

Revolving around the sun are eight planets. The planets are divided into two categories based on their composition, terrestrial and Jovian. Terrestrial planets, including Mercury, Venus, Earth, and Mars are primarily made of rocky material. Their surfaces are solid. They don't have ring systems. They have very few or no moons, and they are relatively small.

The smallest and closest to the sun is Mercury, which has the shortest orbit in the solar system at about three Earth months. Venus is the hottest planet with temperatures of up to 867 degrees Fahrenheit, due to an atmosphere of carbon dioxide and extensive lava flows. Next to this world of fire is a world of water, Earth. The water systems on this planet help create the only known environment in the universe capable of sustaining life. The last of the terrestrial planets, Mars, might have also supported life about 3.7 billion years ago when the planet had a watery surface and moist atmosphere.

Beyond the four terrestrial planets of the inner solar system lie the Jovian planets of the outer solar system. The Jovian planets include gas giants, Jupiter and Saturn, and ice giants, Uranus and Neptune. The gas giants are predominantly made of helium and hydrogen, and the ice giants

also contain rock, ice and a liquid mixture of water, methane, and ammonia. All four Jovian planets have multiple moons, sport ring systems, have no solid surface and are immense.

The largest Jovian is also the largest planet in the solar system, Jupiter. Nearby is Saturn, the solar system's second largest planet. Its signature rings are wide enough to fit between Earth and the moon, but are barely a kilometer thick. Past Saturn are the ice giants, Uranus and Neptune. The slightly bigger of these ice giants, Uranus, is famous for rotating on its side. Next to Uranus is Neptune, the outermost planet in the solar system, and also one of the coldest.

Orbiting the terrestrial planets is the asteroid belt, a flat disc of rocky objects full of remnants from the solar system's formation from microscopic dust particles to the largest known object, the dwarf planet Ceres.

Another disc of space debris lies much further out and orbits the Jovian planets, the icy Kuiper belt. Apart from asteroids, the Kuiper belt is also home to dwarf planets such as Pluto and is the birthplace of many comets. Beyond the Kuiper belt is the Oort Cloud, a vast spherical collection of icy debris. It is considered the edge of the solar system since that is where the gravitational and physical influences of the sun end. Our solar system's particular configuration of planets and other celestial objects all revolving around a life-giving star make it a special place to call home.

**\*Watch this video to practice your pronunciation and listening skill.**

<https://www.youtube.com/watch?v=libKVRa01L8&t=178s>

Paragraph	Main Idea
1	
2	
3	
4	
5	
6	
7	
8	

## LINGUISTIC ELEMENTS FOCUS

### Pronouncing English Sounds

Pronunciation can be represented visually through symbols or written text. Writing is a crucial example of human culture because it can convey a wide variety of ideas, concepts, and sounds. By reading these written symbols, we will eventually be able to produce pronunciations like native English speakers.

Most languages, including English and Indonesian, use alphabetic writing to represent sounds. To convey sounds with clear and consistent pronunciation, language learners need to understand phonetic writing. In English, phonetic writing displays consistent pronunciations and can be used as a guide for pronunciation skills. Therefore, as English learners, we should know and familiarize ourselves with phonetic symbols. If we don't know how to pronounce a word, we can look it up in a dictionary.

To practice pronunciation skills and improve our understanding of phonetic symbols, we can do a number of exercises. These include reading texts or vocabulary words consisting of phonetic symbols and writing various words or sentences into phonetic symbols. We can also ask a friend to dictate vocabulary words and then write them into phonetic symbols.

The following is a list of phonetic symbols for English pronunciation sounds and key words as examples of their application, which will make it easier to remember how to pronounce them. These symbols are adapted from the International Phonetic Alphabet, which is widely used worldwide. The sounds are written in bold and italics in the example vocabulary.

#### Kinds of English Sound:

1. Consonant Sounds
2. Vowel Sounds
3. Diphthong Sounds

## 1. Consonant Sounds

Symbols	Keywords	Phonetic Writing
/p/	<i>part</i>	/pa:t/
/b/	<i>bed</i>	/bɛd/
/t/	<i>tell</i>	/tɛl/
/d/	<i>dark</i>	/da:k/
/k/	<i>cat</i>	/kæt/
/g/	<i>gap</i>	/gæp/
/f/	<i>ferry</i>	/fɛrɪ/
/v/	<i>very</i>	/vɛrɪ/
/θ/	<i>thigh</i>	/θaɪ/
/ð/	<i>the</i>	/ðə/
/s/	<i>sea</i>	/si:/
/z/	<i>zoo</i>	/zu:/
/ʃ/	<i>shoe</i>	/ʃu:/
/ʒ/	<i>roug</i>	/ru:ʒ/
/h/	<i>e</i>	/hɛd/
/tʃ/	<i>head</i>	/tʃɛɪn/
/dʒ/	<i>chain</i>	/dʒɛɪn/
/m/	<i>jane</i>	/mæɪn/
/n/	<i>man</i>	/nɛɪm/
/ŋ/	<i>name</i>	/sɪŋ/
/l/	<i>sing</i>	/læp/
/r/	<i>lap</i>	/rɛd/
/w/	<i>red</i>	/wɛt/
/y/	<i>wet</i>	/yɛs/
	<i>yes</i>	

## 2. Vowel Sounds

Symbols	Keywords	Phonetic Writing
/ i /	<i>see</i>	/ si: /
/ ɪ /	<i>sit</i>	/ sɪt /
/ ɛ /	<i>set</i>	/ sɛt /
/ æ /	<i>sat</i>	/ sæt /
/ ə /	<i>ahead</i>	/ əhɛd /
/ ə: /	<i>bird</i>	/ bə: d /
/ a: /	<i>father</i>	/ fa: ðə /
/ ʌ /	<i>love</i>	/ lʌv /
/ ɔ /	<i>hot</i>	/ hɔt /
/ ɔ: /	<i>naughty</i>	/ no: tɪ /
/ U /	<i>pull food</i>	/ pʊl /
/ u: /		/ fu: d /

## 3. Diphthongs

Symbols	Keywords	Phonetic Writing
/ eɪ /	<i>day</i>	/ deɪ /
/ oʊ /	<i>so</i>	/ soʊ /
/ aɪ /	<i>high</i>	/ haɪ /
/ aʊ /	<i>cow</i>	/ kaʊ /
/ ɔɪ /	<i>boy</i>	/ bɔɪ /
/ ɪə /	<i>here</i>	/ hɪə /
/ ɛə /	<i>there</i>	/ ðɛə /
/ ʊə /	<i>your</i>	/ yʊə /
/ eɪ /	<i>yours</i>	/ jɛə /

### Task 3

Transcribe the following standard words of English into their phonetic symbols.

1. Mars is called as a red planet.

?

2. This planet is found as the most similar planet to the Earth.

?

3. A day in Mars equals to twenty five hours on Earth.

?

4. Mars has a pole layered by ice.

?

5. Mars' air temperature is colder than Earth. It is about minus 53 Celsius degree

?

6. This condition is caused by Mars position which is further from the Sun.

?

7. Mars also has thinner atmosphere layers than the Earth.

?

### Task 4

Transcribe the following phonetic symbols into their standard words of English.

1. evrɪ plænɪt ɪn səʊlər sɪstəm ɪz leɪd ɒn ɪts ɪllz sə:rkjələr ɪn kɔ:ld ɔ:rbɪt

?

2. ðə ə:rθ rəʊtelɪŋ kɔ:zɪs deɪ ænd nʌt

?

3. ðəʊz eɪt plænɪts gəʊ əɾlʊnd ðə sʌn æz ðə sæntər

?

4. sə:rflɪs tempɾətʃər əv ðə sʌn ɪz əɾlʊnd flɪv θʌʊznd ænd eɪt hʌndrəd selsiəs dɪgrɪz.

?

5. ðə sʌn bɪlɔ:ŋs tʊ ə ml:dɪəm sʌɪzd stʌ:r

?

## Short tongue twisters

Let's warm up your speech muscles with some short and fairly easy tongue twisters for beginners.

1. She sees cheese.
2. Six sticky skeletons.
3. Truly rural.
4. Which witch is witch?
5. Willy's real rear wheel.
6. Send toast to ten tense stout saints' ten tall tents.
7. Six sleek swans swam swiftly southwards.
8. Scissors sizzle, thistles sizzle.
9. A happy hippo hopped and hiccupped.
10. English can be understood through tough thorough thought, though.
11. Cooks cook cupcakes quickly.
12. Really leery, rarely Larry.
13. Twelve twins twirled twelve twigs.
14. A snake sneaks to seek a snack.
15. I like New York, unique New York, I like unique New York.
16. How can a clam cram in a clean cream can?
17. An ape hates grape cakes.
18. I saw a kitten eating chicken in the kitchen.
19. She sells seashells by the seashore.
20. Nine nice night nurses nursing nicely.

Challenge your friends.

Read the following tongue twisters.

1. Peter Piper picked a peck of pickled peppers;  
A peck of pickled peppers Peter Piper picked; If  
Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked.
2. How much wood would a woodchuck chuck if  
a woodchuck could chuck wood?  
He would chuck, he would, as much as he could,  
and chuck as much wood as a woodchuck would  
if a woodchuck could chuck wood.
3. She sells seashells on the seashore.  
The shells she sells are seashells, I'm sure. And  
if she sells seashells on the seashore, Then  
I'm sure she sells seashore shells.
4. Birdie birdie in the sky laid a turdie in my eye. If  
cows could fly I'd have a cow pie in my eye.
5. Yellow butter, purple jelly, red jam, black bread.  
Spread it thick, say it quick!  
Yellow butter, purple jelly, red jam, black bread.  
Spread it thicker, say it quicker!  
Yellow butter, purple jelly, red jam, black bread. Don't  
eat with your mouth full!
6. I slit the sheet, the sheet I slit, and on the slitted sheet I sit.
7. Luke Luck likes lakes. Luke's  
duck likes lakes. Luke Luck  
licks lakes. Luck's duck licks  
lakes.  
Duck takes licks in lakes Luke Luck likes.  
Luke Luck takes licks in lakes duck likes.

## The other tongue twister to practice.

Fox Socks Box Knox Knox

in box. Fox in socks.

Knox on fox in socks in box.

Socks on Knox and Knox in box. Fox in socks on box on Knox.

Chicks with bricks come. Chicks with blocks come. Chicks with bricks and blocks and clocks come.

Look, sir. Look, sir. Mr. Knox, sir. Let's do tricks with bricks and blocks, sir. Let's do tricks with chicks and clocks, sir.

First, I'll make a quick trick brick stack. Then I'll make a quick trick block stack. You can make a quick trick chick stack. You can make a quick trick clock stack.

And here's a new trick, Mr. Knox . . . Socks on chicks and chicks on fox. Fox on clocks on bricks and blocks. Bricks and blocks on Knox on box.

Now we come to ticks and tocks, sir. Try to say this Mr. Knox, sir. . . .

Clocks on fox tick. Clocks on fox tock. Six sick bricks tick. Six sick chicks tock.

Please, sir. I don't like this trick, sir. My tongue isn't quick or slick, sir. I get all those ticks and clocks, sir, mixed up with the chicks and tocks, sir. I can't do it, Mr. Fox, sir.

I'm so sorry, Mr. Knox, sir.

Here's an easy game to play. Here's an easy thing to say. . . . New

socks. Two socks. Whose socks? Sue's socks.

Who sews whose socks? Sue sews Sue's socks. Who sees who sew whose new socks, sir? You see Sue sew Sue's new socks, sir. That's not easy, Mr. Fox, sir.

Who comes? . . . Crow comes. Slow Joe Crow comes.

Who sews crow's clothes? Sue sews crow's clothes. Slow Joe Crow sews whose clothes? Sue's clothes.

Sue sews socks of fox in socks now. Slow

Joe Crow sews Knox in box now.

Sue sews rose on Slow Joe Crow's clothes. Fox sews hose on Slow Joe Crow's noes. Hose goes. Rose grows. Nose hose goes some. Crow's rose grows some.

Mr. Fox! I hate this game, sir. This game makes my tongue quite lame, sir.

Mr. Knox, sir, what a shame, sir.

We'll find something new to do now. Here is lots of new blue goo now. New goo. Blue goo. Gooney. Gooney. Blue goo. New goo. Gluey. Gluey.

Gooney goo for chewy chewing! That's what that Goo-Goose is doing. Do you choose to chew goo, too, sir? If, sir, you, sir, choose to chew, sir, with the Goo-Goose, chew, sir. Do, sir.

Mr. Fox, sir, I won't do it. I can't say it. I won't chew it.

Very well, sir. Step this way. We'll find another game to play.

Bim comes. Ben comes. Bim brings Ben broom. Ben brings Bim broom.

Ben bends Bim's broom. Bim bends Ben's broom. Bim's bends. Ben's bends. Ben's bent broom breaks. Bim's bent broom breaks.

Ben's band. Bim's band. Big bands. Pig bands.

Bim and Ben lead bands with brooms. Ben's band bangs and Bim's band booms.

Pig band! Boom band! Big band! Broom band! My poor mouth can't say that. No, sir. My poor mouth is much too slow, sir.

Well, then . . . bring your mouth this way. I'll find it something it can say.

Luke Luck likes lakes. Luke's duck likes lakes. Luke Luck licks lakes. Luck's duck licks lakes.

Duck takes licks in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes. I

can't blab such blibber blubber! My tongue isn't made out of rubber.

Mr. Knox. Now come now. Come now. You don't have to be some dumb now. . . .

Try to say this, Mr. Knox, please. .... Through three cheese trees three free fleas flew.  
While these fleas flew, freezy breeze blew. Freezy breeze mad these three trees freeze.  
Freezy trees made these trees' cheese freeze. That's what made these three free fleas  
sneeze.

Stop it! Stop it! That's enough, sir. I can't say such silly stuff, sir.

Very well, then, Mr. Knox, sir. Let's have a little talk about tweetle beetles. . . .

What do you know about tweetle beetles? Well.....When tweetle beetles fight, it's called  
a tweetle beetle battle.

And when they battle in a puddle, it's a tweetle beetle puddle battle. AND when tweetle  
beetles battle with paddles in a puddle, they call it a tweetle beetle puddle paddle battle.  
AND . . .

When beetles battle beetles in a puddle paddle battle and the beetle battle puddle is a  
puddle in a bottle . . .

. . . they call this a tweetle beetle bottle puddle paddle battle muddle. AND . . .

When beetles fight these battles in a bottle with their paddles and the bottle's on a  
poodle and the poodle's eating noodles . . .

. . . they call this a muddle puddle tweetle poodle beetle noodle bottle paddle battle. AND  
. . .

Now wait a minute, Mr. Socks fox!

When a fox is in the bottle where the tweetle beetles battle with their paddles in a puddle  
on a noodle-eating poodle, THIS is what they call . . .

. . . a tweetle beetle noodle poodle bottles paddled muddled duddled fuddled wuddled fox  
in socks, sir!

Fox in socks, our game is done, sir. Thank you for a lot of fun, sir.

## LET'S SPEAK UP

### A. Greetings

Greetings mean *sapaan* or *salam*. Greetings have several functions as followed.

1. Establishing contact with others;
2. Showing our presence to others;
3. Representing hospitality.

When it comes to greetings, there are formal and informal greetings. Formal greetings are used when meeting people we need to respect, such as teachers, parents, and new friends. Informal greetings are used when greeting people that we already know.

Here are some examples of greetings that we can practice:

Greetings	Responses
<i>Good morning/ afternoon/ evening.</i>	<i>Fine, thank you.</i>
<i>Hello, ....</i>	<i>Fine, thanks. And you? I'm</i>
<i>Hi, ....</i>	<i>very well. Thank you. I'm</i>
<i>How are you?</i>	<i>great. Thanks.</i>
<i>How have you been?</i>	<i>Not too bad, thanks.</i>
<i>How are you doing?</i>	<i>Just fine, thank you.</i>
<i>How you doing?</i>	<i>Very well. And you?</i>
<i>How are things?</i>	<i>She's fine.</i>
<i>How is your life?</i>	<i>She is all right.</i>
<i>Long time no see</i>	<i>They are fine.</i>
<i>I'm glad/ happy/ pleased to see you.</i>	<i>Not bad/ So so</i>
<i>Nice to see you again.</i>	<i>Great/ Awesome/ Perfect</i>
<i>What a pleasant surprise!</i>	<i>Wonderful</i>
<i>What's happening?</i>	<i>Nice/ Fine/ Good</i>
<i>What's new?</i>	<i>Not so good.</i>
<i>How is your mother?</i>	<i>Not good</i>
<i>What about your parents?</i>	<i>So bad</i>
<i>How are they?</i>	<i>Terrible/horrible</i>

## B. Introductions

### 1. Introducing Self

1.	Greetings	<i>Good morning Hallo Hi</i>
2.	Addresses	<i>The honorable Mr. /Mrs. /Miss / Ms .... . Ladies and gentleman,... Everybody/everyone,... Distinguished guests Dear brother and sisters Guys</i>
3.	Opening	<i>Can/ May I introduce myself? My name is Peter . Let me introduce myself. My name is .... . I'd like to introduce myself . I'm .... . Allow me to introduce myself... Let me introduce myself... I don't think we've met. I'm ... .</i>
4	Name	<i>My complete name is .... My call name is .... You can call me.... My friends usually call me....</i>
5.	Origin	<i>I come from .... I am from ....</i>
6.	Place and Date of Birth	<i>I was born in (name of month) I was born in (name of place) I was born on ( name of the day)</i>
7.	Address	<i>I live in .... (name of the city/place) I live at .... (street– number) My house is in /at .... . I live with .... .</i>
8.	Marital Status	<i>I am Single man/woman I am married man/woman</i>
9.	Educational Status	<i>I study .... I study at ... majoring .... My latest education is.... I was graduated from...</i>

10.	Nationality	<i>I am Indonesian. I am Japanese.</i>	<i>I am Javanese. I am English.</i>
11.	Occupation/profession	<i>I am a teacher. I teach at .... I work at ....</i>	
12.	Hobby	<i>My hobby is .... My hobbies are ....</i>	
13.	Interest	<i>I'm interested in ....</i>	
14.	Telephone Number	<i>My phone number is 0274 / 0856 7734 5550</i>	
15.	Religion	<i>I'm Moslem/ Christian/ Buddhist/ ....</i>	
16.	Spouse's Name	<i>My wife/ husband's name is ....</i>	
17.	Children's Name	<i>My son/ daughter's name is ....</i>	
18.	Pre-closing	<i>It's glad to see you. It's nice to see you. I'm happy to meet you. I'm pleased to meet you.</i>	
19.	Closing	<i>See you. Bye. Thank you.</i>	

## 2. Introducing Others/ Someone Else

*I'd like to introduce Hans Anderson.  
Can/ May I introduce a good friend of mine? This is .... .  
Have you met .... ?  
I'd like you to meet .... .  
I want you to meet .... .  
This is Johnson, my classmate.  
This is my wife, Mary.  
Billy, this is Hans, my friend.*

### Pay attention to the following examples.

- Mary : Sam, I want you to meet my new classmate. This is Anna.  
 Sam : How do you do?  
 Anna : How do you do?  
 Sam : I'm happy to meet you, Anna.  
 Anna : Thank you. The same to you.  
 Sam : What is your last name, Anna?  
 Anna : Smith. Anna Smith.  
 Sam : Where are you from?  
 Anna : I'm from England.

2. Ujang : Hi, Jihan. This is Sofi, my classmate.  
 Jihan : Hello. I'm glad to see you.  
 Sofi : Thank you. The same to you.  
 Jihan : Where are you from?  
 Sofi : I'm from East Java. I'm Javanese.  
 Jihan : Are your parents from East Java, too?  
 Sofi : My mother is from East Java, but my father is from West Java. He is Sundanese. Where are you from?  
 Jihan : I'm from Yogyakarta.

### Addressing Systems

Address Forms	Function
Dr. Snow Professor Macalister Mr. Steve Miss. Dowson Mrs. Smith Ms. White	Title + Name Used in formal situation Mr.: a man Miss: a single woman Mrs. : a married woman Ms. : a single / married woman
Patricia Joseph Richard	Some people want their first full name used in all situation.
Anderson Pearson  John Joe Dave Kate	Last name only. Used in sport / military / some offices. Used by superior to a subordinate or among equals. Short first name Not all names have a short form

### 3. Making Contact

<i>Excuse me, are you ... ? Hello, you must be .... You are ..., aren't you? Have we met?</i>	<i>Yes, that's right. Sorry. I'm not .... I'm ....</i>
---	--

#### 4. Asking for Information Related to Introduction

Name	<i>What is your name, please? ☐ My name is.... May I have your name, please? ☐ Sure. My name is ....</i>
Birthplace	<i>What is your birthplace? ☐ I was born in Yogyakarta. Where were you born? ☐ I was born in Semarang.</i>
Birthday/ Age	<i>What is your birthday? ☐ mention your, month, date year When were you born? ☐ mention your date, month, year How old are you? ☐ mention your age e.g.: I'm 19 year old</i>
Address	<i>Where do you live? ☐ I live in.... / I live at .... What's your address? ☐ I live in.... / I live at ....</i>
Origin	<i>Where are you from? ☐ I am from Yogyakarta. Where do you come from? ☐ I come from Yogyakarta</i>
Phone Number	<i>What's your phone number? ☐ My number is .... May I have your phone number, please? ☐ Sure. It is ....</i>
Family	<i>What's your family name? You are from Ambon, aren't you?</i>

#### C. Leave-Taking

Pre-closing	Responses
- <i>Well, I'm afraid I have to be going. (I've got to get up early tomorrow.)</i>	<i>Thank you for coming</i>
- <i>It's been a pleasure.</i>	<i>Yes, I've enjoyed it.</i>
- <i>Thank you for the advice.</i>	<i>My pleasure.</i>
- <i>Thanks for everything.</i>	
- <i>Thank you for (all) your help.</i>	<i>It's good to see you.</i>
- <i>I really must go now.</i>	<i>Maybe we can talk again.</i>
- <i>It was nice to see you.</i>	
- <i>Well, it's getting late.</i>	<i>Nice to see you.</i>
- <i>I know you're busy ....</i>	<i>It was fun.</i>
- <i>Nice to see you again.</i>	<i>Sounds good.</i>
- <i>Thanks for coming.</i>	<i>Same here.</i>
- <i>Maybe we could get together sometime.</i>	<i>O.K see you.</i>
- <i>Great seeing you.</i>	<i>See you again.</i>
- <i>I've really got to go.</i>	
- <i>Got to go now.</i>	
- <i>I (really) must be going.</i>	
- <i>I must be off .</i>	
- <i>I'll miss my train.</i>	
- <i>They're calling my flight.</i>	
- <i>I've got some things to prepare for ... .</i>	
- <i>I've got a lot to do this afternoon.</i>	
- <i>I want to get away before the traffic gets too bad.</i>	
- <i>I've enjoyed talking to you.</i>	
- <i>It's been (most) interesting talking to you.</i>	
- <i>It's been a very useful meeting/ nice afternoon.</i>	

Closing	Responses
<i>Until the next time.</i> <i>Good night, Bill.</i> <i>Good bye Harry.</i> <i>Have a nice (day/ weekend/ holiday, etc)</i> <i>Talk to you later.</i> <i>See you later.</i>	<i>Good bye.</i> <i>Good night, Tom.</i> <i>Good bye Ann.</i> <i>You, too.</i> <i>Bye.</i> <i>See you. Take care.</i>

### Exercise 1

Complete the following dialogs by using suitable expressions.

- Peter : Good afternoon Mr. Brown.  
 Mr. Brown : Good afternoon Peter. \_\_\_\_\_  
 Peter? Peter : I'm fine. Thank you.  
 Mr. Brown : What about John? Where is John?  
 Peter : He is in the hospital. He had a car crash yesterday and he broke his arm.
- Michelle : Hi! Tom. \_\_\_\_\_?  
 Tom : Fine. I've just received an excellent grade on my final exam.  
 Michelle : Congratulations. What are you going to do?  
 Tom : I'm preparing for my major paper. \_\_\_\_\_, Michelle?  
 Michelle : I still have another two courses to finish this year.  
 Tom : Good. What about your parents?  
 Michelle : They are all right. We live in a new house.
- Hasan : Good morning. \_\_\_\_\_.  
 I'm a teacher at Harapan Bangsa  
 Primary School.  
 Norma : I'm Norma. I'm \_\_\_\_\_, too.  
 Hasan : Who is the school principle?  
 Norma : Mr. Prapto.  
 Hasan : Thank you. Norma.

### Exercise 2

Make an introduction of yourself.

## Lesson 2

### Cultural Heritages of Indonesia

#### Task 1

Look at the following pictures and match each picture with the correct name which is in the box. Then, answer the questions.



**Tedak Siten**

**Peresean**

**Fahombo**

**Rambu Solo'**

**Metatah**

#### Questions

1. What do you think about the pictures above?
2. Where are those traditions from?
3. In your opinion, which tradition is the most interesting?

## Task 2

Read the following text. Then, answer its questions.

### Unique Traditions and Rituals You Can Find in Indonesia

It is widely known around the world that Indonesia is filled with abundance of traditions rooted from cultural heritages. Some traditions have uniqueness that is not only a feast for the eyes, but also symbolizes the identity, local wisdom, and philosophy of certain ethnic communities. Here are five unique traditions and rituals you can find when you are visiting Indonesia.

#### 1. Fahombo

Well-known as “stone hopping” or “lompat batu”, Fahombo is a traditional sport and local wisdom from Nias. It was originally a rite of passage for Nias boys into maturity before it became a unique tourist attraction and famous worldwide. In this ritual, a local Nias boy must jump over the arrangement of a 2-meter high stone structure.

Since childhood, boys in South Nias are used to do jumping exercises for the topography of Nias is filled with rocky and mountainous areas. Therefore, when they become adults, they must pass the trial of Fahombo to be claimed as worthy of joining the battlefield. If you’re interested in seeing firsthand the attraction of Fahombo, you can immediately visit the village of Bawömataluo in South Nias. The village is established on a flat-topped hill and considered one of the best-preserved villages built in traditional style.

#### 2. Tedak Siten

Tedak Siten is an ancestral heritage local wisdom culture of Javanese for babies aged around seven to eight months old. It is also known as the ritual of “descending to the ground”, as the name itself derives from the Javanese word. *Tedak* means descent and *siten* means ground.

The ceremony is usually carried out as a series of events that is aimed for infants to grow into children. It begins in the morning with a presentation of traditional foods in the form of ‘*jadah*’ or ‘*tetel*’ with seven different color variations. These ‘*jadah*’ or ‘*tetel*’ are made from sticky rice mixed with grated young coconut and pounded. These ‘*tetel*’ or ‘*jadah*’ are then colored with red, white, black, yellow, blue, orange, and purple.

The ‘*jadah*’ or ‘*tetel*’ symbolizes the life of children, while the colors describe the journey that the baby must take. The presentation of the colors is started from black to white. It represents the parents’ hope that whatever difficulties the baby has to face in the future, there will always be a way to overcome them.

Next, there will be a stair-climbing ritual. In this ritual, it is provided stairs made of sugar cane and decorated with colorful papers. Stair-climbing ritual symbolizes the parents’ expectations to the baby becoming a responsible and tough characters as Arjuna, a figure of Mahabharata

After climbing stairs, the baby will be put in a chicken cage which has been decorated with colorful papers. In the chicken cage it is provided various stuffs such as stationery, books, mirrors, and others. Then, the baby must choose one of them. The selected item is believed as a symbol of the baby's future hobby and profession.

The last procession of Tedak Siten is bathing the baby in the flowered water. This procession symbolizes hope to the baby. The hope of the baby will always be healthy, have a worthy life, prosperous, and kind to other people.

### **3. Metatah**

The religious ritual of *Metatah* or teeth-cutting is one of the rituals that must be done by a Balinese Hindu child as a rite of passage. Metatah participants will have their teeth cut up to approximately 2 millimeters, not as scary as the name suggests. The teeth that have been cut will then be placed on a yellowish brown cloth. It will be prayed along with a plate of offerings.

After having their teeth trimmed, the participants will be asked to taste six flavors from bitter, sour, spicy, astringent, salty, and sweet. Every taste has their own meaning. The bitter and sour flavors symbolize toughness in facing hardship. Spicy flavor symbolizes patience in experiencing anger. Astringent flavor symbolizes faithful obedience to norms and custom. Salty flavor symbolizes wisdom, while sweetness symbolizes happiness.

It looks simple, but the Metatah tradition is a local wisdom that actually requires a significantly large amount of funds. As a result, many people defer the traditional process of teeth cutting. However, Balinese have overcome this problem by conducting *metatah masal* or large-scale teeth-cutting ceremonies.

### **4. Peresean, West Nusa Tenggara**

In the era of the Mataram Kingdom, the youth of Sasak tribe in Lombok, West Nusa Tenggara must participate in the Peresean ritual as requirement becoming a soldier. Peresean or Perisean is a battle between two men armed with a rattan stick (*penjalin*) and a shield made of thick and hard buffalo skin (*ende*). Then, in the 13th century, Peresean is more believed as a traditional rainmaking ritual. Therefore, it is usually conducted in the seventh month of the Sasak tribe calendar. Over time, this tradition has become a spectacle that eventually attracted worldwide attention to Lombok. The Lombok government also realized the charm of the Peresean tradition as a local wisdom. Now, you can witness Peresean in the Bau Nyale Festival held annually in Lombok.

## 5. Rambu Solo'

Rambu Solo' is a local wisdom in a form of custom funeral ceremony from Toraja tradition in South Sulawesi. It requires the family of the deceased to hold a farewell ritual as a tribute for the deceased. The ceremony must be made festive. The family must provide pigs and buffaloes to be slaughtered and distributed to the surrounding residents.

Ma'badong Dance should also be performed in the Rambu Solo' ceremony. This traditional dance from Toraja can only be seen in this death commemoration. The dance is performed by having the dancers make a large circle, holding hand in hand while singing the song. The movement has a philosophy of communal and supportive living within the community.

The ceremony of Rambu Solo' is an important ritual that requires a lot of time and money. Therefore, this ceremony is often held several months to many years after someone died. According to the philosophy of this tradition, the wealth of the deceased must be returned to the public in social form thus the family left by the deceased will not be dependent on inheritance.

### Questions

1. What was Fahombo mean?
2. What should a boy do in Fahombo rite?
3. Where can we witness Fahombo rite?
4. What do *tedak* and *siten* mean?
5. What is the purpose of *tedak siten* ceremony?
6. How many steps are in *tedak siten* ceremony?
7. What is the meaning of the *tetel's* colors?
8. What is the last step of *tedak siten* ceremony?
9. What does Metatah mean?
10. What are the meanings of six flavors in Metatah ritual?
11. Why did teenagers of Balinese Hindu postpone their Metatah ritual? What is the impact of it?
12. What is Peresean ritual?
13. When can we see Peresean?
14. What should a family do in Rambu Solo' ceremony?
15. What is value represented in Rambu Solo' ceremony?

## Linguistic Elements Focus

### 1. Nouns

Noun means *kata benda*. Noun is the name of things. Everything has its name.

Noun is functioned to call a thing as examples *table, volcano, air, Yogyakarta*, etc.

Based on the number, nouns are divided into singular and plural nouns.

- a. **Singular Nouns:** It represents one person, place, or thing.
- b. **Plural Nouns:** It indicates two or more persons, places, or things. The characteristics of plural nouns are as the following.

- 1) The use of *-s* suffix.

e.g.: *one apple → two apples; one book → three books*

- 2) The use of *-s* suffix.

e.g.: *one tomato → five tomatoes; one strawberry → ten strawberries*

- 3) Irregular plural

Examples:

*man → men*

*woman → women*

*goose → geese*

*mouse → mice*

*leaf → leaves*

*chick → chickens*

*sheep → sheep*

*ox → oxen*

*fish → fish*

*child → children*

*foot → feet*

- c. **Countable Noun:** nouns whose quantity can be counted per unit.

e.g.: *student, teacher, candy, apple, chair, girl, house*, dll.

- d. **Uncountable Noun:** nouns whose quantity cannot be counted per unit.

e.g.: *oil, rice, chocolate, water, ink, milk, hair, salt, sugar, sand, ice, fruit, beef, spaghetti, butter, jam, beer, wine, tea, coffee, lemonade, honey, coal, petrol, gas*, dll.

Based on the examples above, we can't say one oil, two oil, three rice, four chocolate. However, those uncountable nouns can be changed into countable nouns by adding *quantifier* as follows.

**A kilo of** flour

**A bottle of** oil

**A plate of** rice

**A bar of** chocolate/ soap

**A slice of** cheese cake

**two glasses of** lemonade

**four packs of** strawberries

**ten bowls of** chicken soup

etc

## 2. Adjectives

Adjective is a part of speech that describes, modifies, or gives more information about a noun or pronoun, such as its size, shape, color, or quality.

e.g.: beautiful, easy, good, high, big, clean, smart, rich, etc.

**beautiful** girl    **easy** job    **high** technology    **smart** boy    **clean** house

### Task 3

Identify nouns and adjectives of the text entitled *Unique Traditions and Rituals You Can Find in Indonesia*. Put your answer into the following table.

Ceremonies/Rituals	Nouns	Adjectives
1. Fahombo		
2. Tedak Siten		
3. Metatah		
4. Peresean		
5. Rambo Solo'		

## Task 4

Read the following text. Then, translate it into Indonesian.

### Exploring Indonesian Culture through Traditional Culinary

Indonesia has a very diverse culinary wealth. Each region has its own special and unique traditional foods. Traditional Indonesian food has high cultural value as it contains the history, identity, and culture of a region. Therefore, traditional Indonesian food is not just food, but also a form of culture that must be preserved.

Traditional Indonesian food is made from natural ingredients available in the surrounding environment. These ingredients are usually processed in a simple way, but produce a unique and distinctive taste. Some famous traditional Indonesian foods include fried rice, rendang, satay, gado-gado, soto, and many more.

Nasi Goreng, it is a popular traditional Indonesian food and easy to find in Indonesia. Nasi Goreng is made from rice stirred with spices such as sweet soy sauce, shallots, garlic, chilies and eggs. Fried rice is usually served with cucumber pickled and crackers as a complement. Even though it is similar to fried rice dishes from other countries, such as China or Japan, Indonesian fried rice is unique. It uses sweet soy sauce which is not used by other Asian countries. In Indonesia, there are many choices of fried rice toppings that make it different from similar dishes in other countries, such as lamb, beef, tripe, liver, anchovies, noodles, and *pete*.

Rendang, a typical food originating from West Sumatra, is famous for its spicy and delicious taste. Rendang is made from beef or chicken cooked with spices such as galangal, turmeric, ginger, pepper, coriander, cumin, cinnamon, and red chili. The process of cooking rendang takes quite a long time around 3-4 hours. This process enables spices absorbed into the meat so that the resulting taste is very rich and delicious. The deliciousness of rendang has become one of the most delicious foods in the world several times. The popularity of Rendang is not only in Indonesia. Rendang is also the favorite of Indonesian restaurants operating abroad such as the United States, Australia, Japan, and several European countries.

Satay, or "*Sate*," is one of the must-try Indonesian typical foods that can be found almost in every restaurant. This dish is similar to a BBQ skewer, which may be more common in other nations. Each satay consists of three to four pieces of cube-shaped marinated meat. The meat of satay are various. Indonesians often use chicken, beef, and lamb for satay. It is then grilled by using a bamboo skewer on a charcoal open fire. Satay from Indonesia becomes distinctive to the rest of Southeast Asia (SEA) countries from its sauces. This leads to the various kinds of satay in Indonesia such *sate madura*, *sate padang*, *sate maranggi*, *sate klathak*, and *sate taichan*. Those satay are differed from the meat and sauce. The sauce can be peanut sauce, mix of soy sauce with spicy ingredients or curry soup rich of herb and spices.

Soto is a food consisting of a savory broth with pieces of beef or chicken, eggs, potatoes, and a sprinkling of chips or crackers. Soto is usually served with the addition of fried onions and lime which makes the soto taste even more delicious. In Indonesia, there are dozens of types of

soto from various regions with different characteristics. There is Cotto Mangkasara from Makassar which uses peanuts for its sauce; there is Tauto from Pekalongan which uses tauco for its sauce; there is Soto Padang with its special spices, and Betawi Soto with thick sauce using relaxed/milk, and many more versions of Soto from remote corners of the archipelago.

Traditional Indonesian food is not only delicious food, but also has high cultural value. These foods tell the history, identity and culture of an area. Therefore, traditional Indonesian food must be preserved so that it can continue to be enjoyed by future generations. Let's preserve traditional Indonesian food as a form of preserving our culture.

## Lesson 3

### Neighborhood of a Nation

#### Task 1

**Read the following text. Then, answer its questions.**

#### **ASEAN: Answering the Needs of Neighboring Life**

You must have felt the comfort of neighborhood. We may feel the comfort of neighborhood when all people or family around us support each other and work together. The comfort feeling in neighbors needs to be realized because each family has the same interests.

That analogy underlies the emergence of ASEAN. ASEAN stands for Association of Southeast Asian Nation. ASEAN is an international organization which consists of countries in the Southeast Asian region. These countries are united because of the similarities in geographic location and cultural similarities. The same interest in advancing economic, socio-cultural growth and maintaining regional security has become the basis for consideration of the world leaders. On August 8<sup>th</sup> 1967 ASEAN was founded on the basis of the Bangkok Declaration. At that time, figures from five countries were involved in the discussion became the originator and founder of this organization.

The five countries that became ASEAN's first members in 1967 are Indonesia, Malaysia, Thailand, Singapore and Philippines. The delegation from the five countries are Adam Malik (Indonesia), Tun Abdul Razak (Malaysia), Thanat Khoman (Thailand), S. Rajaratnam (Singapore), and Narciso Ramos (Philippines). They are the founder figures of ASEAN,

ASEAN must be able to provide benefits to all of its members. For this reason, these countries hold various collaborations to develop and advance the welfare of all its members. Cooperation of ASEAN countries includes collaboration in the economic, social, cultural and political fields. Currently there are ten countries that are members of ASEAN. Based on the time sequence of joining, the ASEAN member countries are:

1. the five founding countries, namely Indonesia, Malaysia, Thailand, Singapore, the Philippines, which joined on August 8, 1967
2. Brunei Darussalam, joined on January 7, 1984
3. Vietnam, joined on July 28, 1995
4. Laos and Myanmar, joined on 23 July 1997
5. Cambodia, joined on April 30, 1999

## Questions

1. What does ASEAN stand for?
2. What is ASEAN?
3. When was ASEAN founded?
4. Why was ASEAN founded?
5. Who are the founding figures of ASEAN?
6. What does ASEAN do to provide benefits to all of its members?

## Linguistic Elements Focus

### 1. Simple Present Tense

Simple present merupakan kalimat dalam bahasa Inggris yang digunakan untuk menyatakan suatu kegiatan yang rutin dilakukan, informasi/ Pernyataan factual, dan kenyataan umum. Simple present dicirikan dengan penggunaan kata kerja/verb bentuk pertama (Verb 1) dengan diberi tambahan *-s/ -es* untuk subyek yang jumlahnya tunggal/singular. Sebelum mempelajari pola-pola kalimatnya, perhatikan hal berikut ini.

*Penentuan Penambahan -s/-es dan Penggunaan Do / Does*

<b>Subyek</b>	<b>-s/ -es</b>	<b>Do / Does</b>
I	Verb 1 tetap tanpa tambahan	Do
You	Verb 1 tetap tanpa tambahan	Do
We	Verb 1 tetap tanpa tambahan	Do
They	Verb 1 tetap tanpa tambahan	Do
He	Verb 1 harus diberi tambahan <i>-s/ -es</i>	Does
She	Verb 1 harus diberi tambahan <i>-s/ -es</i>	Does
It	Verb 1 harus diberi tambahan <i>-s/ -es</i>	Does

*Aturan Penambahan -s/-es*

- *-s* : hampir seluruh kata kerja/verb diberi akhiran *-s*  
(misal: **runs**, **works**, **drives**)
- *-es*: diberikan pada kata kerja yang diakhiri dengan huruf *-o* , *-s* , *-x* , *-sh* , *-ch*  
(misal: **does**, **misses**, **mixes**, **pushes**, **catches**)

### a. Kalimat Pernyataan Positif (+)

(+) **Subject + Verb 1 (-s/-es) + ....**

Contoh:

- I write a letter.
  - We watch movie once a month.
  - Billy and John go to school by bicycle.
  - She practices English every day.
  - Sarah drinks a cup of coffee every morning.
  - An orange contains much vitamin C.
- Perhatikan. Subyek berupa *I* dan yang jumlahnya lebih dari 1/jamak, kata kerjanya tetap tanpa tambahan *s/ es*
- Perhatikan. Subyek yang jumlahnya 1/tunggal, kata kerjanya diberi tambahan *s/ es*

### b. Kalimat Pernyataan Negative (-)

(-) **Subject + do/does + not + Verb 1 + ....**

Contoh:

- I **do not like** math.
- They **do not come** to my birthday party.
- My friends **do not join** English conversation club
- My mother **does not cook** fried rice for breakfast
- Bob **does not read** newspaper.
- He **does not bring** umbrella.

Perhatikan. Di dalam kalimat negative sudah ada *do/does*..sehingga kata kerja/ Verb 1 harus utuh/tetap tanpa tambahan *s/es*

Do: untuk subjek jumlah jamak/ lebih dari 1/ plural serta subjek berupa *I, you, we, they, he, she, it*

Does: untuk subjek jumlah tunggal dan *he, she, it*

### c. Kalimat Pertanyaan (?)

#### 1) Pertanyaan Yes/No :

Kalimat pertanyaan yang jawabannya berupa pernyataan Ya atau Tidak.  
Polanya:

(?) **Do/Does + Subject + Verb 1 + ... ?**

Contoh:

- Do Alice and Tom win singing competition?
  - Do the students go home at 11 a.m.?
  - Does your sister buy a new dress?
  - Does Seta clean his house every day?
- \*kalau kita bandingkan kalimat negative dgn pertanyaan, maka di dalam kalimat pertanyaan ini intinya "subject dan do/does bertukar posisi..dan *not* nya hilang"

## 2) Pertanyaan WH (Who, What, Where, When, Why, How):

Kalimat pertanyaan yang jawabannya memuat informasi tertentu terkait 5W1H.

( ? ) 5W1H + Do/Does + Subject + Verb 1 + ... ?

**Perhatian: Khusus kata tanya "who", kita tidak perlu memakai do/does**

Contoh:

- (+) Alice and Tom win a singing competition.  
( - ) Alice and Tom do not win a singing competition.  
Yes/No: Do Alice and Tom win a singing competition?  
**5W1H:** **What** do Alice and Tom win? → a singing competition  
**Who** win a singing competition? → Alice and Tom
  
- (+) The students go home at 11 a.m.  
( - ) The students do not go home at 11 a.m.  
Yes/No: Do the students go home at 11 a.m.?  
**5W1H:** **When** do the students go home? → 11 a.m.  
**Who** go home at 11 a.m.? → the students
  
- (+) Your sister buys a new dress.  
( - ) Your sister does not buy a new dress.  
Yes/No: Does your sister buy a new dress?  
**5W1H:** **What** does your sister buy? → a new dress  
**Who** buy a new dress? → your sister
  
- Seta cleans his house every day.  
Seta does not clean his house every day.  
Yes/No: Does Seta clean his house every day?  
**5W1H:** **When** does Seta clean his house? → every day  
**What** does Seta clean every day? → his house  
**Who** clean the house every day? → Seta

Dari contoh-contoh di atas, intinya, kita bisa mengembangkan kalimat pertanyaan Yes/No ke pertanyaan 5W1H dengan cara menambahkan kata 5W1H di awal kalimat pertanyaan Yes/No.

## Task 2

**Complete the following statements by using the correct *to be*.**

1. The weather **is** cloudy today.  
(-) The weather **is not** cloudy today  
(?) **is** The weather cloudy today ?  
How **is** the weather today? cloudy
  
2. The final test is on the last week of December.  
(-)  
(?)
  
3. Learning is an active process of constructing meaning in our mind.  
(-)  
(?)
  
4. International trade is one of Malaysia's fastest growing economic activities.  
(-)  
(?)
  
5. Malay, Mandarin, English and Tamil are official languages of Singapore.  
(-)  
(?)
  
6. Cars and fuel are very expensive in Singapore.  
(-)  
(?)

### Task 3

**Complete the sentences. Use the correct form of the verbs in parentheses.**

1. The sun \_\_\_ (rise / **rises**) in the east.  
(-) The sun does not rise in the east?  
(?) Does the sun rise in the east?  
Where does the sun rise? In the east
  
2. Corn \_\_\_ (grow / grows) in hot climate.  
(-)  
(?)
  
3. Nurses \_\_\_ (look / looks) after patients in hospitals.  
(-)  
(?)
  
4. Brunei (have / has) the highest per capita income due to its natural gas.  
(-)  
(?)
  
5. Philippina (export / exports) pineapple, rice, coconut, and sugar.  
(-)  
(?)
  
6. I (use / uses) an online dictionary for my classes.  
(-)  
(?)
  
7. Cambodian agricultural (produce / produces) the big ones are rice and rubber.  
(-)  
(?)
  
8. Bruneians only (shake / shakes) hands with the same gender.  
(-)  
(?)

9. Ramakien (influence / influences) the lives of Thailand people.

(-)

(?)

10. The River Amazon (flow / flows) into the Atlantic Ocean.

(-)

(?)

11. Bad driving (cause / causes) many accidents.

(-)

(?)

12. Anna (buy / buys) groceries online

(-)

(?)

13. The museum (close / closes) at 4 o'clock on Sundays.

(-)

(?)

14. An interpreter (translate / translates) from one language into another.

(-)

(?)

15. My parents (live / lives) in a large flat.

(-)

(?)

16. Technology (strengthen / strengthens) people interaction.

(-)

(?)

17. The Olympic Games (take / takes) place every four years.

(-)

(?)

18. My family (spend / spends) a lot of money in summer holiday.

(-)

(?)

19. Sam (check / checks) literatures at the library.

(-)

(?)

20. The Panama Canal (connect / connects) the Atlantic and Pacific oceans.

(-)

(?)

**Read the following text loudly.**

## **Economic, Social, and Cultural Life of the ASEAN Community**

### **Geographical Condition of Southeast Asia**

Geographically, Southeast Asia is located between three oceans including the Indian Ocean and the Bay of Bengal in the western part; South China Sea to the north; and the Pacific Ocean to the east. Meanwhile, based on the shape of the plains, the Southeast Asian plains are divided into two main lands, namely the peninsula and the group of islands. The mainland of the peninsula includes Myanmar, Thailand, Laos, Cambodia, Vietnam, and the western part of Malaysia. Meanwhile, land in the form of an archipelago includes the Philippines, Indonesia, eastern Malaysia, Singapore, and Brunei Darussalam. This geographical condition causes differences in the economic, social and cultural life of each country in Southeast Asia.

#### **A. Brunei Darussalam**

This country is famous for its natural resources in the form of oil and natural gas. Brunei is a country in Southeast Asia that has the highest per capita income due to its natural gas. Ayer Village is a floating village in Brunei Darussalam. In 1400, Kampung Ayer was once the center of government. Today many residents have private boats and are kept under their floating houses. Brunei's culture is heavily influenced by Islamic teachings. The majority of the population is Malay. The word "Brunei" comes from the word "Nah Baru" which was pronounced by Awang Alak Betatar, the founder of this country. The word "Darussalam" means "Place of Peace" or "House of Security". In conversation, pointing with your forefinger is considered rude. Traditionally, Bruneians do not shake hands with the opposite gender. Taking off shoes is a common habit of Bruneians before entering someone else's house.

#### **B. Malaysia**

The main economic activities of the Malaysian population are in agriculture, mining and industry. International trade is one of Malaysia's fastest growing economic activities. Electronic equipment, oil and natural gas are exported to other countries. Products from wood, palm oil, rubber, textiles, shoes and chemicals are traded internationally.

The statue of Dewa Murungga in Malaysia is a statue measuring 42.7 meters. This statue is located in Batu Caves, a cave which is one of the most popular Hindu temples

outside India, dedicated to Lord Murungga. Malaysia has a city called George Town, which is a city registered in the UNESCO World Heritage. It is located on the island of Penang. George Town is a city that has many types of culture. Many buildings are relics of European times and buildings have Chinese Malay nuances. The three main groups in Malaysia are Malays, Chinese and Indians. Its traditional music is heavily influenced by Chinese, Islamic, Indian and Indonesian cultures. His specialty is *nasi lemak* which means fatty rice.

### **C. Philippines**

The Philippines is an island nation whose livelihoods are mostly in agriculture. The Philippines has succeeded in becoming one of the countries in the world that can develop and develop its agriculture well. Some of the superior agricultural products are exported to various countries, such as pineapple, rice, coconut and sugar. These agricultural products also support the country's economic development.

Philippine culture is the result of a combination of western and eastern cultures. Cultural life is influenced by Malay, Chinese and Spanish cultures. Philippine is the national language with English as the language of instruction for trade or social affairs. There are eight main dialects spoken by Filipinos, namely Tagalog, Cebuano, Ilocano, Hiligaynon or Ilonggo, Bicol, Waray, Pampango, and Pangasinense. 'Po' and 'opo' are what Filipinos call older people. They called him by using words such as "Kuya", "Ate", "Manong" or "Manang" which showed respect. The handshake is the most common form of greeting in the Philippines. Tinikling is a Filipino dance. This dance tells the story of Tinikling birds who walk and jump avoiding the bamboo traps of rice farmers.

### **D. Cambodia**

Cambodia is flown by the Mekong River. The area around the Mekong River is a fertile area. The livelihood of the Cambodian population is agriculture. Cambodian agricultural produce

the big ones are rice and rubber. Many temples in Cambodia are made of stone. Deities from Hinduism and Buddhism are engraved on the walls. Apsara Dance was born 2,000 years ago. Dance reliefs are found in many religious buildings in Cambodia. The Khmer people wear a square scarf called Krama. Khmer men and women wear Buddhist pendants on their necklaces. Its purpose is to guard against evil spirits and bring good luck. A famous Cambodian food is chha which means stir fry.

## **E. Myanmar**

The main livelihoods of the people of Myanmar are agriculture, plantations and mining. Rice is the main product of agriculture there. Myanmar is one of the largest rice producing countries in Southeast Asia. Myanmar is called the country of a thousand Pagodas. This is because it is very easy to find holy Buddhist temples. The majority of Myanmar's population is of Tibetan descent. The language used is Burmese. The traditional Myanmar dress called Longyi is similar to Indonesian sarongs, but this cloth is wrapped around their body parts from the stomach to the calves. Longyi which is made of cotton cloth is not only worn by adult men, but also children and women.

## **F. Vietnam**

After recovering from the Vietnam War, the country began to develop in various sectors of its economy. Tourism and tourism support economic development. Other supporting fields, such as service businesses in the hotel, restaurant and transportation sectors, are also growing rapidly.

The game "Catching the Closed Eyes Crickets" is a traditional Vietnamese children's game. The child who is in the middle of his eye circle is covered by a cloth. Catch one of the friends and guess his name.

Vietnam is famous for its signature clothes called Ao Dai. Caping hats are also often found there. Vietnamese people like to sit on the chair, which is a very short chair. Not only for eating, even for chatting, they like to sit on the chair. The majority of Vietnamese people have the surname Nguyen. This is because the Nguyen Dynasty was in power from 1803-1945 and was the last dynasty in Vietnam.

## **G. Laos**

Laos neighbors Cambodia. The country is crossed by the Mekong River. Just like in Cambodia, many agricultural activities are carried out along this river. Most of the agricultural products are enjoyed by the people of Laos.

The name Laos is related to its discoverer, namely Ai Lao. Laos people are known for their patience and simplicity. This is related to the teachings of Buddhism which are widely practiced by the people. The traditional sport in Laos is Kataw, such as volleyball, but using the feet to catch and hit the ball. The ball is made of woven bamboo. The Laotian New Year is called Bun Pi Mai. All residents clean their houses, wear new clothes, and wash Buddha statues. The main food of the Lao people is rice or glutinous rice which is eaten by hand. The people of Laos call themselves "luk khao niaow", which means "child

descends sticky rice." The sacred ceremony of giving alms, otherwise known as Sai Bat, is a ceremony in Laos. Monks carry small baskets around a small part of the city to receive alms from the predominantly Buddhist local population.

## **H. Singapore**

Singapore is the most developed country in the ASEAN region. Singapore has a very strategic location. Currently Singapore is the busiest transit country in Asia.

Singapore has a national emblem, namely the Merlion. The Merlion is a statue with the head of a lion and the body of a fish. According to myth, Singapore was once a fish village. This village is named Temasek which comes from the Javanese language which means ocean. Singapore comes from the Sanskrit word which means the city of the lion.

Singaporeans come from China, Malays, India and Europe. 'Kaum Baba' is a term for Chinese-Malay descent. Singapore has four official languages, namely Malay, Mandarin, English and Tamil. Singapore society has a culture of walking. About 80 percent of the people choose to walk everywhere. This is because the price of vehicles, namely cars and fuel, is very expensive. Chili crabs are a very popular food for the people of Singapore.

## **I. Thailand**

Thailand is often referred to as the granary of rice in Southeast Asia. Rice is indeed the largest agricultural product of this country. Apart from that, plantation, forestry, mining and industry are also the economic activities of the Thai population. Currently, Thailand's main income is the tourism sector. The uniqueness of cultural buildings in Thailand is the main attraction for foreign tourists.

Thailand is the only country in ASEAN that has never been colonized by Europeans. Thailand in Thai is Prathet Thai, which means "Land of Freedom". Since the 1800s, Thailand changed its name, including Siam (from Sanskrit which means dark or brown) and Thailand. Ramakien is a national story of Thailand that has influenced the lives of its people. In Thailand, the head is the most respected part of the body. No one would dare touch the head, not even the head of a child. On the other hand, the foot is considered the most despicable part because it is used as a tool to land on the ground. Therefore, the feet should not be exposed to holy statues or other people. Indonesia and Thailand have a tradition of drinking tea. In some areas in Indonesia, the habit of drinking tea is passed down from generation to generation. One of them is tea brewed in a teapot. Therefore, this tea is called teapot. In Thailand, tea is served with milk and spices. The tea is called Thai Ice Tea and is served cold.

## Lesson 4

# The Struggles of Seizing Indonesian's Independence

A. Read the following text. Then, answer its questions.

### The Proclamation of Indonesia

The proclamation of Indonesian independence was significant event in our nation's history. This event was a declaration of Indonesian independence and a refusal to be colonized by another nation. To achieve an independence, our nation had to passed the following incidents.

### The establishment of PPKI

When Japan was on the verge of defeat, they formed the Indonesian Independence Committee (PPKI) which consisted of representatives from various groups in Indonesia. The PPKI was assigned to prepare Indonesian independence. Unlike the BPUPKI, whose members were selected by Japanese military officials within the 16th Army, the PPKI's members were selected by General Terauchi, the supreme warlord in Southeast Asia. Therefore, PPKI members came from various Japanese-occupied regions in Indonesia.

On August 9, 1945, Sukarno, Moh. Hatta, and Radjiman Wedyodiningrat went to Dalat, Vietnam. They met General Terauchi on August 12, 1945. Terauchi informed them that Japan would soon grant independence for Indonesia. Therefore, the PPKI was established to prepare the granting of independence and Indonesia was asked to fight alongside Japan in the war. Our leaders then came back to Indonesia on August 14, 1945. Several newspapers as *Asia Raya* and *Tjahaja* reported this visit and the statement of Sukarno that Indonesia would declare its independence as soon as possible.

### The Incident of Rengasdengklok

One day after the PPKI leaders came back to Indonesia, Japan surrendered unconditionally. The official announcement of Japan's surrender to the Allies was received in Jakarta in the afternoon of August 15, 1945. Japan had surrendered to the Allies and handed over all of its power. Youth groups in Jakarta then urged the leaders to proclaim Indonesian independence as soon as possible. Japan had lost, and there was no reason to wait for the promised of "freedom as a gift." Thus, Indonesian independence was free from Japanese influence.

In the afternoon, as planned, a number of youth and students held a meeting in the Bacteriology Institute room on Pegangsaan Timur Street 17. The meeting was chaired by Chaerul Saleh and presented by Wikana, Bonar SK, AB Lubis, Margono, Darwis, Karimuddin, Syarif Thayeb, Eri Sudewo, Chandra Alif, Wahidin, Subianto, and Nasrun Iskandar. The meeting emphasized the youth group's demand for the proclamation to be declared immediately and They knew that Bung Karno and Bung Hatta would proclaim independence after being approved by the PPKI meeting on August 16, 1945. Therefore, both figures had to be

pressured. The results of this meeting were immediately conveyed to Bung Karno by youth representatives which consisted of Wikana, Darwis, Suroto Kunto, and Subadio. However, Bung Karno remained firm in his stance to seek the approval of the PPKI.

The youths realized that their movement had to be supported by the armed forces of *Peta* and *Heiho*. Then, two youths named Yusuf Kunto and Surakhmat, called Cudanco Singgih at Peta dormitory on Jagamonyet Street. Initially, Cudanco Singgih refused the youths' requests, but he finally agreed the requests after Chaerul Saleh persuaded him. Peta secretly provided the youths with weapons which were stored in the dormitory and several of their homes.

At midnight, youths and students met at Cikini Street 71 to discuss their "failure" to persuade Bung Karno and Bung Hatta. They finally decided to take the two national leaders out of town to proclaim the independence. They agreed to "exile" the two figures to Rengasdengklok. Bung Karno and Bung Hatta were picked up by Peta members early in the morning while they were about to eat their pre-dawn meal and taken to Rengasdengklok.

Sukarno and Hatta spent almost a full day there. Although the youths wanted the two figures to proclaim Indonesian independence immediately, they still didn't dare to force their will on them. Once again, the youths failed to persuade Sukarno and Hatta to proclaim Indonesian independence there. Meanwhile, in Jakarta, an agreement was reached between Ahmad Subarjo, a representative of the older generation, and Wikana, a representative of the younger generation, that the proclamation must take place in Jakarta. This was also supported by Rear Admiral Tadashi Maeda's willingness to provide his residence as a meeting place and to guarantee their safety.

Based on this agreement, Ahmad Subarjo accompanied by Yusuf Kunto, went to Rengasdengklok to pick up Sukarno and Hatta. By the time the group arrived in Rengasdengklok. Ahmad Subarjo convinced the youths that the Indonesian independence would be declared on August 17, 1945. With Ahmad Subarjo's assurance, Sukarno and Hatta were finally released by the youths and came back to Jakarta. These two figures arrived back in Jakarta that evening.

### **The drafting of Proclamation Text**

Sukarno and Hatta took the time to come back to their own home before returning at Admiral Maeda's house. Meanwhile, Hatta asked Subarjo to contact the PPKI members who had gathered in Jakarta to come to Maeda's house at midnight. They had to prepare the proclamation of Indonesian independence. After arriving at Maeda's house, Sukarno and Hatta attempted to meet Major General Nishimura to convey their plans for the proclamation of Indonesian independence. However, Nishimura was unable to provide a satisfactory answer. Japan had surrendered and was ordered to maintain the status quo, preventing it from fulfilling its promise of independence to Indonesia. Nevertheless, Nishimura appeared to allow the Indonesian leaders to proceed the proclamation of Indonesian independence without official Japanese support.

Sukarno and Hatta returned to Maeda's residence with disappointment. However, the proclamation of Indonesian independence had to go ahead without official support from

Japan. At Maeda's residence, there were the members of Indonesian Independence Committee (PPKI), youth groups, and members of the Chuo Sangi in gathered. However, only five people were involved in drafting the initial of proclamation text. They were Sukarno, Hatta, Ahmad Subarjo, Sukarni, and Sayuti Melik.

After the initial draft was finalized, Sukarno read it to everyone present. Most of them agreed with the initial draft, but the youths considered the text insufficiently clear. Sukarni proposed the replacing of the second sentence with "All existing government apparatus must be seized by the people from the foreigners that still occupy it". However, after doing deliberation and various considerations, the youth's proposal was rejected. After reaching a consensus on the proclamation text, Hatta suggested that everyone present signed the historic document. However, the youth stated that the text was only signed by Sukarno and Hatta as representatives of the Indonesian people.

### **The Proclamation of Indonesian Independence**

The figures involved in drafting the proclamation text returned to their own home at 5 a.m. The youth then managed several tasks to prepare the proclamation. Some of them printed the proclamation text using facility of the Domei news agency and distributed it to people.

Initially, the youths planned to hold the proclamation of Indonesian independence at Ikada Field (now Gambir Field or Monas Field). However, when the youth arrived, they found the field was heavily guarded by Japanese soldiers. It was impossible to recite the proclamation text there. Therefore, many of the youths were unaware that the PPKI (Commission for the Proclamation of Independence) had agreed to have the proclamation recitation at Maeda's house, Pegangsaan Timur Street 56.

A number of youths then headed to Maeda's house. Several Peta soldiers stood guard around Maeda's house. Suwiryo, the Mayor of Jakarta, ordered Wilopo to prepare loudspeakers and microphones. Both devices were successfully obtained from Gunawan, the owner of the Satria radio shop in Salemba. Suhud prepared a piece of bamboo from behind his house and cleaned it to make a flagpole. Due to the tense atmosphere, he forgot that there were actually two other flagpoles in front of Sukarno's house that could be used.

The youths already present grew impatient awaiting the reading of the proclamation and urged Sukarno to read it. However, Sukarno refused to do so without Hatta present. Hatta arrived about five minutes before 10 a.m. The proclamation of Indonesian independence was then carried out simply. Sukarno delivered a brief speech and read the text of the proclamation.

The event was continued with the raising of the red and white flag. The flag had been prepared and sewn beforehand by Fatmawati following Koiso's promise of independence. Initially, Trimurti was asked to raise the flag, but she refused and asked Latief to do so, assisted by Suhud. The flag-raising was followed by the singing of the national anthem, Indonesia Raya. The proclamation event was captured in photographs by Frans Mendur and Alex Mendur,

journalists at the time. However, Alex's photographs were confiscated and destroyed by the Japanese military, thus the proclamation photographs we see today are by Frans Mendur.

The proclamation of Indonesian independence announced on August 17, 1945, was successfully disseminated by F. Wuz through the Domei radio station. Japan ordered the news discontinued. Nevertheless, news of the proclamation reached several regions and was relayed to the public since Waidan B. ordered F. Wuz to continue the news broadcasting every half hour until 4:00 p.m. To avoid Japanese censorship, news of the proclamation was sometimes broadcasted in regional languages. For example, Radio Surabaya broadcasted the news in Madurese, which was unknown to the Japanese.

Youth in Jakarta involved in the events surrounding the proclamation of independence also managed to print and distribute the proclamation news. Several youths were assigned as couriers to deliver the news of Indonesian independence to various regions through newspapers.

### Questions

1. Who chose the members of PPKI?
2. Who went to Dalat?
3. When did Sukarno, Hatta, and Radjiman meet Terauchi?
4. What did Terauchi tell to PPKI's members?
5. What were the tasks of PPKI?
6. Who were the youth that urged the independence of Indonesia?
7. Why did the youths force the leaders to announce Indonesian independence immediately?
8. Why did the youths plan to kidnap Sukarno and Hatta?
9. Who was the leader of Peta in Jakarta?
10. What was the youths' request to Peta leader?
11. When did the youths kidnap Sukarno and Hatta?
12. Who were the representative of older and younger generation in Rengasdengklok insident?
13. Why did the youths let Sukarno and Hatta back to Jakarta?
14. After Rengasdengklok incident, when did Sukarno and Hatta arrive in Jakarta?
15. How was the response of Nishimura toward the plan of Indonesian Independence?
16. Who wrote the initial draft of proclamation text?
17. What did Hatta advise on the proclamation text?
18. Why was the proclamation text recited at Maeda's house?
19. Where did Wilopo get the loudspeakers and microphones from?
20. What should Suhud do in preparing the proclamation of Indonesian independence?
21. When did Fatmawati prepare the national flag of Indonesia?
22. Who was ordered to raise the flag initially?
23. How did Indonesia spread the news of its Independence?
24. How was Japan's response on the news of Indonesian independence?
25. What did Indonesia do to prevent the restriction of independence news broadcasting?

## Linguistic Elements Focus

### Simple Past Tense

Simple past tense merupakan kalimat dalam bahasa Inggris yang digunakan untuk menyatakan suatu kegiatan/peristiwa yang dilakukan/terjadi di masa lampau/lalu. Simple past tense dicirikan dengan adanya kata kerja/ verb bentuk kedua (Verb 2) dan adanya kata “did” untuk kalimat pernyataan negative dan kalimat pertanyaan (interrogative).

Berbeda dengan simple present dan yang harus menentukan/ mempertimbangkan tambahan akhiran s/es, do/does berdasarkan subject-nya, **di dalam simple past** kita cukup langsung memakai verb 2 untuk seluruh subject (tidak peduli jumlahnya tunggal atau jamak, semua pakai verb 2, tanpa perlu memberi akhiran s/es) dan di dalam kalimat negative dan interrogative kita hanya menggunakan “did” sebagai pengganti do/does. Sehingga seluruh subject (tidak peduli tunggal/ jamak, semua pakai did). Did berfungsi sebagai penunjuk/penanda makna lampau.

Jangan lupa: ketika kita sudah menggunakan “did”, maka kata kerja harus berupa kata kerja bentuk pertama/ Verb 1..di dalam satu kalimat simple past, cukup gunakan 1 penanda makna lampau..penanda makna lampau tidak boleh double. Berikut adalah pola dan contohnya. Di dalam simple past kita juga perlu menghafalkan bentuk kata kerja bentuk kedua / Verb 2 yang bersifat beraturan (regular) dan tidak beraturan (irregular).

### Kalimat Nominal

#### *Pola Kalimat Nominal Past*

*\*to be: was/ were*

Pernyataan Positif (+): Subject + to be + .... → John was sleepy.

Pernyataan Negatif (-): Subject + to be + .... → John **was** not sleepy.

Pertanyaan/Interrogative (?): to be + Subject + ....? → **Was** John sleepy?

John dan was  
tukar posisi

#### Contoh:

(+) The train was late.

(+) The students were busy.

(-) The train **was not** late.

(-) The students **were not** busy.

(?) **Was** the train late?

(?) **Were** the students busy?

### Kalimat Verbal

#### a. Kalimat Pernyataan Positif

(+) Subject + Verb 2 + ....

Contoh:

- **Tigor and Unang went** to Surabaya last month. → “went” merupakan bentuk lampau dari “go”. Went menunjukkan lampau
- **Hansel cleaned** the garage this morning. → “cleaned” mrpkan bentuk lampau dr “clean”  
Cleaned menunjukkan masa lampau

## b. Kalimat Pernyataan Negative

( - ) Subject + did + not + Verb 1 + ....

Contoh:

- Tigor and Unang did not go to Surabaya last month.
- Hansel did not clean the garage this morning

Karena sudah ada “did”, maka verb 2 nya harus diubah ke verb 1.  
Makna lampau sudah digantikan oleh “did”.  
Di dalam kalimat sederhana hanya boleh terdapat 1 penanda lampau.

## c. Kalimat Pertanyaan

### 1) Pertanyaan Yes/No

Di dalam pertanyaan Yes/No, kita cukup menukar posisi “did” dan “subject”

( ? ) Did + subject + Verb 1 + ....?

Contoh:

- Did Tigor and Unang go to Surabaya last month?
- Did Hansel clean the garage this morning?

### 2) Pertanyaan WH (Who, What, Where, When, Why, How)

Sama seperti pola kalimat interrogative pada simple present, kita cukup menambahkan kata tanya 5W1H di awal kalimat tanya Yes/No.

( ? ) 5W1H + did + subject + Verb 1 + ....?

Contoh:

- (+) Tigor and Unang went to Surabaya last month.  
( - ) Tigor and Unang did not go to Surabaya last month.  
Yes/No: Did Tigor and Unang go to Surabaya last month?  
5W1H: Where did Tigor and Unang go last month? → Surabaya  
When did Tigor and Unang go to Surabaya? → last month  
Who went to Surabaya last month? → Tigor and Unang  
(khusus “who”, kita tidak perlu menggunakan did. Jadi, setelah kata tanya who, langsung taruh Verb 2 sebagai penanda masa lampau)
- (+) Hansel cleaned the garage this morning.  
( - ) Hansel did not clean the garage this morning.  
Yes/No: Did Hansel clean the garage this morning?  
5W1H: When did Hansel clean the garage? → this morning  
What did Hansel clean in this morning? → the garage

## Task 2

Complete the following sentences by using suitable verb in the past form.

Yesterday \_\_\_\_\_ (be) a terrible day. Everything \_\_\_\_\_ (go) wrong. First, I \_\_\_\_\_ (oversleep) My alarm clock \_\_\_\_\_ (ring, not) . I \_\_\_\_\_ (wake) up when I \_\_\_\_\_ (hear) some noise outside my window. It was 9:15. I \_\_\_\_\_ (get) dress quickly. I \_\_\_\_\_ (run) to class, but I \_\_\_\_\_ (be) late. The teacher \_\_\_\_\_ (be) upset. After my classes in the morning, I \_\_\_\_\_ (go) to the cafeteria for lunch. I \_\_\_\_\_ (have) an embarrassing accident at the cafeteria. I accidentally \_\_\_\_\_ (drop) my tray of food. Some of the dishes \_\_\_\_\_ (break) . When I \_\_\_\_\_ (drop) the tray, everyone in the cafeteria \_\_\_\_\_ (look) at me. I \_\_\_\_\_ (go) back to the cafeteria line and \_\_\_\_\_ (get) a second tray of food. I \_\_\_\_\_ (pay) for my lunch again. After I \_\_\_\_\_ (sit) down at a table in the corner by myself, I \_\_\_\_\_ (eat) my sandwich and \_\_\_\_\_ (drink) a cup of tea.

After lunch, I \_\_\_\_\_ (go) outside. I \_\_\_\_\_ (sit) under a tree near the classroom building. I \_\_\_\_\_ (see) a friend. I \_\_\_\_\_ (call) him. He \_\_\_\_\_ (join) me on the grass. We \_\_\_\_\_ (talk) about our classes and \_\_\_\_\_ (relax). Everything was fine. But when I \_\_\_\_\_ (stand) up, I \_\_\_\_\_ (stand) in a hole and \_\_\_\_\_ (break) (29) my ankle. My friend \_\_\_\_\_ (drive) me to the hospital. We \_\_\_\_\_ (go) emergency ward. After the doctor \_\_\_\_\_ (take) X-rays of my ankle, he \_\_\_\_\_ (put) a cast on it. I \_\_\_\_\_ (pay) my bill. Then we \_\_\_\_\_ (leave) the hospital. My friend \_\_\_\_\_ (take) me home and \_\_\_\_\_ (help) me up the stairs to my apartment.

When we \_\_\_\_\_ (get) to the door of my apartment, I \_\_\_\_\_ (search) for my key. I \_\_\_\_\_ (look) in my purse and in my pockets. There was no key. I \_\_\_\_\_ (ring) the doorbell. I \_\_\_\_\_ (think) that my roommate might be at home, but she \_\_\_\_\_ (be, not) . So I \_\_\_\_\_ (sit) down on the floor outside my apartment and \_\_\_\_\_ (wait) for my roommate to get home.

Finally, my roommate \_\_\_\_\_ (come) home and I \_\_\_\_\_ (get) into the apartment. I \_\_\_\_\_ (have) dinner quickly and \_\_\_\_\_ (go) to bed. I \_\_\_\_\_ (sleep) for ten hours. I hope today is a better day than yesterday!

### Task 3

Change the following sentences into negative statement, yes-no, and wh-interrogative.

1. Indonesia was a well-known country in Europe.

( - )

( ? )Yes/ No:

2. Kutai and Tarumanegara were old Hindu empires.

( - )

( ? )Yes/ No:

3. Mataram was the biggest Islamic kingdom in Indonesia.

( - )

( ? )Yes/ No:

4. Dutch, England, and Japan were colonizer of Indonesia.

( - )

( ? )Yes/ No:

5. Dutch and Japan were cruel colonizer.

( - )

( ? )Yes/ No:

### Task 4

Change the following sentences into negative statement, yes-no, and wh-interrogative.

1. Indonesia announced its independence on August 17<sup>th</sup>, 1945.

( - )

Yes/No:

5W1H: (a)

(b)

2. BM Diah kept the proclamation text at his house.

( - )

Yes/No:

5W1H: (a)

(b)

3. Ir. Soekarno and Moh.Hatta drafted proclamation text at Tadashi Maeda's house.

( - )

**Yes/No:**

**5W1H: (a)**

**(b)**

4. Ir. Soekarno and Moh. Hatta signed the proclamation text before 10.00 a.m.

( - )

**Yes/No:**

**5W1H: (a)**

**(b)**

5. National heroes contributed for Indonesia's independence in 1945.

( - )

**Yes/No:**

**5W1H: (a)**

**(b)**

6. All soldiers attacked the Dutch army after the independence of Indonesia.

( - )

**Yes/No:**

**5W1H: (a)**

**(b)**

7. Islamic, Indian, and Chinese cultures influenced Malaysians music in the past.

( - )

**Yes/No:**

**5W1H: (a)**

**(b)**

8. Vietnam developed various economic sectors after the war.

( - )

**Yes/No:**

**5W1H: (a)**

**(b)**

## Lesson 6

### We are Learning English

Look at the following pictures. What are they doing?



#### Linguistic Elements Focus

#### Present Continuous/Progressive Tense

The present continuous/progressive tense is a sentence in English used to express an activity that is currently being carried out. The simple present continuous/progressive is characterized by the presence of the first form of the verb to be (am/is/are) and the first form of the verb (Verb 1) with the addition of -ing (Verb -ing). So "to be (am/is/are) + Verb ing" forms the meaning "is currently...". Before learning the sentence patterns, pay attention to the following.

## Deciding To Be

Subject	Present
I	→ am
You	} are
We	
They	
He	} is
She	
It	

Dalam menentukan *to be*, intinya:

- Jika subjek berjumlah satu/tunggal, maka gunakan *to be* berupa *is* / .  
Kecuali *I, I* selalu dengan *am*.
- Jika subjek berjumlah lebih dari satu/jamak/plural, maka gunakan *to be* berupa *are*.

### a. Kalimat Pernyataan Positif

(+) Subject + to be + Verb 1(ing) + ....

Contoh:

- I **am sitting** on a sofa.
- The students **are studying** English.
- Meilin and Dona **are watering** plants in the garden.
- George **is waiting** for his friend at an airport.
- She **is taking** her left book at home.

### b. Kalimat Pernyataan Negative

(-) Subject + to be + not + Verb 1(ing) + ....

Contoh:

- I **am not sitting** on a sofa.
- The students **are not studying** English.
- Meilin and Dona **are not watering** plants in the garden.
- George **is not waiting** for his friend at an airport.
- She **is not taking** her left book at home.

Kata "not"  
disisipkan/ditaruh di  
antara to be dan  
Verb ing

### c. Kalimat Pertanyaan

#### 1) Pertanyaan Yes/No

( ? ) to be + subject + Verb 1(ing) + .... ?

Di dalam kalimat pertanyaan (interrogative), intinya, subjek dan to be hanya bertukar posisi.

- Am I sitting on a sofa?
- Are the students studying English?
- Are Meilin and Dona watering plants in the garden?
- Is George waiting for his friend at an airport?
- Is she taking her left book at home?

#### 2) Pertanyaan WH (Who, What, Where, When, Why, How)

( ? ) 5W1H + to be + subject + Verb 1(ing) + .... ?

Sama seperti simple present, kita bisa mengembangkan kalimat pertanyaan Yes/No ke pertanyaan 5W1H dengan cara menambahkan kata 5W1H di awal kalimat pertanyaan Yes/No.

Contoh:

- (+) I am sitting on a sofa.  
( - ) I am not sitting on a sofa.  
Yes/No: Am I sitting on a sofa?  
5W1H: Where am I sitting? → on a sofa
- (+) The students are studying English.  
( - ) The students are not studying English.  
Yes/No: Are the students studying English?  
5W1H: What are the students studying? → English  
Who are studying English? → the students
- (+) Meilin and Dona are watering plants in the garden.  
( - ) Meilin and Dona are not watering plants in the garden  
Yes/No: Are Meilin and Dona watering plants in the garden?  
5W1H: Where are Meilin and Dona watering plants? → in the garden  
What are Meilin and Dona watering? → plants  
Who are watering plants in the garden? → Meilin and Dona

- (+) **George is waiting** for his friend at an airport.  
 (-) **George is not waiting** for his friend at an airport  
**Yes/No:** **is George waiting** for his friend at an airport?  
**5W1H:** Where **is George waiting** for his friend? → at an airport  
 Who **is George waiting** for at an airport? → his friend
- (+) **She is taking** her left book at home.  
 (-) **She is not taking** her left book at home.  
**Yes/No :** **is she taking** her left book at home?  
**5W1H:** What **is she taking** at home? → her left book  
 Where **is she taking** her left book? → at home  
 Who **is taking** her left book at home? → She

### A. Past Continuous Tense

Past continuous/ progressive tense merupakan kalimat dalam bahasa Inggris yang digunakan untuk menyatakan suatu kegiatan yang 'dulu' sedang dilakukan. Past continuous/ progressive dicirikan dengan adanya *to be* bentuk kedua (*was/ were*) dan kata kerja/verb bentuk pertama (Verb 1) yang diberi tambahan *-ing* (Verb *-ing*). **Sehingga "to be (was/were) + Verb ing" membentuk makna "dulu sedang ...."** .Sebelum mempelajari pola-pola kalimatnya, perhatikan hal berikut ini.

Subyek	Past
I	→ was
You	} were
We	
They	
He	} was
She	
It	

Dalam menentukan *to be*, intinya:

- Jika subyek berjumlah satu/tunggal, maka gunakan *to be* berupa *was*.
- Jika subyek berjumlah lebih dari satu/jamak/plural, maka gunakan *to be* berupa *were*.

### a. Kalimat Pernyataan Positif

(+) Subject + to be (was/were) + Verb 1(ing) + ....

Contoh:

- He was reading newspaper in the living room.
- Sarah was preparing her project report.
- We were joining a public speaking course.
- The teachers were assessing their students' reading ability.
- Sam and Ron were preparing their presentation.

### b. Kalimat Pernyataan Negative

(-) Subject + to be (was/were) + not + Verb 1(ing) + ....

Contoh:

- He was not reading newspaper in the living room.
- Sarah was not preparing her project report.
- We were not joining a public speaking course.
- The teachers were not assessing their students' reading ability.
- Sam and Ron were not preparing their presentation.

Kata 'not'  
disisipkan/ditaruh di  
antara to be dan Verb  
ing

### c. Kalimat Pertanyaan

#### 3) Pertanyaan Yes/No

(?) to be (was/ were) + subject + Verb 1(ing) + .... ?

Di dalam kalimat pertanyaan (interrogative), intinya, subyek dan to be hanya bertukar posisi.

- Was he reading newspaper in the living room?
- Was Sarah preparing her project report?
- Were we joining a public speaking course?
- Were the teachers assessing their students' reading ability?
- Were Sam and Ron preparing their presentation?

#### 4) Pertanyaan WH (Who, What, Where, When, Why, How)

( ? ) 5W1H + to be (was/ were) + subject + Verb 1(ing) + .... ?

Sama seperti simple past, kita bisa mengembangkan kalimat pertanyaan Yes/No ke pertanyaan 5W1H dengan cara menambahkan kata 5W1H di awal kalimat pertanyaan Yes/No.

Contoh:

- (+) **He was reading** newspaper in the living room  
( - ) **He was not reading** newspaper in the living room  
**Yes/No?:** **Was he reading** newspaper in the living room?  
**5W1H: Where was he reading** newspaper? → in the living room  
**What was he reading** in the living room? → newspaper  
**Who was reading** newspaper in the living room? → **He**
- (+) **We were joining** a public speaking course.  
( - ) **We were not joining** a public speaking course.  
**Yes/No:** **Were we joining** a public speaking course?  
**5W1H: What were we joining?** → a public speaking course  
**Who were joining** a public speaking course? → **We**
- (+) **The teachers were assessing** their students' reading ability.  
( - ) **The teachers were not assessing** their students' reading ability.  
**Yes/No:** **Were the teachers assessing** their students' reading ability?  
**5W1H: What were the teachers assessing?**  
→ their students' reading ability  
**Who were assessing** their students' reading ability?  
→ the teachers

- (+) Sam and Ron were preparing their presentation
  - ( - ) Sam and Ron were not preparing their presentation
- Yes/No: Were Sam and Ron preparing their presentation?
- 5W1H: What Were Sam and Ron preparing  
Who were preparing their presentation?

### Task 1

**Change the following sentences into negative and interrogatives present continuous tense.**

1. The teacher ... (is/are) explaining Math.

( - )

**Yes/ No:**

**WH :**

2. The teacher ... (is/are) ensuring the students' attendance.

( - )

**Yes/ No:**

**WH :**

3. The students ... (is/are) accomplishing their work in groups.

( - )

**Yes/ No:**

**WH :**

4. All teachers ... (is/are) evaluating their students' learning progress.

( - )

**Yes/ No:**

**WH :**

5. The students ... (is/are) collecting their homework.

( - )

**Yes/ No:**

**WH :**

## Task 2

**Change the following sentences into negative and interrogatives past continuous tense.**

1. The headmaster ... (was/were) encouraging the students to think critically.

( - )

**Yes/ No:**

**WH :**

2. She ... (was/were) closing the lesson.

( - )

**Yes/ No:**

**WH :**

3. School committee ... (was/were) discussing tuition of this academic year.

( - )

**Yes/ No:**

**WH :**

4. The headmaster ... (was/were) examining the teachers' teaching performance.

( - )

**Yes/ No:**

**WH :**

5. All students ... (was/were) learning the characteristics of liquid.

( - )

**Yes/ No:**

**WH :**

## **Lesson 7**

### **Natural Resources of Indonesia**

**Read the following text. Then, answer its questions.**

#### **Natural Resources of Indonesia**

Natural resources are everything from nature or occur naturally which are used to meet the needs of life. Generally, natural resources are grouped into two kinds, namely renewable natural resources and non-renewable natural resources. Here is the explanation.

Renewable natural resources are natural resources that can be regenerated after being used. These natural resources will not be used up if they are used wisely. Renewable natural resources include plantations (sugarcane, coffee, maize, etc), agriculture (rice, tobacco, etc), livestock (chicken, cows, goats, etc), and fisheries (tilapia, catfish, shrimp, etc). Renewable natural resources are also known as living natural resources (soil, water, animals and plants, etc).

Non-renewable natural resources are natural resources that can be regenerated but require a relatively long time. The examples of non-renewable natural resources are petroleum (gasoline, diesel, oil, etc.), metallic minerals (gold, iron ore, nickel, tin, etc.) and non-metallic minerals (asphalt, asbestos, granite, limestone, diamonds, marble etc.). Non-renewable natural resources come from mining products that are not non-living (not living things).

Indonesia is a country rich in non-renewable natural resources in the form of mining products. The mining products include petroleum, natural gas, mineral and non-mineral metals. Examples of metal mineral mining products include: tin, copper, iron ore, gold, silver and nickel. Non-metal mining products: diamond, sulfur, limestone, marble, powerful sand etc. Even though Indonesia is rich in mining products, the distribution is not evenly distributed because the characteristics of each region are different.

Apart from mining products, Indonesia is also known as a country that has abundant agricultural, plantation, forestry and fishery products. Located in the tropics, Indonesia has high rainfall so that various types of plants can live optimally, for example *gaharu* wood which is often found in Kalimantan forests used as a medicinal ingredient. This wood is a good and expensive type of wood in the world.

Utilization of natural resources can be carried out directly or indirectly. Direct utilization is natural resources which are enjoyed or consumed directly through a relatively short processing process (processing using simple tools). Meanwhile, indirect utilization means that natural resources used to meet needs which must go through a selection process, smelting, separation and assembly through several stages. The examples of natural resources that can be utilized directly are agricultural, plantation, and fishery products. Meanwhile, natural resources that can be utilized directly are for example: petroleum, natural gas, and mining goods.

## Questions

1. What do natural resources mean?
2. What do renewable natural resources mean?
3. What do non-renewable natural resources mean?
4. What are kinds of mining product rich in Indonesia?
5. Why can *gaharu* wood live best in Indonesia?
6. What does direct utilization in natural resources mean?
7. What does indirect utilization in natural resources mean?

## LINGUISTIC ELEMENTS FOCUS

### 1. Present Perfect Tense

*Present perfect tense* merupakan kalimat dalam bahasa Inggris yang digunakan untuk menyatakan suatu kegiatan yang telah dilakukan. *Present perfect tense* dicirikan dengan adanya kata kerja bantu berupa *have/ has* dan diikuti kata kerja/*verb* bentuk ketiga (*Verb 3*). **Sehingga "have/ has + Verb 3" membentuk makna "telah ...."**. Sebelum mempelajari pola-pola kalimatnya, perhatikan hal berikut ini.

*Penentuan Have/ Has*

Subyek	Present
I	} Have
You	
We	
They	
He	} Has
She	
It	

Dalam menentukan *have/ has*, intinya:

- Jika subyek berjumlah lebih dari satu/jamak/**plural**, maka ***have***
- Jika subyek berjumlah satu/ tunggal/ **singular**, maka gunakan ***has***

### a. Kalimat Pernyataan Positif

(+) **Subject + have/ has + Verb 3 + ....**

Contoh:

- **We have received** an interesting souvenir.  
(receive-received-received → menerima)
- **She has spent** this holiday in Bali with her family.  
(spend-spent-spent → menghabiskan)
- **The students have worn** their uniform neatly.  
(wear-wore-worn → mengenakan)
- **The teacher has told** the history of Indonesia independence to his students.  
(tell-told-told → menceritakan)

### b. Kalimat Pernyataan Negative

(-) **Subject + have/ has + not + Verb 3 + ....**

Kata "not" disisipkan/ditaruh di antara have/has dan Verb 3

Contoh:

- **We have not received** an interesting souvenir.
- **She has not spent** this holiday in Bali with her family.
- **The students have not worn** their uniform neatly.
- **The teacher has not told** the history of Indonesia independence to his students.

### c. Kalimat Pertanyaan

#### 1) Pertanyaan Yes/No

(?) **Have/ Has + subject + Verb 3 + .... ?**

Di dalam kalimat pertanyaan (interrogative), intinya, subyek dan have/ has hanya bertukar posisi.

- **Have we received** an interesting souvenir?
- **Has she spent** this holiday in Bali with her family?
- **Have the students worn** their uniform neatly?

- **Has the teacher told** the history of Indonesia independence to his students?

## 2) Pertanyaan WH (Who, What, Where, When, Why, How)

( ? ) 5W1H + have/ has + subject + Verb 3 + .... ?

Sama seperti tenses lainnya, kita bisa mengembangkan kalimat pertanyaan Yes/No ke pertanyaan 5W1H dengan cara menambahkan kata 5W1H di awal kalimat pertanyaan Yes/No.

Contoh:

- (+) **We have received** an interesting souvenir.  
 (-) **We have not received** an interesting souvenir.  
**Yes/No:** **Have we received** an interesting souvenir?  
**5W1H:** **What have we received?** → an interesting souvenir
  - (+) **She has spent** this holiday in Bali with her family.  
 (-) **She has not spent** this holiday in Bali with her family.  
**Yes/No:** **Has she spent** this holiday in Bali with her family?  
**5W1H:** **Where has she spent** this holiday with her family? → in Bali
  - (+) **The students have worn** their uniform neatly.  
 (-) **The students have not worn** their uniform neatly.  
**Yes/No:** **Have the students worn** their uniform neatly?  
**5W1H:** **What have the students worn** neatly? → their uniform
- (+) **The teacher has told** the history of Indonesia independence to his students.  
 (-) **The teacher has not told** the history of Indonesia independence to his students.  
**Yes/No:** **Has the teacher told** the history of Indonesia independence to his students?  
**5W1H:** **What has the teacher told** to his students?  
 → the history of Indonesia independence  
**Who has told** the history of Indonesia independence to his students?  
 → **The teacher**

## 2. Past Perfect Tense

*Past perfect tense* merupakan kalimat dalam bahasa Inggris yang digunakan untuk menyatakan suatu kegiatan yang 'dulu' telah dilakukan. *Past perfect tense* dicirikan dengan adanya kata kerja bantu berupa *had* kata kerja/verb bentuk ketiga (Verb 3).

**Sehingga "had + verb 3" membentuk makna "dulu telah ..."** .Sebelum mempelajari pola-pola kalimatnya, perhatikan hal berikut ini.

Subyek	Past
I	} had
You	
We	
They	
He	} had
She	
It	

**Pada intinya:**  
Seluruh subjective pronoun dan seluruh jumlah subject (tunggal ataupun plural) selalu menggunakan *had*.

### a. Kalimat Pernyataan Positif

(+) **Subject + had + Verb 3 + ....**

Contoh:

- **We** had received an interesting souvenir.  
(receive-received-received → menerima)
- **She** had spent this holiday in Bali with her family.  
(spend-spent-spent → menghabiskan)
- **The students** had worn their uniform neatly.  
(wear-wore-worn → mengenakan)
- **The teacher** had told the history of Indonesia independence to his students.  
(tell-told-told → menceritakan)

## b. Kalimat Pernyataan Negative

( - ) Subject + had + not + Verb 3 ....

Contoh:

- **We had not received** an interesting souvenir.
- **She had not spent** this holiday in Bali with her family.
- **The students had not worn** their uniform neatly.
- **The teacher had not told** the history of Indonesia independence to his students.

Kata 'not'  
disisipkan/ditaruh di  
antara had dan Verb 3

## c. Kalimat Pertanyaan

### 1) Pertanyaan Yes/No

( ? ) Had + subject + Verb 3 + .... ?

Di dalam kalimat pertanyaan (interrogative), intinya, subyek dan to be hanya bertukar posisi.

- **Had we received** an interesting souvenir?
- **Had she spent** this holiday in Bali with her family?
- **Had the students worn** their uniform neatly?
- **Had the teacher told** the history of Indonesia independence to his students?

### 2) Pertanyaan WH (Who, What, Where, When, Why, How)

( ? ) 5W1H + had + subject + Verb 3 + .... ?

Sama seperti tenses lainnya, kita bisa mengembangkan kalimat pertanyaan Yes/No ke pertanyaan 5W1H dengan cara menambahkan kata 5W1H di awal kalimat pertanyaan Yes/No.

Contoh:

- (+)**We had received** an interesting souvenir.
- (-) **We had not received** an interesting souvenir.
- Yes/No:** Had **we received** an interesting souvenir?
- 5W1H:** **What had we received?** → an interesting souvenir

- (+)She **had spent** this holiday in Bali with her family.  
 (-) She **had not spent** this holiday in Bali with her family.  
**Yes/No:** **Had she spent** this holiday in Bali with her family?  
**5W1H:** **Where had she spent** this holiday with her family? → in Bali
- (+)The students **had worn** their uniform neatly.  
 (-) The students **had not worn** their uniform neatly.  
**Yes/No:** **Had the students worn** their uniform neatly?  
**5W1H:** **What had the students worn** neatly? → their uniform
- (+)The teacher **had told** the history of Indonesia independence to his students.  
 (-) The teacher **had not told** the history of Indonesia independence to his students.  
**Yes/No:**  
**Had the teacher told** the history of Indonesia independence to his students?  
**5W1H:** **What had the teacher told** to his students?  
 → the history of Indonesia independence  
**Who had told** the history of Indonesia independence to his students?  
 → **The teacher**

### Task 1

**Change the following sentences into negative and interrogatives present perfect tense.**

1. Present: Mr. Brown teaches Social Science for years.  
 Perfect: Mr. Brown (have/**has**) (teaches/**taught**) social science for years.  
 (+) Mr. Brown **has taught** social science for years.  
 (-) Mr. Brown has not taught social science for years.  
**Yes/ No:** Has Mr. Brown taught social science for years?  
**WH :** What has Mr. Brown taught for years?
2. Present: Numerous health experts utilize *gaharu* wood.  
 Perfect: Numerous health experts (have/has) (utilize/utilized) *gaharu* wood.  
 (+)  
 (-)  
**Yes/ No:**  
**WH :**

3. Several countries trade in many natural resources from Indonesia.  
Perfect: Several countries (has/have) (trade/traded) in many natural resources from Indonesia  
(+)  
(-)  
**Yes/ No:**  
**WH :**
  
4. Present: Indonesia exports its natural resources to Asia and Europe countries.  
Indonesia (has/have) (exports/exported) its natural resources to Asia and Europe countries.  
(-)  
**Yes/ No:**  
**WH :**
  
5. Present: Indonesia and Japan governments sign a trade agreement.  
Perfect: Indonesia and Japan governments (has/have) (sign/signed) a trade agreement  
(+)  
(-)  
**Yes/ No:**  
**WH :**
  
6. The Most students (have/has) (submit/submitted) their assignments.  
(+)  
(-)  
**Yes/ No:**  
**WH :**
  
7. The teacher (have/has) (explains/explained) the process of photosynthesis in the beginning of this semester.  
(+)  
(-)  
**Yes/ No:**  
**WH :**

8. Maria Montessori (have/has) (makes/made) a great discovery in teaching young learners.

(+)

(-)

**Yes/ No:**

**WH :**

9. B.F Skinner (have/has) (find/found) teaching principles based on habitual behaviors.

(+)

(-)

**Yes/ No:**

**WH :**

10. The students (have/has) (understand/understood) the way how to count square wide.

(+)

(-)

**Yes/ No:**

**WH :**

## Lesson 7

# Natural Science around Us

**Read the following text.**

### **Human Digestive System**

(1) The food that enters our body will be processed through the digestive process. (2) The digestion process is the process of breaking down food into nutrients that can be absorbed by the body. (3) The tool that functions to destroy food is called the digestive tool. (4) Apart from the digestive organs, our body also has digestive glands for example, the liver and pancreas gland. (5) The digestive glands help the digestive organs to digest food. (6) The human digestive organs consist of the mouth, esophagus, stomach, small intestine, large intestine and anus.

#### **1. Mouth**

(7) Food enters the body through our mouth. In the oral cavity there are teeth, tongue and saliva. (8) These three components play a role in digesting food in the mouth. (9) Teeth and tongue digest food mechanically. (10) Saliva digests food chemically. (11) Mechanical digestion is the digestion of food by chewing the teeth and assisted by the tongue. (12) Meanwhile, chemical digestion is the digestion of food by enzymes.

##### *a. Tooth*

(13) The function of the teeth is to destroy the food that enters the oral cavity. Based on the shape and function, teeth can be divided into three. (14) The three teeth are the incisors, canines and molars. (15) Incisors are for cutting food, canines are for tearing food, and molars are for chewing food. (16) The molars are divided into front and rear molars. (17) The teeth are embedded in the jaw and strengthened by the gums. (18) The parts of the teeth are namely the crown of the tooth, the bone and the cavity. (19) Dental crowns appear white and smooth because they are coated with enamel. (20) Dental bones are located under the enamel layer. (21) Dental bones include the neck of the tooth and the root of the tooth. (22) Dental cavities are located on the inside of the teeth.

##### *b. Tongue*

(23) The tongue has several functions as follows: 1) adjust the location of the food when chewed, 2) helps to swallow food, and 3) taste the food. (24) The tongue is sensitive to heat, cold and pressure. (25) The tongue can taste food because on its surface there are tongue rashes. (26) There are taste nerves on the tongue nodules. (27) Each surface of the tongue has different taste sensitivity.

##### *c. Saliva*

(28) When food is chewed in the mouth, it is moistened with saliva. (29) Food becomes slippery and easy to swallow. (30) In addition, saliva contains the enzyme ptyalin or amylase. (31) This enzyme functions to digest starch chemically into sugar. (32) That is why, when we chew rice for a long time, we will taste sweet. (33) This digestion is an example of chemical digestion.

## **2. Esophagus**

(34)The esophagus is the link between the oral cavity and the stomach. (35) The esophagus is a tube about 20 cm long. (36) The esophagus is made up of flexible muscles. (37) Food that is in the esophagus will be pushed by the wall of the esophagus into the stomach. (38) This kind of movement is called peristalsis. (39) Peristalsis is carried out by the esophageal wall muscles.

## **3. Stomach**

The stomach is a muscular digestive tool that is shaped like a pocket inside of the hull wall is folded. This section is useful for stirring food that comes from the esophagus. The stomach wall also produces hydrochloric acid. Hydrochloric acid or stomach acid is useful for killing germs that enter with food. In addition, there are pepsin and rennin enzymes in the stomach. Renin enzyme functions to precipitate milk protein into casein. Pepsin enzyme is useful for converting protein into amino acids. In the stomach, digestion occurs both mechanically and chemically.

## **4. Small Intestine**

After being digested in the stomach, food enters the small intestine. This small intestine is actually very long, but it folds in our stomach. The small intestine consists of three parts, namely the duodenum, the empty intestine, and the absorbent intestine. In the duodenum, food is chemically digested. Digestion is carried out by bile and pancreatic juices. Bile is produced by the liver. Bile sap functions to digest fat. Some of the enzymes produced by pancreatic juice are as follows.

- a. Amylase enzyme functions to convert starch into sugar.
- b. Trypsin enzyme functions to convert protein into amino acids.
- c. Lipase enzyme functions to convert fat into fatty acids.

After passing through the duodenum, food arrives in the empty intestine. Furthermore, the food protein will be broken down by the erepsin/dipeptide enzyme. Meanwhile, the carbohydrates contained in these foods will be broken down by the maltase enzymes, sucrose, and lactose. After being crushed and pulverized, the food goes to the absorbent intestine. The inside of the absorbent intestinal wall is in a protruding form. Inside the protrusion are the ends of the blood vessels. It is through these blood vessels that the absorption of food lines occurs. The food juices enter the bloodstream and are circulated throughout the body.

## **5. Large Intestine**

The large intestine is a continuation of the small intestine. The large intestine consists of the ascending large intestine, the transverse colon, and the descending colon. In the large intestine there is absorption of water and mineral salts. Furthermore, the remaining food is putrefied by putrefactive bacteria in the large intestine. The products of decomposition are solid, liquid, and gas.

## 6. Anus

The end of the digestive tract is called as anus. The remainder of the digestive tract from the large intestine is excreted through this digestive tract. The decomposed solid substance is excreted as feces and gas. Gas is released in the form of fart. The remainder of the digestion in the form of liquid is channeled and filtered in the kidneys. The useless fluid is excreted in the form of urine.

## Linguistic Elements Focus: Passive Voice in Present, Past Tense, and Auxiliary

### The Main Pattern

S + to be + verb 3 + ....

In Indonesia, the use of to be + verb 3 form the meaning of suffix *di-*

write = menulis	is written = ditulis
change = mengubah	is changed = diubah
teach = mengajar	are taught = diajar
see = melihat	are seen = dilihat
search = mencari	is searched = dicari
take = mengambil	are taken = diambil
keep = menyimpan	is kept = disimpan

Subj.Pronoun	Present	Past
I	am	was
You	are	were
We		
They		
He	is	was
She		
It		
Non-Subjective Pronoun		
Singular	is	was
Plural	are	were

<p>Simple Present Tense</p> <p><b>is/am/are + V3</b></p>	<p><i>Active</i> : The teacher <b>addresses</b> an announcement to all students. (Guru <b>menyampaikan</b> pengumuman untuk seluruh siswa.)</p> <p><i>Passive</i> : An announcement <b>is addressed</b> to all students. → ada to be dan verb 3 (beraturan) (Pengumuman <b>disampaikan</b> untuk seluruh siswa)</p> <p>Pesticides and herbicides <b>are known (be, know)</b> as hazardous substance for humans. <i>Peptisida dan herbisida <b>dikenal</b> sebagai zat yang berbahaya untuk manusia.</i></p> <p>Organic food <b>is grown (be, grow)</b> organically. <i>Makanan organik <b>dibudidayakan</b> secara organik.</i></p> <p>Electric trains <b>are used (be, use)</b> to reduced air pollution. <i>Kereta listrik <b>digunakan</b> untuk mengurangi polusi udara.</i></p> <p>A president <b>is elected (be, elect)</b> once five years. <i>Presiden <b>dipilih</b> lima tahun sekali.</i></p>
--	--

<p>Simple Past Tense <b>was/were + V3</b></p>	<p><i>Active</i> : A man <b>exploded</b> an ammunition storehouse. Seseorang <b>meledakkan</b> gudang amunisi.</p> <p><i>Passive</i> :</p> <p>An ammunition storehouse <b>was exploded</b> to chase NICA away from Indonesia.</p> <p><i>Gudang amunisi diledakkan untuk mengusir NICA from Indonesia</i></p> <p>Citizens <b>were woken (be, wake)</b> up by a loud explosion. → konteksnya lampau <i>Para warga dikagetkan oleh ledakan keras.</i></p>
<p><b>Passive with Auxiliaries</b> <b>Aux + be + V3</b></p>	<p><i>Active</i> : Health experts can divide antibiotic into several kinds. <i>Para ahli kesehatan dapat membagi antibiotik ke dalam beberapa jenis</i></p> <p><i>Passive</i> : Antibiotic can be divided into several kinds. <i>Antibiotik dapat dibagi ke dalam beberapa jenis.</i></p> <p><i>Students should be provided with meaningful task.</i> <i>Para siswa hendaknya diberi tugas yang bermakna.</i></p> <p><i>K13 will be replaced with a new curriculum.</i> <i>K13 akan diganti dengan kurikulum baru.</i></p>

**Task 1**

Identify the use of passive voice from text above.

Put the passive voice in the table provided.

Paragraph	Passive Voice and Its Meaning
Introduction	
Mouth	
Teeth	
Tongue	

<b>Saliva</b>	
<b>Esophagus</b>	
<b>Stomach</b>	
<b>Small Intestine</b>	
<b>Large Intestine</b>	
<b>Anus</b>	

## Task 2

**Answer the following questions by choosing the best answer.**

**The following text for questions 1 to 4.**

Sonar uses waves to 'see' in the water. Sonar, short for sounds navigation and ranging, is helpful for exploring and mapping the ocean because sound waves travel farther in the water than do radar and light waves. NOAA scientists primarily use sonar to develop nautical charts, locate underwater hazard to navigation, search for and map object on the sea floor such as shipwrecks, and map the sea floor itself. There are two types of sonar-active and passive.

Active sonar transducer emits acoustic signal or pulse of the sound into the water. If an object is in the path of the sound pulse, the sound bounces off the object and returns an 'echo' to the sonar transducer. If the transducer is equipped with the ability to receive the signal, it measures the strength of the signal. By determining the time between the emission of the sound pulse and its reception, the transducer can determine the range and orientation of the object.

Passive sonar systems are used primarily to detect noise from marine object such as (submarines or ships) and animal like whales. Unlike active sonar, passive sonar does not emit its own signal, which is an advantage for military vessels that do not want to be found or for scientific mission that concentrate on quietly 'listening' to the ocean. Rather, it only detects sounds waves coming towards it. Passive sonar cannot measure the range of an object unless it is used in conjunction with other passive listening devices. Multiple passive sonar devices may allow for triangulation of a sound source.

1. What is the main idea of the first paragraph?
  - A. The use of sonar.
  - B. The kinds of sonar.
  - C. The definition of sonar.
  - D. The importance of sonar
  - E. Active and passive sonar systems.
  
2. What is the function of sonar?
  - A. To report hazards underwater.
  - B. To explore and map the ocean.
  - C. To help divers observe the ocean.
  - D. To find radar and conduct underwater searches.
  - E. To make sound waves farther in the water.
  
3. How can the transducer specify the range and orientation of the object?
  - A. By detecting the specific area underwater and the range of the object.
  - B. By receiving the details of specific areas from radar and incoming signals.
  - C. By transferring in the signals into the range and orientation of objects.
  - D. By determining the time between emission and reception of the pulses.
  - E. By measuring the strength of signals underwater.

4. "... unless it is used in conjunction with ...." (paragraph 3)  
What does the underlined word refer to?
- A. Object                      C. Active sonar                      E. The measurement  
B. The range                      D. Passive sonar

**The following text for questions 5 to 7.**

Tobacco is a leafy-plant grown around the world. In 2007, four countries-China, Brazil, India, and the United States- produced two-thirds of the world tobacco. Tobacco is currently grown in 16 states in United States. The largest tobacco-producing states are Kentucky and North Carolina. The account for 71% of all tobacco grown in the United States.

Dried tobacco leaves can be shredded and smoked in cigarettes, cigars, and pipes; grown into snuff which is sniffed through the nose; cured and made into chewing tobacco; moistened, ground, or shredded into dip which is placed in the mouth between the lip and gum.

Tobacco is an addictive substance because it contains in the chemical nicotine. Like heroin or cocaine, nicotine changes the way your brain works and causes you to crave more and more nicotine. This addiction to nicotine is what makes it so difficult to quiet smoking and other tobacco.

5. Where is tobacco mostly manufactured?
- A. Chine                      C. America                      E. Kentucky and North Carolina  
B. The U.S                      D. Brazil and India
6. How does tobacco change how your brain works?
- A. It makes someone crave more and more nicotine.  
B. It can be shredded and smoked via your mouth.  
C. Through nicotine like heroine and cocaine,  
D. It makes quitting smoking difficult.  
E. It is chewed into dip.
7. "... and causes you to crave more ...." (paragraph 3)  
What is the synonym of the underlined?
- A. Get                      C. Coved                      E. Hunger  
B. Need                      D. Influence

**The following text for questions 8 to 11.**

Seagrasses are found in shallow salty and brackish waters in many parts of the world, from the tropic to the arctic circle. Seagrasses are so named because most species have long green, grass-like leaves. They are often confused with seaweeds, but are actually more closely related to the flowering plants that you see on land. Seagrasses have roots, stems, and leaves, and produce flowers and seeds. They evolve around 100 million years ago and today there are approximately 72 different seagrass species that belong to four major groups.

Seagrass can form dense underwater meadows, a few of which are large enough to be seen from space. Although they often receive little attention, they are one of the most productive ecosystems in the world. Seagrasses provide shelter and food to an incredibly diverse community of animals, from tiny invertebrates to large fish, crabs, turtles, marine mammals, and birds. Seagrasses provide many important services to people as well, but many seagrasses meadows have been lost because of human activities. Work is ongoing around the world to restore these important ecosystems.

Seagrasses are known as the “lungs of the sea” because one square meter of seagrasses can generate 10 liters of oxygen every day through photosynthesis. Seagrasses leaves can absorb nutrients and slow the flow of water, capturing sand, dirt and silt particles. Their roots trap and stabilize sediment, which not only help improve water clarity and quality but also reduces erosion and buffers coastlines against storms. Seagrasses can further improve water quality by absorbing nutrients in runoff from the land. In nutrient poor regions, the seagrasses plants themselves help nutrient cycling by taking up nutrients from the soil and releasing them into the water through their leaves, acting as a nutrient pump.

8. The text is mainly about ....

- A. Ecosystem
- B. Seaweeds
- C. Meadows
- D. Seagrasses
- E. Flowering plants

9. We know from the text that ....

- A. Seagrasses destroy fishermen’s nets.
- B. Only fish make use of seagrasses.
- C. Seaweeds are known as meadows.
- D. Seagrasses are like plants on land.
- E. Seagrasses increases erosion on coastline.

10. The following statements are the function of seagrasses, **except** ....

- A. Seagrasses slow the flow of water.
- B. Seagrasses improve the water quality.
- C. Seagrasses provide foods for underwater creatures.
- D. Seagrasses roots’ trap and stabilize sediment.
- E. Seagrasses damage underwater’ ecosystem.

11. The main idea of the last paragraph is ....

- A. Many benefits of seagrasses.
- B. The description of seagrasses.
- C. Sea creatures and seagrasses.
- D. different species of seagrasses.
- E. people’s activities to destroy seagrasses

**The following text for questions 12 to 14.**

Kiwis are small, but don't let their sizes fool you. This super fruit is host to numerous nutrition benefits. First, a kiwi is high in vitamin C and E. Two medium kiwis boast 230 percent of the recommended daily allowance of vitamin C, almost twice that of an orange. In addition, to its vitamin C goodness, a kiwi contains a rare, fat-free form of vitamin E. Both vitamins act as antioxidants and are being studied for their potential to help protect against cancer-causing cell damage.

Second, a kiwi is also high in serotonin, a hormone with digestive and cardiovascular functions. Serotonin boosts learning, memory and mood, and also helps regulating your appetite.

Then, studies suggest that two kiwis deliver 30 mg of magnesium. Magnesium is crucial to nerve and muscle function and it boost energy levels. It has 20 percent more potassium than a banana has.

Furthermore, a kiwi contains the phytochemical lutein. Lutein is a carotenoid vitamin, that according to several studies, can prevent age-related blindness. It also protects eyes from different kinds of free radical damages. The body can't synthesize the lutein needed for health, so it's especially important to get plenty of food that contains lutein, like kiwis.

Last but not least, a kiwi is fat-free and two kiwis contain more fiber than those of bran cereals. Kiwis are a good option for people who need to maintain their blood sugar. They're also a fresh and delicious way to maintain hearth health, regulate digestion, and manage cholesterol. In conclusion, kiwis are very healthy and best consumed every day.

12. Why are kiwis advantageous for our eyesight?

- A. They contain lutein.
- B. They are free of fat.
- C. They are nutritious.
- D. They contain a lot of fiber.
- E. They are fresh and delicious.

13. We can infer from the text that ....

- A. Our bodies can synthesize lutein.
- B. Kiwis contain all types of vitamins
- C. Kiwis are beneficial for our heart.
- D. Serotonin is needed to boost energy.
- E. A kiwi has more vitamin C than an orange has.

14. "... and it boosts energy levels." (paragraph 4)

What is the closest meaning of the underlined word?

- A. Reduces
- B. Improves
- C. Manages
- D. Maintains
- E. Regenerates

**The following text for questions 15 to 17.**

Vitamin C is referred to as ascorbic acid. It has essentials for normal body functioning. Humans must obtain vitamin C through their diet. Vitamin C is present in fruits and vegetables. Other mammals have the opportunity to produce their vitamin C supply.

Vitamin C is required for the synthesis of collagen, an important structural component of tendons, bones, teeth, blood vessels, and muscle. The vitamin also synthesizes a neurotransmitter called norepinephrine. It also plays a role in the fat transport system of cells and cholesterol metabolism (prevention of gallstones). Vitamin C is a powerful antioxidant that assists the body in contesting viral infections, bacterial infections, and toxicity. It protects carbohydrates, fats, proteins, and nucleic acids (DNA and RNA) from damage induced by free radicals and other reactive species. Vitamin C produces skin products to enhance skin vitality and it plays a role in wound healing

Vitamin deficiency causes bruising, bleeding, skin and hair loss. These are all symptoms of a deficiency-included potentially fatal skin disease called scurvy. The symptoms are all related to diminished levels of collagen in bones, blood vessels, and connectives tissue. Inhabitants of developing countries and people on very restricted diets are more likely to suffer from a vitamin C deficiency.

15. Vitamin C can keep human immune because it functions as ....
- A. Wound healing
  - B. Essential structure
  - C. Powerful antioxidant
  - D. An important component
  - E. A fat transport system
16. Based on the text, we can infer that ....
- A. Vitamin C reduces collagen.
  - B. Vitamin C produces free radical.
  - C. Vitamin C let virus and bacterium flourish in our body.
  - D. Vitamin C improves skin healthy.
  - E. Vitamin C damages immune system.
17. The impacts of vitamin C deficiency are as followed, **except** ....
- A. Bruising skin
  - B. Collagen enhancement
  - C. Blood sugar improvement
  - D. bad hair growth
  - E. worsening skin health

**The following text for questions 18 to 20.**

Caffeine is a bitter substance found in coffee, tea, soft drinks, chocolate, kola nuts, and certain medicines. It has many effects on the body metabolism, including stimulating the central nervous system. This can make you more alert and give you a boost of energy.

For most people, the amount of caffeine in two to four cups of coffee a day is not harmful. However, too much caffeine can cause problems. It can make you jittery and shaky, make it hard to fall asleep or stay asleep, cause headache or dizziness, make your heart beat faster, cause dehydration, and make dependent on it.

Some people as pregnant and nursing women are more sensitive to the effects of caffeine than others. They should limit their use of caffeine. Besides, certain drugs and supplements may interact with caffeine.

18. Why does drinking coffee make you more alert? Because ....
  - A. Coffee is bitter.
  - B. Coffee contains bitter caffeine.
  - C. Coffee give you a boost of energy.
  - D. Caffeine in coffee gives you a boost of energy.
  - E. Caffeine in coffee stimulates the central nervous system.
  
19. Which of the following does not contain caffeine?
  - A. Soft drinks
  - B. Chocolate
  - C. Coffee
  - D. Cola
  - E. Tea
  
20. Which of the following is not a negative effect of caffeine?
  - A. Jitters and shakiness
  - B. Dehydration
  - C. Headaches
  - D. Sleepiness
  - E. Dizziness

**Lesson 8**  
**What Do You Think About It?**

**A. Expressing Agreement and Disagreement**

<b>Expressing Agreement</b>	<b>Expressing Disagreement</b>
<p>I agree with you. I do think so. That's so true. That's for sure. That's a good idea. I have to side with you on this one. I couldn't agree with you more. I was just going to say that. That's exactly how I feel. You're absolutely right. No doubt about it.</p>	<p>I disagree with you. I don't think so. I'm afraid I disagree. I'm not sure about that. I totally disagree. I'd say the exact opposite. No way.</p>
<b>Asking Agreement</b>	
<p>What about ...? What do you think about ...? Do you agree with ...? ... What do you think about it? How if ...?</p>	

**Do you agree with the following statements? Mentions your reasons.**

1. Government should hold National Examination as a graduation requirement.
  
2. Government should give legal punishment for juvenile crimes.
  
3. Government should stop free lunch program.

4. Teachers should not give homework for students.
5. Schools should hold six-day school.
6. Primary teachers should be able to teach English for young learners

### B. Giving and Asking Suggestions

Giving Suggestions	Asking Suggestions
<p><b>You should</b> see your parents.</p> <p><b>You had better to</b> stay at home than go outside.</p> <p><b>You need to</b> refresh your mind after joining the hard test.</p> <p><b>I think you should</b> prepare the final test well.</p> <p><b>I suggest you to</b> see a doctor.</p> <p><b>I suggest that</b> you take cooking class on days off.</p> <p><b>I recommend you to</b> take a public speaking course.</p> <p><b>I advise you to</b> finish your assignment first.</p> <p><b>Maybe you should</b> tell this problem to your parents.</p>	<p>Do you have any advice?</p> <p>Do you have any suggestions?</p> <p>What do you suggest?</p> <p>What do you recommend?</p> <p>What should I do?</p> <p>What do you think I should do?</p>

**Read the following situation. Then, express your suggestions.**

1. Sita lives at a boarding house.  
She got headache, fever, influenza, and cough for these three days.
  
2. Lani comes from Lampung.  
She studies at one of university in Yogyakarta.  
Lani cannot ride a motorcycle or drive a car.  
She doesn't want to be late for class.
  
3. Udin wants to be a tour guide for foreigners.  
He still has poor English skills.
  
4. Dayu and her classmates have just finished their final examination test.  
They have three days left before going back to their hometown.  
They want to spend the days together.
  
5. Your brother and his friends have a group project.  
The project should be discussed together.  
They need a proper and cozy place to do the project.
  
6. Your friend is going to celebrate her mother's birthday.  
She wants to give a present for her mother, but she is still confused to choose the best gift.

## Lesson 9

### Once Upon A Time

#### TASK 1

Look at the following pictures and match each picture with the correct titles which are in the box. Then, answer the questions.



Aladdin  
The Little Match Girl

Cinderella  
Beauty and the Beast

Little Red Riding Hood  
Snow White and Seven Dwarfs

#### Questions

1. Do you know the stories?
2. Which one of the stories do you like most?
3. What makes you like that story?

## TASK 2

Find out the meaning of the following words by matching each word of column A to column B.

### Column A

lost
exile
wrapped
approached
beggar
departed
curiosity
carried
stared
share
dejected

### Column B

pengemis
membungkus
membawa
kehilangan
sedih
mendekati
penasaran
berbagi
pergi
mengucilkan
mengamati

## TASK 3

Read the following text. Then, answer its questions.

### The Charm of Charity

A poor young man was helpless, homeless, and hopeless. He lost his job and had no one to help him. Depressed and dejected, he decided to exile himself. He collected all coins he had and bought a ripe banana wrapped in an old newspaper.

The young man opened the wrapping and was about to eat his last meal when an old beggar approached him. With trembling lips, the beggar told him that he hadn't had food to eat for several days and was too weak to walk.

The young man felt pity and gave the banana to the beggar. He ate it with great joy and thanked him. Before leaving, the beggar gave him a very old coin, saying, "Thank you very much. You gave me everything you had. Kindly accept this coin as my humble gift."

When the old man departed, he casually glanced at the piece of paper used to wrap the banana. There he saw an advertisement from an agency dealing with old coins. Any one possessing old coins was invited to visit the agency and receive a suitable price for their old coins on the spot.

Out of simple curiosity, he carried the coin to the agency, which was quite close to the spot he was at. Then, he showed the coin given by the beggar.

The person managing the agency stared at it and exclaimed in excitement, "What a surprise! It is very rare and several centuries old. It is worth a fortune!" He was given a large sum of money in exchange for the rare coin.

Jumping with joy on receiving the unexpected amount of money, he searched everywhere to find the old man who gave him the coin. He wanted to share his joy and the money with the beggar, but he could not find the beggar anywhere. He started a new life with renewed hope and enthusiasm.

## Questions

Answer the following questions by choosing A, B, C, D, or E for the correct answer.

1. What was the young man doing when the old man approached him? He was ....
  - A. going to the agency.
  - B. collecting all the coins he had.
  - C. opening the wrapping of his last meal.
  - D. receiving the unexpected amount of money.
  - E. seeing an advertisement on a wrapping paper.
2. What did the young man give to the old man?
  - A. an old coin
  - B. a banana
  - C. an old newspaper
  - D. all coin he had
  - E. joy and happiness
3. What did the old man give to the young man?
  - A. all coin he had
  - B. an old newspaper
  - C. an old coin
  - D. joy and happiness
  - E. his last meal
4. What did the man do after seeing an advertisement from an agency?
  - A. He looked for the old man.
  - B. He thanked to the old man.
  - C. He gave the all coin he had.
  - D. He carried the coin to the agency.
  - E. He gave a banana to the old man.
5. Why did the young man look for the old man after selling the old coin?
  - A. To thank the old man.
  - B. To get other old coins.
  - C. To ask the old man to live with him.
  - D. To share his joyfulness with the old man.
  - E. To persuade the old man to sell the rest of his old coins.
6. Based on the text, we know that the man was ....
  - A. kind
  - B. cruel
  - C. stingy
  - D. selfish
  - E. greedy
7. Which of the following statement is **NOT TRUE**?
  - A. The young man planned to go far away.
  - B. The old man gave an old, rare coin as a token of his gratitude.
  - C. Since the beginning, the young man knew the price of the old coin.
  - D. The young man bought a ripe banana wrapped in an old newspaper.
  - E. The old man approached the young man before the young man ate banana.

8. We can learn the following from the story, **except** ....
- A. We should be grateful.
  - B. A good deed is not useless.
  - C. We should help someone else.
  - D. We should not feel pity to older people.
  - E. Don't forget someone who had helped us.
9. "A poor young man was helpless, homeless, and hopeless."  
The word 'homeless' means having no ....
- A. skills
  - B. money
  - C. place to shelter
  - D. permanent job
  - E. friend to share problems
10. "The person managing the agency stared at it and exclaimed in excitement, ..."  
The underlined word refers to ....
- A. the coin
  - B. the banana
  - C. the newspaper
  - D. the advertisement
  - E. the agency

## **Narrative Text**

Narrative is a text purposed to entertain, create, stimulate emotions, motivate, and teach the readers. The following is the structure of a narrative text.

1. **Orientation**

This part sets the scene and introduces the characters (it answers the questions, who, when, what, and where).

2. **Complication**

This part consists a crisis or a problem arises which usually involves the main characters.

3. **Resolution**

This part consists of a solution to the problem (for better or for worse). Here, the main characters find ways to solve the problem.

Language features of narrative text are as the following.

1. Nouns: *traveller, tree, road*, etc.
2. Pronouns: *they, their, it, its*, etc.
3. Noun Phrases: *the dusty and rough road, a big old tree*, etc.
4. Time Connectives and Conjunctions: *one day, a week later, then, a long time ago*, etc.
5. Adverbs and Adverbials Phrases: *angrily, in horror*, etc.
6. Material Processes (action verbs): *ate, went, laughed*, etc.
7. Verbal Process (saying verbs): *asked, ordered, shouted*, etc.
8. Thinking Verbs: *considered, understood, agreed*, etc.
9. Feeling Verbs: *liked, disliked, enjoyed, hate*, etc.

#### Task 4

Read the task 3 text again. Then, complete the following table.

Orientation a. Setting b. Main Characters	
Complication	
Rising Action	
Climax	
Resolution	
Moral Value	
Purpose	

## Noun Phrase

A phrase is a group of words that do not have subject and predicate.

A noun phrase is word of group with a noun as its head.

The function of a noun phrase is same as a noun. A noun phrase always includes a noun, which is a person, place, or thing; or pronoun, which takes the place of noun.

a king  
noun head  
*a great and wise king in Central Java* = (Noun Phrase)  
modifier noun head modifier

How we can develop nouns into noun phrases?

1. By adding a determiner: a, an, the, some, your, his, many, more, five, etc.  
e.g.: *a princess, five young men, many villagers*, etc.
2. By adding adjectives: god, bad, long, short, beautiful, etc.  
e.g.: *a good boy, a beautiful palace, the longest hair*, etc.
3. By adding a present participle: opening, walking, running, sleeping, etc.  
e.g.: *a sleeping princess, the magic tree standing in the forest, a mother waiting for her son*, etc.
4. By adding a past participle: written, spoken, made, crooked, etc.  
e.g.: *a killed queen, tortured villagers, a prize contest opened by the king*, etc.
5. By adding a noun: palace, harvest, arm etc.  
e.g.: *the palace garden, the rice harvest, an arm chair*, etc.
6. By adding a preposition: in, on, at, of, in front of, etc.  
e.g.: *the house at the foot of the hill, a kingdom in West Java, a great beanstalk behind Jack's house* etc.
7. By adding an infinitive: to read, to cover, to send, etc.  
e.g.: *a knight to help people, a plan to escape, many foods to share*, etc.
8. By adding WH clause: who, which, whose, etc.  
e.g.: *the man whose daughter married to the King, the lady who had a big house on the hill*, etc.

**TASK 5**

Find eight noun phrases and their meaning in Indonesia from task 3 text.  
Then, put them in the following table.

The Charm of Charity	
Noun Phrases	Meaning
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

**Task 6**

Develop the following nouns into noun phrases.

Then, create sentences based on noun phrase you have developed.

e.g.: **the step daughter**

*the poor step daughter*

*the poor step daughter in the forest.*

*A huntsman helped the poor step daughter in the forest.*

**the dwarfs**

*the seven dwarfs*

*the seven dwarfs helping the princess.*

*The Prince brought the seven dwarfs helping the princess to his palace.*

1. river	5. soldier	8. key
2. meat	6. mountain	9. queen
3. forest	7. kingdom	10. rabbit
4. necklace		

## TASK 7

Read the following text. Then, answer its questions.

### A Wise King and His Wicked Minister

Long time ago, there lived a king who was sick and had only one way to recover; he had to stay on the top of mountain where he could inhale fresh air and live peacefully. Knowing this, the king delegated his duties to the minister as the prince, Prince Henry, was still too young to become a ruler. He would return to the kingdom when he was healthy.

Time passed. Feeling comfortable as a ruler, the minister had a wicked thought. "If I can get rid of the king, I will be the king," the minister thought, "My family will live happily."

To facilitate his plan, he sent his loyal fellow to meet the king to get rid of him. The minister laughed happily, dreaming of becoming the next king.

The minister's friend had arrived at the inn where the king, queen, and their people stayed. He greeted them and told them of his intention. "Good afternoon, Your Majesty. The minister asked me to meet you and ask your condition. He always prays for your health." The king was happy knowing his minister was sympathy. After chatting for a while, he allowed the man to have a rest and stay in a tent not far from his. He asked for his servant to serve the man well.

When night came, the man got out from the tent and approached the king's room. He successfully entered the room, but he was speechless knowing his kind and wise king slept soundly. "How could I kill this good man?" the man thought, "No, I won't. I'm going to tell him about the minister's real motive. I hope the king forgive me." He left the king's room immediately.

The following morning, the man met the king and informed him. However, the king wasn't shocked as he had already predicted. The king said the man that, in fact, he was alright, he just wanted to proof that the minister had bad plan. He had been asking the commander and the prince to keep an eye on him. They would arrest the minister with their own hands.

## Questions

Answer the following questions by choosing A, B, C, D, or E for the correct answer.

1. Why did the King have to live on the top of the mountain?
  - A. He wanted to live peacefully.
  - B. He felt comfort living in fresh air.
  - C. He would like to recover his health.
  - D. He let his son became a ruler.
  - E. He did not want to be a King anymore.
2. Who ruled the kingdom during the King stay on the top of the mountain?
  - A. The Queen
  - B. The King's family
  - C. Prince Henry
  - D. The minister's friend
  - E. The minister

3. Why did the minister send his trusted friend to meet the king?
  - A. To kill the King.
  - B. To pray the King's health.
  - C. To ask the King's condition.
  - D. To express the minister's sympathy.
  - E. To accompany the King and the family.
  
4. The minister's friend failed the minister's real plan because ...
  - A. the King slept soundly.
  - B. the King was a kind man.
  - C. the King has a wicked character.
  - D. the King did not want to live in the Kingdom.
  - E. the King appreciated the minister's sympathy.
  
5. What would the minister's friend do after failing the minister's real plan?
  - A. Asking for apologize
  - B. Arresting the minister
  - C. Leaving the mountain
  - D. Telling the minister's real plan
  - E. Going back to Kingdom with the King
  
6. How was the King reaction knowing the minister's real plan?
  - A. He kept calm.
  - B. He felt healthier.
  - C. He got angry.
  - D. He was happy.
  - E. He became sad.
  
7. What was the King's actually reason staying on the top of the mountain?
  - A. To kill the minister.
  - B. To arrest the minister.
  - C. To get rid the minister.
  - D. To show the minister's bad plan.
  - E. To let the minister ruled the Kingdom.
  
8. Who were asked to oversee the minister in the kingdom?
  - A. The prince and the queen.
  - B. The queen and the commander.
  - C. The commander and the prince.
  - D. The King's family and the prince.
  - E. The commander and the King's family.



## TASK 9

Read the following text. Then, answer its questions.

### The Bridge

Once upon a time, two brothers who lived on adjoining farms fell into a conflict. It began with a small misunderstanding that grew into a major difference, and finally it exploded into an exchange of bitter words followed by weeks of silence.

One morning, there was a knock on the elder brother's door. He opened it and found a man with a carpenter's toolbox. The man was looking for a job. The elder brother replied, "I do have a job for you. Look across the creek at that farm. It is what my younger brother has done. Last week there was a meadow between our farms and he took his bulldozer to the river levee. Now there is a creek between us. Well, he may have done to this to spite me, but I'll go one better. See that pile of lumber by the barn? I want you to build me a fence so I won't need to see his place anymore."

The carpenter said, "I think I understand the situation. Show me the nails and the post hole digger and I'll be able to do a job that will please you."

The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all day measuring, sawing, and nailing. About sunset when the farmer returned, he had just finished his job. The farmer's eyes opened wide. There was no fence there at all. It was a bridge-bridge stretching from one side of the creek to the other!

When the elder brother was standing on the bridge, the younger brother appeared and said, "You are quiet a fellow to build this bridge after all I've said and done." Then, the two brothers stood at each end of the bridge, and then met in the middle, taking each other's hands.

They turned to see the carpenter hoist his toolbox on his shoulder. "No, wait! Stay a few days. I've a lot of other projects for you," said the elder brother.

"I'd love to stay on," the carpenter said, "but I have many more bridge to build."

### Questions

Answer the following questions by choosing A, B, C, D, or E for the correct answer.

1. What happened to the two brothers?
  - A. They built a fence.
  - B. They went to a town.
  - C. They exploded the farm.
  - D. They fell into a conflict.
  - E. They were looking for a job.
2. Why did a carpenter knock on the elder brother's door?
  - A. He found a toolbox.
  - B. He would build a bridge.
  - C. He was looking for a job.
  - D. He saw a pile of lumber.
  - E. He had finished his work.

3. What did the younger brother fault?
- A. He grew a farm. D. He built a bridge.  
 B. He helped the carpenter. E. He gave the carpenter a job.  
 C. He made a creek at the farm.
4. What did the elder brother ask the carpenter to do? He asked the carpenter to ....
- A. build a fence. D. look for a job.  
 B. build a bridge. E. find a man with toolbox.  
 C. show him the nails.
5. Why did the elder brother ask the carpenter to do that?
- A. The elder brother wanted to help the carpenter get the materials ready.  
 B. The elder brother did not want to see his younger brother's place.  
 C. The elder brother saw a pile of lumber by the barn.  
 D. The carpenter needed a job in the village.  
 E. The carpenter went to town for supplies.
6. Why was the elder brother surprised when he returned from town?
- A. There was the carpenter at that farm. D. There was a fence at that farm.  
 B. There was a bulldozer at that farm. E. There was a bridge at that farm.  
 C. There was a creek at that farm.
7. What finally happened to the two brothers?
- A. They forgave each other. D. They went to town for supplies.  
 B. They had finished the bridge. E. They exchanged bitter words.  
 C. They would build more bridges.
8. We can learn the following from the story, **except** ....
- A. We should keep our brotherhood.  
 B. We should help one another.  
 C. Be a diligent and hard worker.  
 D. Solve your problems calmly.  
 E. Forgiving is not forgetting.
9. "..., the younger brother **appeared** and said, ..."  
 The bold typed word is synonymous to ...
- A. fade. C. vanish. E. go.  
 B. arrive. D. depart.
10. "About sunset when the farmer returned, he had just finished his job."  
 The underlined word refers to ....
- A. the farmer. C. the elder brother. E. the brothers' friend.  
 B. the carpenter. D. the younger brother.

**TASK 10**

Read the task 9 text again. Then, complete the following tables.

<b>Orientation</b>  a. Setting  b. Main Characters	
<b>Complication</b>	
<b>Rising Action</b>	
<b>Climax</b>	
<b>Resolution</b>	
<b>Moral Value</b>	
<b>Purpose</b>	

## Adverbs

Adverbs are words functioned to modify verbs.

e.g.: Timun Mas runs quickly.

adverb → the word 'quickly' explains the way how Timun Mas runs

Most adverbs are formed by adding 'ly' to an adjective.

e.g.: slow → slowly

quick → quickly

calm → calmly

Adverbs of Manner	Adverbs of Place	Adverbs of Time
Quickly	In front of her house	In the morning
Early	At the foot of the hill	In the evening
Badly	There	Last night
Warmly	At the park	During the daylight
Calmly	Inside the ox	In the early spring
Slowly	At the bottom of the sea	In October
Late	Behind the garden	In the year of 1999
Hard	Here	Two days ago
Well	At home	yesterday

The normal position of adverb is Manner, Place, and Time (MPT).

e.g.: The younger brother took care the cows well in a livestock every day.

manner      place      time

But the position of adverbs may change into Place, Manner, and Time (PMT) when there are verbs such as *go, reach, leave, arrive, come, return, get, walk, run*, etc.

e.g.: Timun Mas left home early this afternoon.

place    manner    time

### TASK 11

Decide kinds of adverb in the text of task 9. Then, put them in the following table.

Kinds of Adverb		
Manner	Place	Time

### Task 12

Develop the following sentences with adverbs of manner, place, and time.

- |                       |  |
|-----------------------|--|
| 1. The girl ran.      | 5. The woman was walking.                |
| 2. The wind blew.     | 6. The young man met his friend.         |
| 3. The farmer worked. | 7. The children ate a big piece of cake. |
| 4. The old man drunk. | 8. The girl was carrying a pail of milk. |

### Time Connectives

To make a story coherent, you have to put time connectives. Time connectives will make your story arranged in chronological order.

These are connectives used when we write a narrative text type.

Once upon a time  
A long time ago  
Long, long ago  
Once ...  
A year passed by  
Fortunately, ...  
When

One day, ....  
The next day, ....  
After that  
Meanwhile, ....  
A few days later, ....  
Unfortunately, ....  
While

No sooner than ....  
Next, ....  
Then, ....  
At the end of the story, ....  
Ever since then ....

### Task 13

Put the appropriate time connectives in the following story.

#### The Ant and the Dove

\_\_\_\_\_, an ant fell into the river accidentally. The poor ant struggled in the water. \_\_\_\_\_, a dove up in the tree saw the ant. She picked a big leaf from the tree, and \_\_\_\_\_ she dropped it to the ant. \_\_\_\_\_ the little ant saw this, she climbed onto the leaf and she escaped from drowning. \_\_\_\_\_, she thanked to the dove.

\_\_\_\_\_, a hunter came into the jungle. He saw the dove and raised his rifle to shoot it. \_\_\_\_\_ the little ant saw this, she crawled over and bit him in the leg. The hunter jumped in pain and missed the dove. The grateful dove thanked the ant. \_\_\_\_\_, the dove and the ant became faithful friends.

### TASK 14

Read the following text. Then, answer its questions.

#### How the Moon was Kind to Her Mother

Once upon a time, the Sun, the Wind, and the Moon were sisters. Their mother, lovely Star, was a pale and peace far away, in the dark sky.

One day, her uncle and aunt, the Thunder and the Lightning, asked the three sisters to have dinner with them. Their mother said that they might go. She would not shine until they returned.

In the party, the table was spread with delicious foods and drinks. They enjoyed the dinner, especially the Sun and the Wind, who were very greedy. On the contrary, the Moon was kind and remembered her mother. She took a part of her dinner to share with her mother.

The three sisters said goodbye to the Thunder and the Lightning. When they arrived at home, they found her mother waiting and shining. She said, "What did you bring for me from the dinner?"

The Sun tossed her head with all its yellow hair and answered, "Why should I bring anything? It was the same with the Wind. She wrapped her flowing robes and turned away from her mother, "I, too, went out for my own happiness and...why should I think of you, mother, when you were not with me?"

However, they were very different from the Moon. "See, Mom," cried the Moon, "I have brought you part of my food. I ate only half because I wanted to share it with you." Then, the mother ate the food.

After eating it, she called the children. First, she spoke to the Sun. "You were so selfish, my daughter," she said. "You went out and enjoyed yourself without thinking of one who was left alone at home. Your rays shall be so hot, so men shall cover their heads when you appear."

Next, the mother told the Wind. "You, too, my daughter. You also enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of the Sun and blast all you touch, so all people will dislike and avoid you."

At last, the mother told to the Moon. "You remembered your mother and you were unselfish. To those who are thoughtful towards their mothers, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall make dark night bright and all men shall call you blessed.

### Questions

Answer the following questions by choosing A, B, C, D, or E for the correct answer.

1. Who invited the three sisters for dinner?
  - A. The star.
  - B. The Thunder.
  - C. The Lightening.
  - D. The star and the Thunder.
  - E. The Thunder and the Lightening.
2. Who stayed at home waiting the family went home?
  - A. the Sun
  - B. the Moon
  - C. the Star
  - D. the Wind
  - E. the Lightening
3. Based on the text, we know that the Sun and the Wind were ....
  - A. greedy
  - B. generous
  - C. stingy
  - D. polite
  - E. honest
4. What did the Moon do with her dinner?
  - A. She gave it to her mother.
  - B. She shared it with her mother.
  - C. She enjoyed all of the dinner.
  - D. She didn't eat any dinner.
  - E. She ate half of it and threw the left.
5. Why didn't the Sun and the Wind bring any food for their mother?
  - A. Their mother got sick.
  - B. Their mother was angry.
  - C. Their mother was shining.
  - D. Their mother didn't join the dinner.
  - E. Their mother accompanied the Moon.
6. What did the mother say about the Sun?
  - A. She blew all she touched, so people called her blessed.
  - B. She made the dark night bright, so people called her blessed.
  - C. She would be so hot, so men covered their head when she appeared.
  - D. She blasted all she touched, so all people would dislike and avoid her.
  - E. She would be so cold, so men covered their head when she disappeared.
7. What did the mother say about the Wind?
  - A. She blew all she touched, so people called her blessed.
  - B. She made the dark night bright, so people called her blessed.
  - C. She would be so hot, so men covered their head when she appeared.
  - D. She blasted all she touched, so all people would dislike and avoid her.
  - E. She would be so cold, so men covered their head when she disappeared.

8. What did the mother say about the Moon?
- A. She blew all she touched, so people called her blessed.
  - B. She made the dark night bright, so people called her blessed.
  - C. She would be so hot, so men covered their head when she appeared.
  - D. She blasted all she touched, so all people would dislike and avoid her.
  - E. She would be so cold, so men covered their head when she disappeared.
9. "... when they arrived at home, ..."
- The underlined word refers to ....
- A. The Sun, the Wind, and the Moon.
  - B. The Thunder, the Moon, and the Star.
  - C. The Wind, the Thunder, and the Moon.
  - D. The Moon, the Star, and the Wind.
  - E. The Lightening, the Wind, and the Sun.
10. "...so all people will dislike and **avoid** you."
- What is the synonym of the bold typed word?
- A. To accept
  - B. To prevent
  - C. to support
  - D. to accompany
  - E. to ignore

### TASK 15

Find out the meaning of the following words by matching each word of column A to column B.

#### Column A

date
cunning
greedy
trusted
divide
realized
property
agreement
beat
feed
embarrassed
pardon
look after

#### Column B

tamak
malu
memberi makan
memukul
memohon maaf
merawat
kurma
licik
membagi
mempercayai
persetujuan
menyadari
warisan

## TASK 16

Read the following text. Then, answer its questions.

### Fair Shares

John and Tom were brothers. Their mother died very early. Their father also died after some time later. He left his sons a cow and a date tree.

John was cunning and greedy. On the contrary, Tom was kind and honest. He always trusted his elder brother. One day, they wanted to divide their parents' property. John said, "I'll be very fair with you, Tom. You take the front portion of the cow and I will take the hind. Each one gets his profit only from this share. In the same way, the tree was also divided. The upper went to John and the lower went to Tom.

One day, Tom fed the cow very well until it produced a lot of milk. John got the milk and sold it. However, he did not share the money to Tom. He asked his brother about this problem. "I got the milk for my portion. The hind part is mine as the agreement. Each of us gets the benefits only from his parts," John replied. Tom said nothing.

A wise man advised Tom to do something. The next day, John was milking the cow. Then, Tom beat the cow in the front portion. The cow started kicking and John shouted, "You fool! Don't you see me milking the cow?" Then Tom replied, "The front portion is mine. I can do anything. It is our agreement. Not just money, you must also take care and feed the cow too." John agreed it.

With regard to the tree, John had taken the upper part of the tree by making holes. A kind of sweet-smelling juice came out of these holes. The juice was collected in a pot and sold for money, but he didn't share either the money or the juice with his brother.

Again the wise man advised Tom. The next day, John was on the top of the tree. Then, Tom cut the lower part of the tree. John shouted at Tom, but Tom reminded John about the agreement. He said, "I can do anything with my part. You cannot question or stop me."

John realized his mistakes. He said, "Tom, I have been a bad brother to you. I feel embarrassed of my selfishness. I ask your pardon. I promise to look after you well hereafter." So he did. Both of the brothers lived happily and they shared the profit

Answer the following questions by choosing A, B, C, D, or E for the correct answer.

1. What did the father leave for John and Tom?
  - A. Money and a cow
  - B. A cow and a date tree
  - C. A date tree and money
  - D. Milk and sweet-smelling juice
  - E. Sweet-smelling juice and money
2. Why did John want to divide his father's property?
  - A. He wanted to share his part with Tom.
  - B. He planned to give all the property to Tom.
  - C. He refused much benefit from the property.
  - D. He would like to have less benefit from the property.
  - E. He wanted more benefits from his parts and Tom's part.

3. The following statements are true about the text, **except** ....
- A. Tom got the front of the cow.
  - B. John took the hind of the cow.
  - C. John had the upper part of the tree.
  - D. Tom accepted the lower part of the tree.
  - E. Tom enjoyed much money from John's part.
4. What did John do with all of the milk?
- A. He sold the milk.
  - B. He gave the milk to Tom.
  - C. He let Tom enjoying the milk.
  - D. He drank the milk by himself.
  - E. He shared the milk with wise man.
5. Why did Tom beat the cow in front of portion?
- A. John never fed and took care of the cow.
  - B. John had much money from the cow.
  - C. John shared benefits from the cow.
  - D. John gave much milk to Tom.
  - E. John did not sell the milk.
6. What could John get from the tree?
- A. a pot
  - B. money
  - C. tree holes
  - D. sweet-smelling juice
  - E. nothing
7. What did Tom do at the lower part of the tree?
- A. He put a pot.
  - B. He took the juice.
  - C. He cut the tree.
  - D. He collected the juice.
  - E. He made holes.
8. What did the brothers do to live happily?
- A. They sold the cow.
  - B. They shared the benefits.
  - C. John gave his benefit to Tom.
  - D. Tom gave his benefits to John.
  - E. They cut the tree.
9. "... Each of us gets the **benefits** only ..."
- What is the synonym of the bold typed word?
- A. grant
  - B. lost
  - C. deficit
  - D. profit
  - E. drawback
10. "Then Tom replied, "The front portion is mine. I can do anything. It is our agreement. Not just money, you must also take care and feed the cow too." John agreed it."
- The underlined word refers to an agreement of ....
- A. asking the wise man advice
  - B. selling the milk from the cow
  - C. taking benefit from Tom's part
  - D. enjoying benefits from their own part
  - E. sharing money, taking care, and feeding the cow

**TASK 17**

Read the task 16 text again. Then, complete the following table.

Orientation a. Setting b. Main Characters	
Complication	
Rising Action	
Climax	
Resolution	
Moral Value	

## TASK 18

Read the following text. Then, answer its questions.

### Orpheus and Eurydice

Orpheus was “the father of song”, he was interested in singing at very young age. He loved singing and playing lyre so much. They were part of his life. The moment he played his lyre and song, all living things came near to hear him sing. In other words, his singing was even well liked by animals.

Like everyone else, beautiful Eurydice loved her dearly at first sight. But one day, a poisonous snake bit Eurydice fatally on her legs. She was killed straight away and left a deep sadness.

For many days, Orpheus played sad songs which suited his melancholy mood at the death of Eurydice. Then, he went to Zeus. Hearing how sadly and yet how touchingly Orpheus sang, Zeus said, “Go to the country of the Dead and meet Hades, King of the Dead. Ask him to give her back to you. Since you are such a lovely singer, you have good chance of winning his sympathy and getting what you want.”

So Orpheus went to the Country of the Dead. He saw the boatman carrying the dead in his boat. As Orpheus was not a dead person, he was forced to stay behind. But when Orpheus sang, the boatman couldn't say “No”. Then, Orpheus came to a great gate for him to enter. Orpheus came to great gate where a three-headed dog stood guard. Orpheus sang and the dog opened the gate for him to enter. Finally, Orpheus came to the palace of the King Hades, where he sat with his Queen Persephone, in the hall.

“O King Hades and Queen Persephone, give me back my Eurydice.” Orpheus pleaded after his music had softened the hearts of Hades and Persephone.

“Go back, Orpheus, and Eurydice shall walk behind you. But don't talk to her and do not look back until both of you reached the Country of the Living or she will fall back into the Place of Dead and you'll never see her again.”

Orpheus acted according to instructions. But when they came near the Country of Living, he thought that they were out of danger. So he looked back at Eurydice. She gave a cry and disappeared.

“Oh, what a shame!” Orpheus exclaimed. “Why did I ignore King of Hades' warning?”

Orpheus was so sad that he killed himself and joined Eurydice in the Country of the Dead, where they were happy ever after.

Answer the following questions by choosing A, B, C, D, or E for the correct answer.

1. Why did Eurydice die?
  - A. Orpheus killed himself.
  - B. A poisonous snake bit her legs.
  - C. A wild animal pounced on her hand.
  - D. She heard Orpheus singing.
  - E. She lived in a deep sadness.
  
2. What was Zeus' advice to Orpheus?
  - A. Singing Zeus' favorite song.
  - B. Asking Orpheus to play a sad song.
  - C. Meeting Hades in the Death Country.
  - D. Going to Death Country.
  - E. Winning Zeus' sympathy.
  
3. What did Orpheus do to make the dog opening the castle's gate?
  - A. He sang a song.
  - B. He killed the dog.
  - C. He asked for Zeus' help.
  - D. He played lyre.
  - E. He met Queen Persephone.
  
4. Why did the King and Queen of death grant Orpheus' request?
  - A. He had met Zeus.
  - B. He sang a sad song.
  - C. He played melancholy music.
  - D. His music had softened them.
  - E. He came from Living Country.
  
5. Why did Orpheus not succeed in bringing Eurydice back from the Death country?
  - A. Orpheus sang very sadly.
  - B. Orpheus looked back to Eurydice.
  - C. Hades did not allow him to meet Eurydice.
  - D. Eurydice walked behind Queen Persephone.
  - E. Orpheus followed the King Hades instructions.
  
6. What did Orpheus do when he could not bring Eurydice back to Living country?
  - A. He killed himself.
  - B. He met Hades again.
  - C. He lived in Death Country.
  - D. He went back to Living Country.
  - E. He always played melancholy songs.
  
7. What can we infer from the text?
  - A. Eurydice never walked behind Orpheus.
  - B. King Hades and Persephone fooled Orpheus.
  - C. Orpheus did not do King Hades instruction well.
  - D. Eurydice and Orpheus lived happily in the Living Country.
  - E. Orpheus and Eurydice had to live in different country ever after.
  
8. "Oh, what ashamed!" Orpheus exclaimed. "Why did I ignore King of Hades' warning?"  
By saying the underlined utterance, we know that Orpheus felt ...
  - A. ashamed
  - B. embarrassed
  - C. happy
  - D. surprised
  - E. regret



TASK 20

Choose one of the following pictures. Then, write a narrative text.

1.



2.



3.



## Lesson 10

### Explaining Math

#### A. How to Say Numbers

There are two kinds of numbers in English: 1) Cardinal 2) Ordinal.

Cardinal numbers are numbers used to indicate amounts of things.

Ordinal numbers are numbers used to indicate an order.

#### 1. How to say cardinal numbers

	Number forms	Number forms in English
1 digit numbers	0, 1, 2, 3, 4, 5, 6, 7, 8, 9	Zero, one, two, three, four, five, six, nine
2 digit numbers	10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Ten, eleven, twelve, thirteen, fourteen, fifteen, nineteen
	20, 30, 40, 50, 60, 70, 80, 90 35 83	Twenty, thirty, forty, fifty, sixty, ninety  Thirty five
3 digit numbers	100, 300, 500, ... 250 475	Hundred One hundred, five hundred  Two hundred and fifty
4 digit numbers	2000, 4000, ... 7_500 87_50 9463	Thousand Two thousand, four thousand Seven thousand and five hundred Eight thousand seven hundred and fifty
5 digit numbers	10 000, 30 000, ... 43 000 58 500 24 630  79 452	Thirty thousand  Fifty eight thousand and five hundred  Seventy nine thousand four hundred and fifty two

6 digit numbers	300 000 560 000 872 500 921 341	Three hundred thousand Nine hundred twenty one thousand three hundred and forty one
7 digit numbers	5 000 000	Million
8 digit numbers	30 000 000	
9 digit numbers	500 000 000	
10digit numbers	2 000 000 000	Billion

## 2. How to say ordinal numbers

Ordinal numbers	Word
1	first
2	second
3	third
4	fourth
5	fifth
6	sixth
7	seventh
8	eighth
9	ninth
10	tenth

21: twenty first  
32: thirty second  
43: forty third  
27: twenty seventh  
51: fifty first  
62: sixty second  
73: seventy third

## B. Mathematical Symbols

The most used mathematical symbols and terms in mathematics learning taken from Dictionary of Mathematics by Borowski (1989) and Gibilisco (2004) are as the following.

Math symbols	Meaningful Mathematics Statement	Examples
+	... plus ...	$3 + 4 = 7$
-	... minus ... ... subtracted by ...	$8 - 4 = 4$
x	... times ... ... multiplied by ...	$2 \times 3 = 6$
÷	... divided by ...	$10 \div 5$
:	... to ...	$3 : 4$ $1 : 5$
=	Equals/ is equal to / is	$2+5 = 7$
≠	Not equals/ is not equal to / is not	$3-1 \neq 4-1$
≤	Is less than or equal to	
<	... Is less than ...	$10 < 12$
≥	Is greater than or equal to	
>	... is greater than ...	$15 > 10$
∑	sum	
∠	angle	∠AB
$x^2$	Square ... raised to the power of ...	$4^2 = 16$ $7^2 = 49$
$x^3$	Cubed ... raised to the power of ...	$4^3 = 64$ $5^3 = 125$

$\sqrt{\quad}$	Square root The square root of .... Is .....	$\sqrt{625} = 25$ $\sqrt{144} = 12$	
$\sqrt[3]{x} = \dots$	Cubed root The cubed root of .... The third root of ....	$\sqrt[3]{64}$	

### 3. How to say numbers with decimal.

Numbers	How to Say It
3.7 1.2	Three point seven
5.84 2.45	Five point eighty four
12.9 58.4	Twelve point nine

### 4. How to say fraction

#### OVER

$$\frac{3}{7} = \text{three over seven}$$

$$\frac{37}{5} = \text{thirty seven over five}$$

$$\frac{4}{8} = \text{four over eight}$$

$$\frac{25}{10} = \text{twenty five over ten}$$

$$\frac{5}{7} = \text{five over seven}$$

#### Notes:

Several fractions have fixed term if the numerator is less than denominator.

$$\frac{1}{2} = \text{half}$$

$$1\frac{1}{2} \text{ one half}$$

$$5\frac{1}{2} \text{ five half}$$

$$\frac{3}{2} \text{ three over two}$$

$$\frac{x}{3} = \text{x-third} \quad \frac{1}{3} \text{ one-third}$$

$$\frac{2}{3} \text{ two-third}$$

$$\frac{4}{3} \text{ four over three}$$

$$\frac{x}{4} = \text{x-quarter}$$

$$\frac{1}{4} \text{ one-quarter}$$

$$\frac{2}{4} \text{ two-quarter}$$

$$\frac{3}{4} \text{ three-quarter}$$

$$\frac{5}{4} \text{ five over four}$$

## Task 1

Translate the following mathematical symbols into words.

### 1. Cardinal numbers

- a. 23
- b. 47
- c. 192
- d. 281
- e. 4.700
- f. 7.934
- g. 36.800
- h. 84.325
- i. 500.450
- j. 247.385

### 2. How to say numbers with decimal

- a. 1.8
- b. 3.75
- c. 24.8
- d. 35.47

### 3. How to say fraction

- a.  $\frac{1}{5}$
- b.  $\frac{8}{11}$
- c.  $\frac{22}{7}$
- d.  $\frac{12}{36}$
- e.  $\frac{2}{3}$
- f.  $\frac{2}{4}$

4. How to say mathematical expression

Math expression	English expression
$36 + 463 = 499$ $150 + 24 = 174$	
$87 - 95 = -8$  $235 - 73 = 162$	
$6 \times 14 = 84$ $5 \times 27 = 135$	
$45 : 10 = 4.5$ $83 : 100 = 0.83$	
$15^2 = 225$ $9^2 = 81$	
$6^3 = 216$  $8^3 = 512$	
$\sqrt{289} = 17$  $\sqrt{441} = 21$	
$\sqrt[3]{729} = 9$  $\sqrt[3]{1728} = 12$	
$\frac{4}{5} \times 2 \frac{1}{3} = \frac{4}{5} + \frac{7}{3}$ $= \frac{4 \times 7}{5 \times 3}$ $= \frac{28}{15}$ $= 1 \frac{13}{15}$	

## Mathematical Terms and How to Explain Math in English

### A. Grade 4

#### 1. Pecahan (Fraction)

- Pembilang: numerator
- Penyebut: denominator
- Pecahan biasa: common fraction
- Pecahan campuran: combined fraction
- Pecahan senilai: equaled fraction
- Bilangan desimal: decimal number
- Persentase: percentage
- Penaksiran: consideration
- Operasi: operation

#### 2. FPB dan KPK

- FPB = GCD → Greatest Common Divisor
- KPK = LCM → Least Common Multiple
- Kelipatan: multiple
- Faktor persekutuan dua bilangan: two numbers common divisor
- Kelipatan persekutuan dua bilangan: two numbers common multiple
- Bilangan prima: prime number
- Faktorisasi prima: prime factorization

#### 3. Pembulatan Pengukuran Panjang dan Berat (Length and Weight Measurement Set)

- alat ukur panjang: length measurement tool
- Pembulatan hasil pengukuran panjang: length measurement set result
- Alat ukur berat: Weight measurement tool
- Timbangan: scale
- Pembulatan hasil pengukuran berat: weight measurement set result

#### 4. Segi Banyak

- Segi banyak: polygon
- Sisi: side
- Sudut: angle
- Segitiga: triangle
- Persegi: square
- Persegi panjang: rectangle

- Segi lima: pentagon
- Segi enam: hexagon
- Segi tujuh/ lebih: octagon
- Segitiga sama sisi: equilateral triangle
- segitiga lancip: acute-angled triangle, acute triangle
- segitiga tumpul: obtuse-angled triangle, obtuse triangle
- segitiga sama sisi: equilateral triangle
- segitiga samakaki: isosceles triangle
- segitiga sembarang: scalene triangle
- segitiga siku-siku, segitiga yang besar salah satu sudutnya  $90^\circ$ : right-angled triangle, right triangle
- Beraturan: regular
- Tidak beraturan: irregular
- Jajaran genjang: parallelogram
- Trapesium: trapezium
- sisi samping bangun ruang sisi tegak: lateral faces

## 5. Keliling dan Luas Bangunan

- Keliling: perimeter → untuk bangun yang memiliki sisi
- Luas bangunan: square/ area/ square area  
Contoh: ... (nama bangun) square/ area/ square area  
→ luas segitiga: triangle square  
→ luas persegi: square area  
→ luas persegi panjang: rectangle square area
- Sisi: side
- Panjang: length
- Lebar: wide
- Tinggi: height
- Alas: base

## 6. Garis dan Sudut

- Garis: line
- sejajar: parallel/ congruent
- berpotongan: intersect
- berimpit: coincide
- garis tegak: vertical line
- tegak lurus: perpendicular

- sudut: angle
- kaki sudut: arm of an angle
- titik sudut: vertex (tunggal), vertices (jamak >1)
- sudut lancip: acute angle
- sudut siku-siku: right angle
- sudut tumpul: obtuse angle
- sudut lurus: straight angle
- sudut sehadap: adjacent angle
- sudut dalam berseberangan: alternate interior angle
- sudut luar berseberangan: alternate exterior angles
- sudut bertolak belakang: vertical angle

## **B. Grade 5**

### **1. Pecahan**

- Penjumlahan pecahan: fraction addition
- Pengurangan pecahan: fraction subtraction
- Perkalian pecahan: fraction multiplication
- Pembagian pecahan: fraction division
- Perbandingan: ratio
- Suhu: temperature
- Derajat: degree

### **2. Kecepatan dan Debit**

#### **a. Hubungan antarsatuan waktu: relation between units of time**

- Operasi hitung: arithmetic operation
- Hari: day
- Jam: hour
- Menit: minute
- Detik: second
- Pergerakan jarum jam: clockwise movement
- Jarum jam panjang: long hour hand
- Jarum jam pendek: short hour hand

#### **b. Hubungan antarsatuan jarak: relation between units of distance**

- Panjang lintasan: track length
- Satuan: unit
- Satuan panjang: unit length
- Jarak: distance

- Setiap naik satu tangga dibagi 10: every step up/ go up a ladder divided by 10
- Setiap turun satu tangga dikalikan 10: every step down/ go down a ladder multiplied by 10
- Jarak tempuh: mileage
- Jarak yang ditempuh: distance traveled

**c. Hubungan antarsatuan volume: relation between units of volume**

- Ruang: space
- Isi: content/ capacity
- Setiap naik satu tangga dibagi 1000: every step up/ go up a ladder divided by 1000
- Setiap turun satu tangga dikalikan 1000: every step down/ go down a ladder multiplied by 1000

**d. Kecepatan: Speed**

- Satuan kecepatan: unit of speed
- Jarak: distance
- Waktu: time

**3. Denah dan Skala**

**a. Denah: scheme / route**

- Utara: north
- Timur laut: north-east
- Timur: east
- Tenggara: south-east
- Selatan: south
- Barat daya: south-west
- Barat: west
- Barat laut: north-west
- Bidang datar: plane
- Bidang koordinat: coordinate plane
- Sumbu mendatar (absis): abscissa
- Sumbu tegak: ordinate

**b. Skala: Scale**

- Perbandingan: comparison
- Jarak pada peta: distance on map
- Jarak sebenarnya: actual distance

#### 4. Bangun Ruang: Geometry

- Kubus: cube
- Persegi: square
- Rusuk: edge
- Rusuk sama panjang: same length edge
- Panjang rusuk: edge length
- Titik sudut: vertex (tunggal), vertices (jamak)
- Dimensi: dimension
- Balok: cuboid
- Sisi: side
- Sejajar: parallel
- Lapis: layer
- Kubus satuan: cuboid unit
- Panjang: length
- Lebar: width
- Tinggi: height
- Volume: volume
- Jaring-jaring: nets

#### 5. Pengolahan Data: data processing

- **Sebanyak 12** siswa hobi bermain sepak bola:
  - ➔ **There are 12** students like playing football.
  - ➔ 12 students like playing football.
- Diagram: diagram/ chart
- Diagram batang: bar chart
- Diagram garis: line chart
- Tabel: table
- Sumbu tegak: abscissa
- Sumbu mendatar: ordinate
- Titik tempat garis bertemu: intersection

### C. Grade 6

#### 1. Bilangan Bulat: integers

- Bilangan: number
- Bilangan bulat positif: positive integer
- Bilangan bulat negative: negative integer

- Bilangan cacah: whole number
- Bilangan asli: natural number
- Bilangan dasar: base
- Bilangan nyata: real number
- Anak panah: arrow
- Garis bilangan: number line

## 2. Operasi Hitung Campuran

Pengembangan dari fraction, decimal number, dan ratio/comparison

## 3. Lingkaran: circle

- Titik pusat: centre
- Busur: arc
- Jari-jari lingkaran: radius (tunggal), radii (jamak)
- Luar lingkaran: circle area
- Keliling lingkaran: circumference
- Tali busur lingkaran: chord
- Panjang busur: chord length
- Apotema: apothecary
- Tembereng: segment

## 4. Bangun Ruang: Geometry (2)

- Sifat-sifat kubus: cube characteristics
- Sifat-sifat balok: cuboid characteristics
- Prisma: prism
- Prisma segitiga: **triangular** prism
- Prisma segi empat: **rectangular** prism
- Prisma segi lima: **pentagon** prism
- Prisma segi enam: **hexagon** prism
- Limas: pyramid (prisma segitiga – segi enam menyesuaikan nama-nama yg dicetak tebal di atas) →... pyramid, limas segitiga: triangular pyramid  
Limas segi empat: rectangular pyramid
- Tabung: cylinder
- Alas: base
- Tutup: lid/ cap
- Kerucut: cone
- Bola: sphere

- Setengah bola: hemisphere
- Luas permukaan: surface square
- Luas permukaan kubus: cube surface square
- Luas permukaan balok: cuboid surface square

***Selebihnya, cantumkan nama bangun ruang di awal..lanjut tambahkan surface square***

*Selebihnya, pengembangan dari geometry di atas sebelumnya*

## **5. Pengolahan Data: Data Processing**

*Lanjutan dari pengolahan data 1*

- Rata-rata: mean
- Nilai tengah: median
- Data terbanyak: modus
  - Menafsirkan: interpret
  - Data: data
  - Tertinggi: highest
  - Terendah: lowest/ least
  - Selisih antardata: data difference

### Example 1 of Explaining Math

<p><b>Questions-Answer</b></p>	$\frac{4}{5} \times 2 \frac{1}{3} = \frac{4}{5} + \frac{7}{3}$ $= \frac{4 \times 7}{5 \times 3}$ $= \frac{28}{15}$ $= 1 \frac{13}{15}$
<p><b>Component</b></p>	<p><b>Explanation</b></p>
<p><b>Opening</b>  <i>Berisi salam-sapa, cek kehadiran, ulasan materi sebelumnya, penyampaian apersepsi, pernyataan materi yang akan dipelajari</i></p>	<p>Good morning students. } <b>salam-sapa</b>          How are you going? I hope you are fine. }</p> <p>Students, in the previous lesson we have learnt about fraction. Fraction is number which consists of numerator and denominator. Besides, we also have learnt about how to change combined-fraction into common fraction and how to add and subtract fractions. → <b>ulasan materi sebelumnya</b></p> <p>Therefore, this time we will learn how to multiply fractions.          Now, please pay attention to me. → <b>menyatakan materi yg akan dipelajari</b></p>
<p><b>Content</b>  <i>Berisi inti penjelasan. Jelaskan contoh pengerjaan soal dengan bahasa penyampaian kita.. Tiap individu mempunyai cara yang berbeda dalam menyampaikan penjelasan materi. Kita bisa menggunakan kalimat imperative / perintah</i></p>	<p>Here, I have an example how to multiply fraction.          I have fractions : <math>\frac{4}{5} \times 2 \frac{1}{3}</math> (four over five multiplied by two one-third)          To find the answer, let us write</p> <p><math>\frac{4}{5}</math> then, change the combined fraction <math>2 \frac{1}{3}</math> into common fraction. Decide the numerator by multiplying base number (that is two) with denominator (three) and add the numerator (one).. so, two multiplied by three is six.. six plus one is seven.. therefore, the common fraction of <math>2 \frac{1}{3}</math> is <math>\frac{7}{3}</math> (seven over three). Write seven over three become</p> $\frac{4}{5} \times 2 \frac{1}{3} = \frac{4}{5} + \frac{7}{3}$ <p>So, we have <math>\frac{4}{5} + \frac{7}{3}</math>,</p>

	<p>The next step, let us multiply numerator with numerator and multiply denominator with denominator. We can write <math>\frac{4 \times 7}{5 \times 3}</math> (four multiplies by seven OVER five multiplied by three).</p> <p>Let's count it one by one.. four multiplied by seven is twenty eight.. OVER..five multiplied by three is fifteen, so now we have <math>\frac{28}{15}</math> (twenty eight over fifteen)..</p> <p>In your opinion, can we simplify this fraction? You're right.. We can still simplify the fraction twenty eight over fifteen..</p> <p>Let us simplify it together.</p> <p>Let's count twenty eight divided by fifteen.. then we have ONE.. write one as the base number</p> <p>Then, count twenty eight minus fifteen. Twenty eight minus fifteen equals thirteen.. Put thirteen as numerator.. and fifteen keeps being the denominator/ denominator..</p> <p>Therefore, <math>\frac{4}{5} \times 2 \frac{1}{3} = 1 \frac{13}{15}</math> (four over five multiplied by two one-third equals one thirteen over fifteen</p>
<p><b>Closing</b>  <i>Bisa berisi konfirmasi pemahaman/ apresiasi/ kesimpulan/ tugas siswa dan instruksi pengerjaan soal latihan</i></p>	<p>O.K students, by this point, any question? Great. If you don't have any question, now please try to answer task 1. Decide sum of the fraction multiplication.. do this task in pairs.</p>

## Example 2 of Explaining Math

<b>Questions-Answer</b>	<p>Geometry – Deciding volume of a cube (menentukan volume kubus)  Diasumsikan ada gambar kubus dengan rusuk (edge) 7 cm.</p> $\begin{aligned} \text{Cube Volume} &= \text{edge} \times \text{edge} \times \text{edge} \\ &= 7 \text{ cm} \times 7 \text{ cm} \times 7 \text{ cm} \\ &= 343 \text{ cm}^3 \end{aligned}$
<b>Component</b>	<b>Explanation</b>
<b>Opening</b>	<p>Students, let us continue our lesson.  Today we will talk about geometry.. there are many kinds of geometry. One of them is cube. So, we are going to learn about cube.</p>
<b>Content</b>	<p>Cube is a three dimension figure (bangun datar 3D)  A cube has 6 (six) rectangular-sides with same size, 12 (twelve) edges with same length, and 8 (eight) vertices.  Now, let us learn how to count the volume of a cube.  To count the volume of a cube we can use this formula..  The formula (rumus) is edge x edge x edge (edge multiplied by edge multiplied by edge) OR we can say that the formula of cube volume as edge cubed or edge raised to the power of three.</p> <p>Take a look at this example</p> <p>Here, I have a cube. The edge length is 7 (seven) centimeters.  Because the edge length has been known, next, let us count the volume.  The formula is edge multiplied by edge multiplied by edge multiplied by edge. Put 7 cm in this formula.. and we have 7 cm x 7 cm x 7 cm (seven centimeter multiplied by seven centimeter multiplied by seven centimeter or <math>7^3</math> (seven raised to the power of three OR we can say it seven cubed).. let us count  Seven multiplied by seven is forty nine.. forty nine multiplied by seven is three hundred and forty three.  Therefore, this cube volume is three hundred and forty three cubic centimeters (<math>cm^3</math>)</p>
<b>Closing</b>	<p>Students, do you get my point? / Do you understand?  Great. Because you have got my point, now try to decide the cube volume in task 1 by yourself. If you find difficulties, you can ask me.</p>

# Lesson 11

## Constructing Test in English

In this lesson, students will learn how to construct test questions in English. When constructing questions in English, the first thing that must be prepared is the test questions in Indonesian which must meet the requirements of test construction. Therefore, when constructing test questions in English, we simply need to translate the Indonesian test questions into English. Therefore, in this lesson, students will practice translating Indonesian test questions into English.

Before carrying out translation practice, there are several things we need to consider to make translation practice easier.

1. **Determine the form of the sentence:** whether the sentence is a nominal sentence (a sentence whose verb is to be 'am/is/are/was/were' where in this sentence to be functions to fulfill the requirement of an English sentence which must have a verb) or a verbal sentence (a sentence whose verb is other than to be and simply put, a verbal sentence is a sentence whose verb shows an action).
2. **Determine the sentence structure:** is the sentence in the test question
  - a statement (either a positive or negative statement) or a question (a Yes/No question or 5W1H question) or a command (imperative sentences in Indonesian and English have the same structure, namely beginning with a verb) or a command?
  - active sentence (a sentence whose verb uses the prefix me-)
  - passive sentence (a sentence whose verb uses the prefix *di-*; to form this passive sentence, we need to be and verb 3)
3. **Identify the subject and predicate:** To understand the meaning of a sentence properly, we should be able to identify the subject and predicate of a sentence. This will be very useful when translating test questions that contain complex sentences (sentences consisting of at least two subjects and two predicates). Even if there is more than one subject and one predicate, a complex sentence still has one main subject and one main predicate.
4. **Pay attention to the subject of the sentence:** we should pay attention to the number of subjects, whether they are singular or plural. This is important because it will affect the form of the verb, especially in simple present sentences.
5. **Determine the tense:** We need to pay attention to whether the sentence in the test question has a simple present tense, simple past tense, perfect tense, or continuous tense. Generally, test questions are presented in the simple present tense, but we need to reconsider the context of the sentence to ensure a more accurate translation.
6. **Pay attention to word choice/diction:** so that the vocabulary we use is more varied and more appropriate to the context of the test questions, we need to pay attention to word

choice. A varied vocabulary is useful for developing our students' vocabulary insights and our students will practice determining the meaning of vocabulary based on the context of the sentence. However, what if we still feel our vocabulary insights are limited? To overcome this obstacle, we can use the menu bar in Microsoft Word: click Review → select Thesaurus (near the ABC text) → type the vocabulary we want to find synonyms for → choose the word we want, adjust it to the context

7. **Translation is flexible:** everyone has their own way of conveying information. We can translate a sentence in our own way, as long as the core meaning is the same. Therefore, in translation, we can simplify sentences or add words or explanations to them, as long as the essence remains the same.

### Task 1

**Construct the following test in English.**

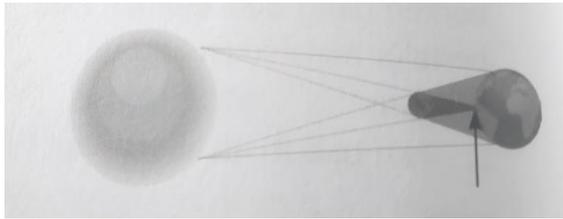
**A. Pilihlah satu jawaban yang paling tepat.**

1. Penerapan nilai-nilai dalam sila pertama Pancasila ditunjukkan ketika kita ....
  - a. mengikuti karnaval kebudayaan
  - b. berdiskusi dalam kerja kelompok
  - c. mengikuti upacara bendera pada hari Senin
  - d. menunda kerja kelompok di hari Minggu karena ada teman yang akan beribadah
2. Mengakui persamaan hak dan kewajiban merupakan salah satu penerapan nilai-nilai Pancasila, yaitu sila ....
  - a. Pertama
  - b. kedua
  - c. ketiga
  - d. kelima
3. Salah satu cara yang dapat dilakukan untuk mewujudkan sila keempat Pancasila dalam kehidupan masyarakat adalah ....
  - a. menerima dan melaksanakan hasil musyawarah dengan tanggung jawab
  - b. senang melakukan kegiatan kemanusiaan
  - c. tidak semena-mena terhadap orang lain
  - d. tidak bergaya hidup mewah dan boros

4. Manfaat sikap persatuan di lingkungan keluarga adalah ....
  - a. Menimbulkan sikap tak acuh antaranggota keluarga
  - b. Menimbulkan perselisihan di antara anggota keluarga.
  - c. Menciptakan suasana rukun dan damai dalam keluarga.
  - d. Selalu mengutamakan kepentingan sendiri di atas kepentingan bersama
  
5. Nina menghormati Edo yang akan beribadah pada hari Minggu. Untuk itu, mereka sepakat untuk menunda mengerjakan tugas kelompok yang diberikan oleh guru. Sikap saling menghormati antarumat beragama yang ditunjukkan Nina terdapat dalam ....
  - a. UUD 1945 Pasal 27 Ayat (1)
  - b. UUD 1945 Pasal 28B Ayat (1)
  - c. UUD 1945 Pasal 29 Ayat (2)
  - d. UUD 1945 Pasal 31 Ayat (2)
  
6. Salah satu Negara Asia Tenggara yang terkenal dengan Negara Seribu Pagoda adalah ....
  - a. Singapura
  - b. Myanmar
  - c. Thailand
  - d. Kamboja
  
7. Sungai terpanjang di Pulau Kalimantan adalah sungai ....
  - a. Sungai Barito
  - b. Sungai Kapuas
  - c. Sungai Batanghari
  - d. Sungai Bengawan Solo
  
8. Makanan pokok masyarakat di kawasan ASEAN adalah ....
  - a. Roti
  - b. Nasi
  - c. Gandum
  - d. umbi-umbian
  
9. Lagu kebangsaan nasional Indonesia Raya diciptakan oleh ....
  - a. Ibu Kasur
  - b. W.R. Supratman
  - c. Jenderal Soedirman
  - d. Latief Hendraningrat

10. Berikut merupakan upaya pemerintah dalam mengupayakan adanya persamaan kualitas pendidikan hingga daerah perlosok ditunjukkan dengan ....
- adanya program guru pengabdian 3T
  - adanya pembagian buku sekolah gratis
  - menurunkan indeks rata-rata nilai siswa nasional
  - merekomendasikan agar seluruh siswa bersekolah di kota
11. Kemampuan makhluk hidup untuk menyesuaikan diri dengan lingkungannya disebut ....
- adaptasi
  - revolusi
  - reboisasi
  - reproduksi
12. Cicak memutuskan ekornya sebagai bentuk adaptasi tingkah laku yang bertujuan untuk ....
- menangkap mangsa
  - mengelabui lawan agar menjauh
  - mengelabui pemangsanya agar cicak dapat menghindar
  - mendapatkan ekor baru yang lebih indah
13. Setiap pagi, kita melihat matahari terbit dari arah timur dan kemudian terbenam di arah barat pada sore hari. Peristiwa tersebut dikenal dengan sebutan ....
- rotasi matahari
  - revolusi matahari
  - gerhana matahari
  - gerak semu harian

14. Perhatikan gambar berikut.



Gerhana yang terjadi pada daerah yang ditunjuk oleh anak panah pada gambar di atas adalah ....

- a. gerhana bulan sebagian
- b. gerhana matahari total
- c. gerhana matahari sebagian
- d. gerhana bulan penumbra

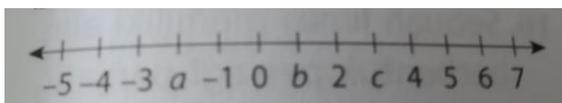
15. Berikut merupakan konduktor yang baik, kecuali ....

- a. tembaga
- b. kayu
- c. besi
- d. air

16. Hasil dari  $46 - (-28)$  adalah ....

- a. -74
- b. -18
- c. 18
- d. 74

17. Perhatikan garis bilangan berikut.



Bilangan yang tepat untuk mengisi nilai a, b, dan c pada garis bilangan di atas berturut-turut adalah ....

- a. -2, -1, 3
- b. -2, -1, 2
- c. -3, 1, -3
- d. -2, 1, 3

18. Sebuah lingkaran memiliki keliling 286 cm. Panjang diameter lingkaran tersebut adalah ....

- a. 13 cm
- b. 52 cm
- c. 79 cm
- d. 91 cm

19. Sebuah limas memiliki alas berbentuk persegi panjang dengan panjang 14 cm dan lebar 6 cm. Jika tinggi limas tersebut 15 cm, volumenya adalah ....

- a.  $420 \text{ cm}^3$
- b.  $840 \text{ cm}^3$
- c.  $1.176 \text{ cm}^3$
- d.  $1.260 \text{ cm}^3$

20. Jika sebuah tabung memiliki diameter 3,5 cm dan tinggi 20 cm, maka luas permukaan dari tabung tersebut adalah ....

- a.  $476 \text{ cm}^2$
- b.  $556 \text{ cm}^2$
- c.  $412 \text{ cm}^2$
- d.  $517 \text{ cm}^2$

**B. Isilah dengan jawaban yang benar.**

1. Salah satu suku di Indonesia yang dikenal sebagai pelaut ulung sejak dahulu kala adalah ....
2. Sistem irigasi pertanian di Bali yang masuk dalam warisan budaya dunia nonbenda purbakala adalah ....
3. Latar belakang pertempuran Medan Area adalah ....
4. Negara di Asia Tenggara yang hingga tahun 2018 belum bergabung dalam organisasi ASEAN adalah ....
5. Cara membuat magnet dengan cara mengalirkan aliran listrik disebut ....
6. Jika dua kutub magnet yang tidak senama didekatkan, maka akan ....

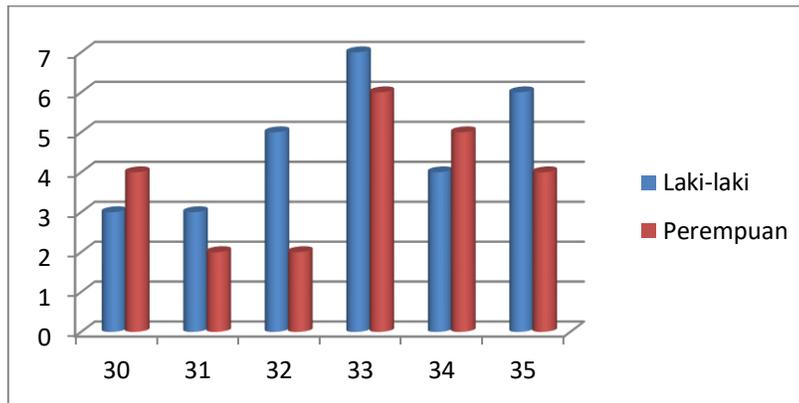
**C. Jawablah pertanyaan-pertanyaan berikut.**

1. Mengapa konflik SARA merupakan ancaman terbesar bagi persatuan bangsa? Jelaskan pendapatmu.
2. Tuliskan dampak dari posisi Indonesia sebagai Negara kepulauan.
3. Indonesia adalah Negara yang memiliki kekayaan alam berupa hutan hujan tropis yang cukup luas. Indonesia disebut sebagai salah satu paru-paru bumi. Berdasarkan pernyataan tersebut, setujukah kamu atas tindakan yang dilakukan masyarakat untuk membuka lahan dengan cara membakar hutan secara sengaja? Jelaskan pendapatmu.
4. Sebutkan empat bentuk perubahan energy listrik dan berikan masing-masing satu contoh peralatan yang sering kita manfaatkan dalam kehidupan sehari-hari.
5. Jelaskan perbedaan sistem penanggalan Masehi dan Hijriah.
6. Nina memiliki tabungan sebanyak Rp 360.000,00. Nina mengajak ibunya untuk membeli keperluan sekolah di pasar. Nina menggunakan 30% dari uangnya untuk membeli buku dan alat tulis,  $\frac{2}{5}$  bagian untuk membeli sepatu, dan 0,1 bagian untuk membeli majalah anak. berapa sisa uang Nina sekarang?

7. Sebuah bak mandi berbentuk kubus akan diisi air sampai penuh. Diketahui kedalaman bak mandi tersebut adalah 75 cm. Jika bak tersebut baru terisi sepertiga bagian, berapa liter volume air yang harus ditambahkan agar bak terisi penuh?

Perhatikan diagram batang berikut ini untuk menjawab soal nomor 8 – 10.

**Data Berat Badan Siswa Kelas VI**



8. Hitunglah rata-rata berat badan seluruh siswa kelas VI tersebut.
9. Berapa median dari data berat badan laki-laki dan perempuan masing-masing?
10. Berapa modus dari data berat badan seluruh siswa kelas VI tersebut?

