BAHASA INGGRIS

KARAKTER PEDULI LINGKUNGAN

RISTEKDIKTI

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SMP/MTS KELAS VII

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Bahasa Inggris Karakter Peduli Lingkungan

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Dengan demikian diharapkan setelah siswa belajar bahasa Inggris dengan menggunakan buku ini mereka akan memperoleh keuntungan ganda yaitu mampu menggunakan bahasa Inggris dengan mudah dalam konteks kehidupan sehari hari dalam hal peduli lingkungan. Apabila belajar bahasa Inggris dengan menekankan pada peduli lingkungan ini dilakukan terus menerus dan berkelanjutan maka akan menjadi kebiasan dalam hidup mereka dan terciptalah lingkungan yang bersih dan sehat.

Untuk itu perkenankan pada kesempatan ini, tim penyusun buku ini menyampaikan banyak terima kasih kepada para mahasiswa Universitas PGRI Semarang yang telah membantu kami dalam pengumpulan data dan guru bahasa Inggris di SMP se-Kota Semarang yang telah membantu dalam penyusunan buku ini. Semoga amal baik saudara-saudara akan mendapat imbalan berkali lipat dari Tuhan yang Maha Kuasa. Demikian kata pengantar kami dan terima kasih atas perhatiannya.

Semarang, September 2019

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1

Keeping The Environtment Clean

CHAPTER 1: Keeping The Environment Clean

A. Main Materials

1. Expressing & responding greetings.
2. Expressing & responding leave-taking.
3. Expressing & responding thank you.
4. Expressing & responding apologize.

B. Social Function

1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills

1. Listening
   a) Listening for imitating words/phrases relate to greetings, leave-taking, thanking, apologizing.
   b) Listening for specific information.
   c) Listening for using words/phrases.
2. Speaking
   a) Expressing greetings, leave-taking, thanking, apologizing.
   b) Expressing monolog about greetings, leave-taking, thanking, apologizing.
3. Reading
   a) Reading for specific information.
   b) Reading for the main idea.
   c) Reading for refering.
   d) Reading for detail information.
4. Writing
   a) Designing conversation containing greetings, leave-taking, thanking, apologizing.
   b) Writing monolog text about greetings, leave-taking, thanking, apologizing.

D. Fun with Grammar

1. Using words related to greetings, leave-taking, thanking, apologizing.
2. Using Wh-Question.
3. Performing raising and falling Intonation.

E. Vocabulary Builder

1. Using words relate to greetings, leave-taking, thanking, apologizing.

F. Attitude

1. Religious
   a) Being grateful to God for having the opportunity to learn English anthusiastically.

G. Social

1. Performing politeness and caring.

After studying this lesson, you are expected to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English anthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating expressions of greetings, leave-taking, thanking, apologizing.
- Identifying conversation based on picture.

Questioning

- Differentiate words/ phrases that belong to greetings, leave-taking, thanking, or apologizing.
- Comparing greetings, leave-taking, thanking, apologizing in English and in Indonesia.

Exploring

- Finding other conversation from other sources like story, book, etc.
- Write down the conversation and the difficult words.

Associating

- Analizing greetings, leave-taking, thanking, apologizing conversation.
- Discussing to design greetings, leave-taking, thanking, apologizing conversation.

Communicating

- Expressing monolog about greetings, leave-taking, thanking, apologizing.
- Writing greetings, leave-taking, thanking, apologizing conversation.

Observing

I. Listen and repeat the conversation below after your teacher.

Matthew : Hey Derryck!
Derryck : Oh, hey Matthew!
Matthew : How‟re you?
Derryck : Fine, and you?
Matthew : I‟m fine too. Is that your new bicycle?
Derryck : Yes, the last one was broken on that accident.
Matthew : I‟m sorry, I didn‟t mean to do that.
Derryck : It‟s okay. By the way,what are you doing here?
Matthew : Doing this daily job, throwing out some garbage into the river.
Derryck : Hey, that‟s not good.
Matthew : Is it?
Derryck : Yes, you must put them to the trash can or trash bin.
Matthew : Why?
Derryck : Because if you throw out the garbage into the river, it might pollute the river. You know where we take water that we drink everyday from.
Matthew : That sounds terrible, thank you for the advice.
Derryck : No problem.
Matthew : Okay, I‟m going to look for trash bin. See you later.
Derryck : See you.

.

Difficult Words:

- Accident : Kecelakaan
- Daily : Harian
- Throw : Melempar
- Garbage : Sampah
- Trash can : Tempat sampah
- Pollute : Mengotori
- Terrible : Buruk
- Advice : Nasihat

II. Watch the video below!

THUMBNAIL VIDEO

III. Watch the video again and listen carefully to complete the dialogue with the words in column!

Video 1

Ana : Hi, Rudi. Hi, Dimas. What are you doing?
Dimas : Hi, Ana. We are talking about something.
Ana : Do you want a_____?
Dimas : Sure. Thank you Anna.
Rudi : Thanks.
Dimas : Ana, you mustn't throw your_____here.
Rudi : Look! The_____is over there.
Ana : Haha, this rubbish is so small. It doesn‟t matter
Dimas : Ana, the biggest thing is started from the smallest one.
Rudi : Yeah. We need to keep our_____clean.Talking about environment, we should realize how important it is for_____.
Dimas : That‟s right. Our school is our second home, so it is our_____to keep it clean._____is a part of our lives.
Ana : Cleanliness? Why?
Rudi : Ana, have you ever been sick?
Ana : Two weeks ago, I have got fever.
Rudi : You know, when you were sick, the_____was making your _____ down.
Dimas : One of the causes was the dirty environment.
Ana : Okay. Thank you so much for your_____guys. Now, I will try to keep my environment clean.
Rudi : Good. We are the agents of cleanliness.
Dimas : Yes, we are.

➢ immune system ➢ bacteria ➢ responsibillity ➢ cleanliness ➢ advice	➢ rubbish ➢ candy ➢ environment ➢ human being ➢ dustbin

Video 2

Davin : Good_____Santi!
Santi : Good afternoon Davin!
Davin : What are you doing here?
Santi : I‟m looking for_____books. How about you?
Davin : I‟m looking for_____. The homework is really difficult.
Santi : Do you need a_____from me?
Davin : Really?
Santi :_____.
Davin : Thank you. That‟s a very kind of you.
Davin : Argh! Who‟s the one that put the_____here?
Dodi : Oh, I‟m sorry! I thought I threw it right into the_____, but I‟ve missed.
Davin : That‟s okay. You better thought and cared the environment than me. Don‟t do that again, okay? We have to keep the environment clean to make everybody_____.
Dodi : Okay, thank you for the_____.
Davin : You‟re welcome.
Santi : Let‟s go back to_____Davin.
Davin : Okay. Goodbye Dodi. Don‟t forget to keep the environment clean.
Dodi : Okay. Goodbye.

➢ class ➢ trash can ➢ help ➢ dictionaries ➢ advice	➢ afternoon ➢ banana peel ➢ science ➢ save ➢ of course

Questioning

I. Listen to your teacher reading the following words. Repeat after him/her.

1. **Greetings**

Expressions:	Responses:
Hello Good Morning Good Afternoon Good Evening How are you today? How's life?	Hello/Hi Good Morning Good Afternoon Good Evening I'm fine Great

2. **Leave-taking**

Expressions:	Responses:
See you later See you soon See you tomorrow So long Goodbye	See you later See you soon See you tomorrow Take care Goodbye

3. **Apologizing**

Expressions:	Responses:
I'm sorry I don't mean to Would you forgive me? I feel guilty	That's okay Nevermind Yes, I forgive you Don't mind it

4. **Thanking**

Expressions:	Responses:
Thank you You're so kind Thanks a million Thank you very much Thank you so much You're so helpful	You're welcome No problem My pleasure Don't mention it

II. Circle ‘G’ for Greeting, ‘L’ for Leave-taking, ‘T’ for Thanking, and ‘A’ for Apologizing.

1. Hello, how are you?	G	L	T	A
2. Oh my God, I forgot it! Thanks for reminding.	G	L	T	A
3. See you later, Jean.	G	L	T	A
4. Good afternoon Mr. Naufal.	G	L	T	A
5. I feel so guilty, I‟m sorry Dave.	G	L	T	A
6. I don‟t mean to hurt you. Would you forgive me?	G	L	T	A
7. Aw, I love it. Thank you for the gift, Anne.	G	L	T	A
8. Goodbye Danny, see you next time.	G	L	T	A
9. We‟ll meet again later, take care.	G	L	T	A
10. Hey, long time no see!	G	L	T	A

III. Find the Indonesian meaning of the phrases below.

Good morning Mr. Osbourne.

Good afternoon, Mrs. Leena.

Good evening, Damien.

How‟s life?

I‟m fine.

Good bye.

Good night.

See you later, Amy

See you tomorrow, Dean

See you next time, Roy.

I‟m Sorry

Would you forgive me?

It‟s okay, I‟ll forgive you

Thank you

No problem

IV. Exercise

Read the conversation below and answer the questions.

Maria : Good afternoon Mr. Kus.
Mr. Kus: Good afternoon, Maria.
Maria : How are you?
Mr. Kus: I‟m a little bit sick today. I‟ve got headache by staying up all night.
Maria : Then, why don‟t you take a rest at home?
Mr. Kus: No, Maria. I have to tidy up this greenhouse today.
Maria : Why? You can do it later after you feel better.
Mr. Kus: I can‟t, because our school will have a competition tomorrow and it‟s my responsibility to do it as a school gardener.
Maria : Where‟s the other gardener? You can ask them for a help.
Mr. Kus: The other one has their own job, and my job is this greenhouse.
Maria : Let me give you a hand.
Mr.Kus : Are you sure?
Maria : Yes, I am.
Mr.Kus : Thank you so much Maria.
Maria : You‟re welcome Mr. Kus.

	1. Who is Mr. Kus? 2. Who‟s the one that help Mr. Kus? 3. Why does Maria tell Mr.Kus to take a rest at home? 4. Why doesn‟t Mr.Kus take a rest at home? 5. What‟s going to be tidied up by Mr.Kus? 6. Where does the conversation take place? 7. When does the conversation take place? 8. Which lines do the greetings belong to? 9. Which lines do the thanking belong to? 10. How can Mr.Kus get headache?	

Put your answers here:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Exploring

1. **Find a conversation from sources like magazine, internet, story book, etc.**
2. **Write down the conversation that you found.**
3. **Find the difficult words.**
4. **Find the meaning in Indonesian.**

Example:

This conversation is taken from
https://www.eslfast.com/robot/topics/apartment/2apartment23.htm

Joan	: Hey Joan!
Andy	: Oh hey Andy!
Joan	: How are you?
Andy	: I‟m fine, and how about you?
Joan	: I‟m fine too. By the way what are you doing here?
Andy	: I‟m looking for the dumpsters, do you know where are the dumpsters located in this building?
Joan	: Right now they are in the front of the building for pickup.
Andy	: When do the dumpsters get emptied?
Joan	: They usually get emptied Wednesday, unless there is a holiday in there somewhere.
Andy	: Are there separate containers for recyclables?
Joan	: We don't mix our recyclables with regular trash.
Andy	: What does the container for recyclables look like?
Joan	: All of your recyclables go into the blue bin.
Andy	: How about composting materials?
Joan	: We have a great composting program that uses the bin with the green lid.

Difficult words :

1. Dumpsters = *Bak sampah*
2. Pickup = *Diambil*
3. Separate = *Terpisah*
4. Container = *Wadah tampungan yang siap diantar*
5. Recycable = *Dapat didaur ulang*
6. Bin = *Tempat sampah*
7. Composting = *Membuat kompos*

Associating & Communicating

I. Make a conversation about keeping the environment clean including greetings, leave-taking, thanking, apologizing in group consist of two people!

II. Exchange your conversation with another group, then find the greetings, leave-takings, apologizings, and thanking like the example below!

Naufal : Hi Roy, how are you ? (GREETING)
Roy : I am fine, and you ?
Naufal : I am fine too. Do you bring my book?
Roy : I am sorry, I forgot to bring your book. (APOLOGIZING)
Naufal : It‟s okay, you can bring it tomorrow.
Roy : Okay, thanks for apologize me. (THANKING)
(The bel is ringing)
Naufal : Bye, see you in class. (LEAVE-TAKING)
Roy : See you.

III. Perform your own conversation in front of the class!

Evaluating

I. Answer these questions below!

Example: What will you say if you want to go to sleep? Good night.

1. What will you say if you meet someone at 7.00 AM?
2. What will you say if you meet someone at 13.00 PM?
3. What will you say if you meet someone at 19.00 PM?
4. What will you say if someone greets you "good evening" ?
5. What will you say if someone says "thank you" ?
6. What will you say if someone asks for forgiveness?
7. What will you say if you make mistake?
8. What will you say if someone gives you something good?
9. What will you say if you leave?
10. What will you say if someone says "goodbye" ?

II. Fill in the blanks!

Example: "See you later" belongs to farewell/leave-taking

1. "Good morning" belongs to_____.
2. "Thank you" belongs to_____.
3. "Goodbye" belongs to_____.
4. "I'm sorry" belongs to_____.
5. "Please forgive me" belongs to_____.
6. "Good afternoon" belongs to_____.
7. "Good night" belongs to_____.
8. "Good evening" belongs to_____.
9. "Hello" belongs to_____.
10. "See you soon" belongs to_____.

2

Visiting Friend and Family in The Hospital

CHAPTER 2: Visiting Friend and Family in The Hospital

A. Main Materials
1. Introduction Expressions.
2. Personal Identification.

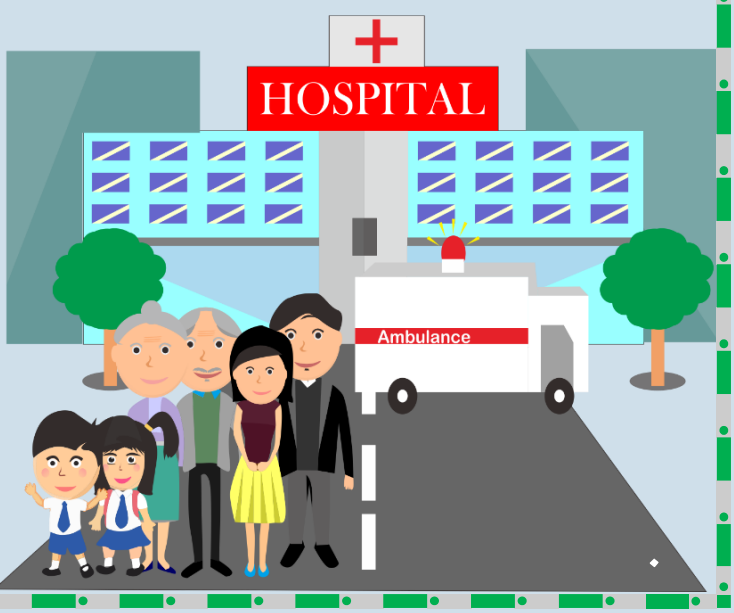
B. Social Function
1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills
1. Listening
   a) Listening for imitating words/phrases.
   b) Listening for identifying pictures.
   c) Listening for specific information.
   d) Listening for using words/phrases.
2. Speaking
   a) Expressing personal identity.
   b) Expressing monolog about personal identification.
3. Reading
   a) Reading for specific information.
   b) Reading for the main idea.
   c) Reading for refering.
   d) Reading for detail information.
   e) Reading for analyzing text.
4. Writing
   a) Designing personal identification.
   b) Writing personal identification.

D. Fun with Grammar
1. Using pronoun, to be, to have.
2. Using Wh-Question.
3. Performing raising and falling Intonation.

E. Vocabulary Builder
1. Using words relate to family, relatives, jobs, and professions with a theme „visiting friend and family in the hospital".

F. Attitude
1. Religious
   a) Being grateful to God for having the opportunity to learn English anthusiastically.
2. Social
   a) Performing politeness and caring.



After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English anthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating expressions of introduction in interpersonal conversation.
- Identifying pictures based on interpersonal conversation.

Questioning

- Pronuncing words/ phrases relate to personal identification text.
- Comparing personal identification text in English and in Indonesia.

Exploring

- Finding other forms of personal identification from other sources.
- Role playing transactional and interpersonal conversation.

Associating

- Comparing personal identification text based on the social function , text structure, and the language features.
- Discussing the personal identification text based on the social function , text structure, and the language features.

Communicating

- Writing problems in using personal identification text.
- Expressing monolog about personal identification.

Observing

Introducing Self and Others

How to introduce one-self:

Hello, let me introduce myself,
My name is Ardian Hudawira
I am a student of Jupiter Junior High School
I live in Semarang, on Kelapa Muda Street at Ruko Mas number 15
My hobby is playing guitar
My favourite colour is blue
My favourite food is rendang
Nice to see/meet you.

How to introduce other:

(You want to introduce Mikaela to Nathan)
Hello, do you ever met Mikaela?
Let me introduce you to her
Mikaela this is Nathan, Nathan this is Mikaela
Glad to see you two meet each other.

I. Listen and repeat the conversations below after your teacher!

Brian : Hello Natalie.
Natalie : Ah, hello Brian. Glad to see you here.
Brian : Feel better yet?
Natalie : Not really. But, it‟s getting better than before.
Brian : That‟s okay. I do hope you‟ll get better soon.
Natalie : Thank you, Brian. By the way, who‟s the girl next to you? Never met her before.
Brian : Ah, sorry I forgot to introduce you to my little sister. Esther, this is Natalie. Natalie, this is Esther.
Natalie : Hello Esther. Nice to meet you.
Esther : Nice to meet you too, Natalie.

II. Watch and listen to the video carefully to fill in the blanks with the words provided!

Video 1

Hanif : Guys, Doni is still in the_____and he will have a surgical operation next week.
Susi : Do we need to visit him in the hospital?
Didi : Yes, but not all of us should go to there. We can collect some _____to help him.
Diva : Yes, I agree.
Hanif : Okay. Thank you so much for your_____.

Hanif : Doni, how are you?
Doni : Hi Hanif, hi Susi. I‟m good. Thank you for_____me.
Susi : Don, our_____miss you so much.
Doni : Me too. I love you all.
Hanif : Don, I hope you could pass the_____operation well.
Doni : Thanks Hanif. By the way, how about the_____?
Susi : It will be okay, Don. You don‟t need to think about the exam, but you have to focus on your_____first.
Hanif : Yeah, our teachers also_____you to recover soon.
Doni : Thank you.
Susi : You‟re welcome.
Hanif : Doni, we‟re really sorry, the visiting time will be finished, so we need to go back to school.
Susi : Get better soon my friend. We love you so much.
Doni : Thanks for everything guys.
Hanif :_____. See you Doni.
Doni : See you.

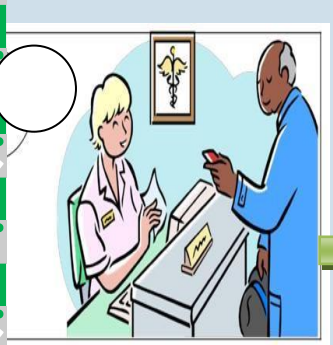
- money
- classmates
- support
- final exam
- visiting
- attention
- recovery
- you‟re welcome
- surgical
- hospital

Video 2

Anjas : Excuse me, may I enter the_____?
Nurse : Who are you?
Anjas : My name is_____, and I bring someone who will donor his _____ to Diki.
Nurse : Sure, let‟s come in.
Nurse : Excuse me,_____, here‟s the one who will do the blood _____ to Diki.
Doctor : Ah, would you like to_____?
Anjas : My name is Anjas, I‟m his_____, his name is Farrel, he is my _____ brother who is a college student.
He will donor his blood for Diki, doc.
Diki : Nice to meet you Farrel and thank you so much for your_____.
Farrel : Nice to meet you too. Such a_____to help you. Hope you‟ll get well soon.

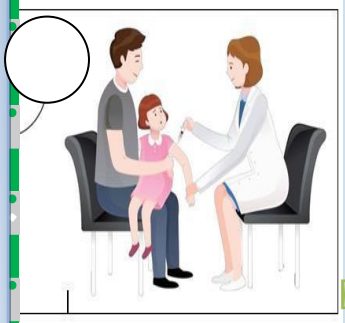
- Anjas
- room
- donor
- introduce yourself
- doctor
- blood
- pleasure
- brother
- kindness
- elder

III. Guess the picture match with the dialogue, then put the number of the dialogue on the circle of the picture!



1

Mr. Cyril : Hello Mr. Johnson, let me introduce myself. I‟m Mr. Cyril and I‟m here to subtitute your previous doctor due to his agenda.
Mr. Johnson : Pleased to meet you Mr. Cyril.
Mr. Cyril : Pleased to meet you too.
Mr. Johnson : Okay, I need you to start my medical treatment.
Mr. Cyril : Sure, let me start your medical treatment.



2

Lars : Excuse me, could you please show me where the patient room is?
Receptionist : Which room sir?
Lars : Ambrosia 318.
Receptionist : The room is on the fifth floor, sir. Just pick the lift then turn right and you‟ll find the room.
Lars : By the way, I haven‟t met you before. Are you a new receptionist? I haven‟t met you before.
Receptionist : Yes sir, I‟m new in this hospital. My name is Lizzy
Lars : Nice to meet you Lizzy. I‟m Lars.
Receptionist : Nice to meet you too, Mr. Lars.

3

Bella : Hello, Nadia. Feel better yet?
Nadia : A little bit better.
Bella : Glad to hear that. I really wish that you‟ll get better soon.
Nadia : Thank you Bella. Umm, is she your daughter?
Bella : Yes, she is my little angel. Rina, I‟d like you to meet Ms. Nadia.
Rina : Hi Ms. Nadia, I‟m Rina.
Nadia : Hello Rina, I‟m Nadia. You‟re so cute. Glad to know you.
Rina : Thank you.
Bella : Great to see you two meet each other.

4

Davis : Hello dr. Sean. I need you to check my daughter‟s condition.
Dr. Sean : Sure, here you are little girl.
Sally : Okay miss. Umm, what‟s your name?
Dr. Sean : My name is Marseanee, you may call me Ms. Sean. What‟s yours?
Sally : My name is Sally. I‟m ten years old.
Dr. Sean : That‟s a beautiful name, Sally. Pleased to meet you.
Sally : Pleased to meet you too, Ms. Sean.

Questioning

Fun with Grammar :
Possessive Pronoun

In this part you will learn possessive pronouns:

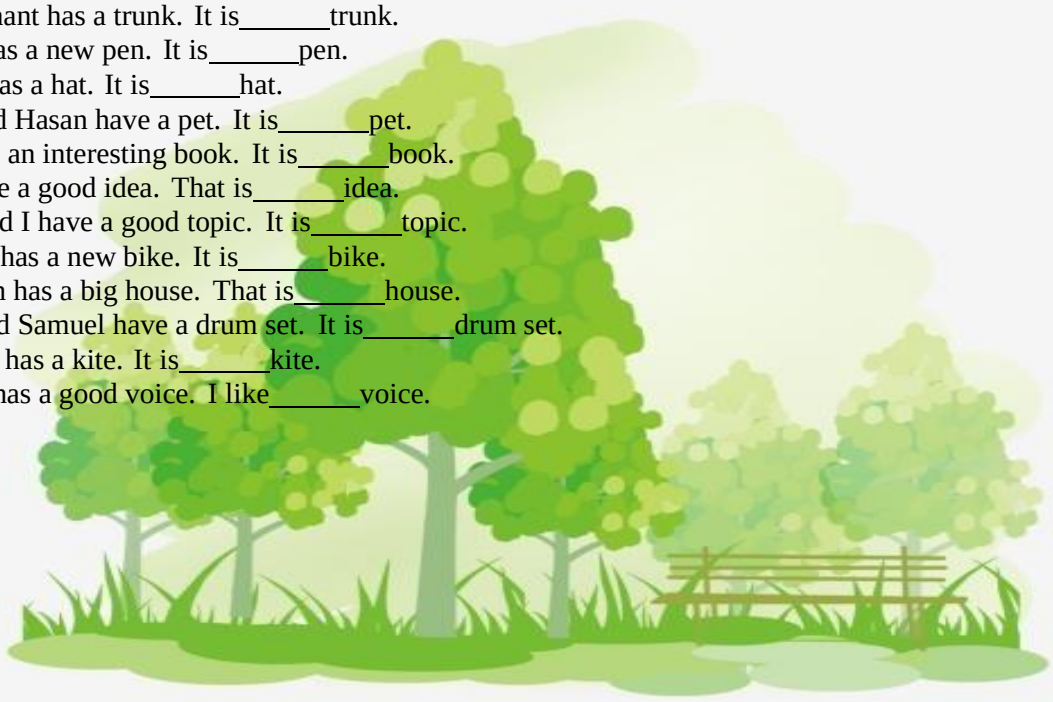
They = Their
We = Our
I = My
You = Your
He = His
She = Her
It = Its

Example:

1. They have a cat. It is their cat.
2. My sister has a car. It is her car.

Exercises:

1. Maura has a doll. It is_____doll.
2. My parents have a beautiful vase. It is_____vase.
3. I have a sister. She is_____sister.
4. An elephant has a trunk. It is_____trunk.
5. Fairuz has a new pen. It is_____pen.
6. Joseph has a hat. It is_____hat.
7. Santi and Hasan have a pet. It is_____pet.
8. We have an interesting book. It is_____book.
9. You have a good idea. That is_____idea.
10. Joana and I have a good topic. It is_____topic.
11. Michael has a new bike. It is_____bike.
12. Mr. Zean has a big house. That is_____house.
13. Yuna and Samuel have a drum set. It is_____drum set.
14. Brandon has a kite. It is_____kite.
15. Audrey has a good voice. I like_____voice.



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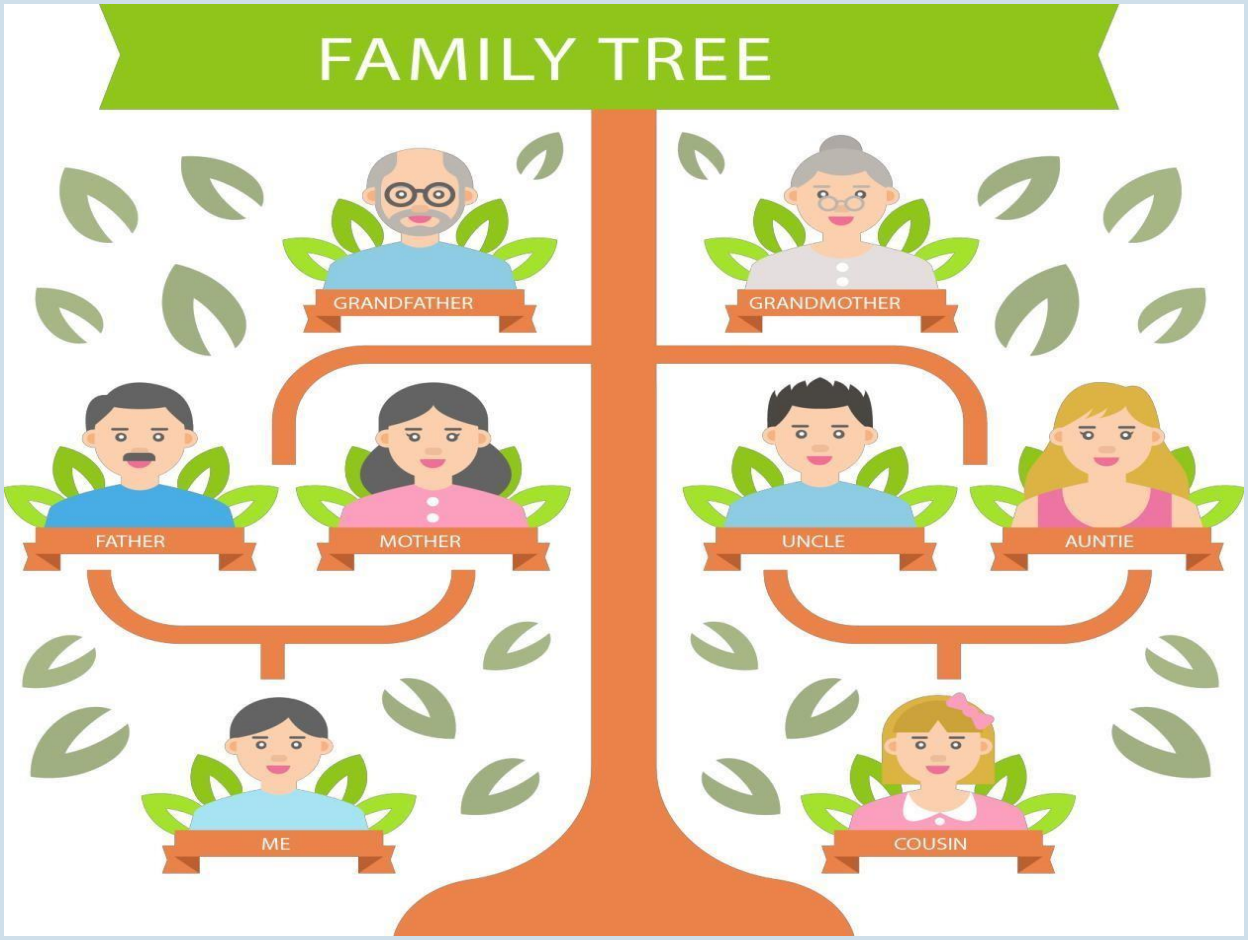
FAMILY



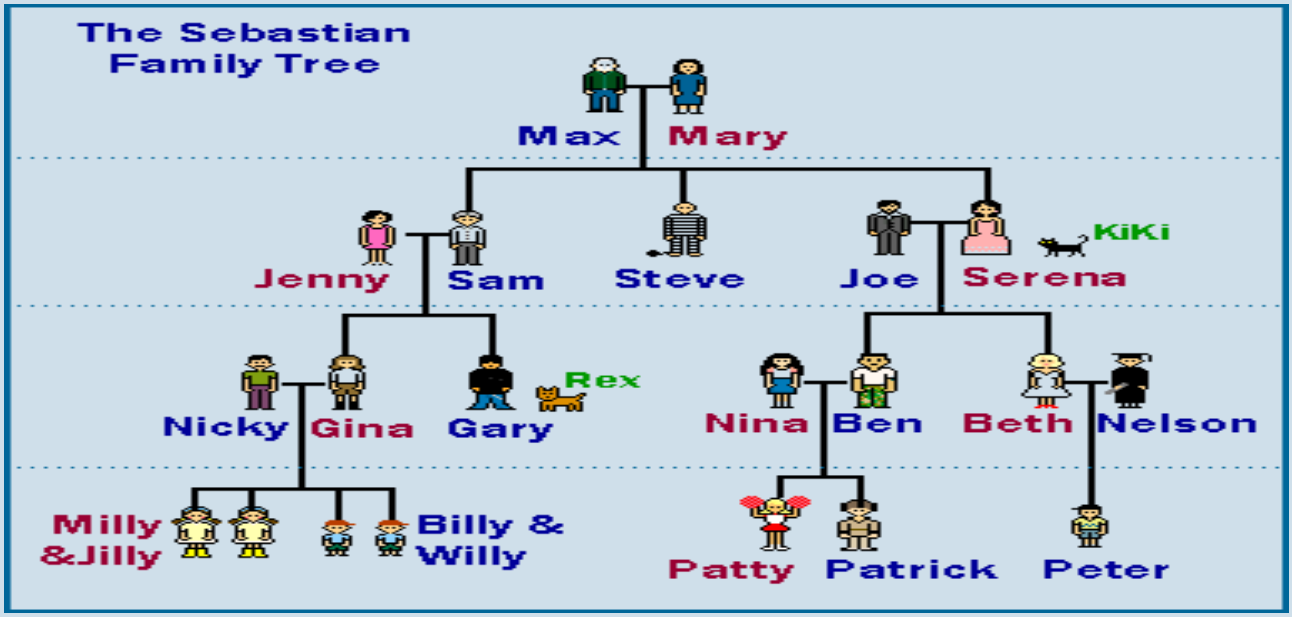
Family Vocabularies

1. **Grandparents** : **grandfather *(kakek)* & grandmother *(nenek)***
2. **Parents** : **mother *(ibu)* & father *(ayah)***
3. **Children** : **son *(anak laki-laki)* & daughter *(anak perempuan)***
4. **Grandchildren** : **grandson *(cucu laki-laki)* & granddaughter *(cucu perempuan)***
5. **Parents' siblings** : **uncle *(paman)* & aunt *(tante/bibi)***
6. **Siblings** : **brother *(saudara laki-laki)* & sister *(saudara perempuan)***
7. **Relatives** : **a. Nephew *(keponakan laki-laki)* & niece *(keponakan perempuan)***
   b. Cousins *(sepupu)*
8. **In Law** : **a. Mother/Father in law *(ibu/ayah mertua)***
   b. Son/daughter in law *(menantu laki-laki/perempuan)*
   c. Brother/Sister in law *(ipar laki-laki/perempuan)*
9. **Twins *(kembaran)***
10. **Spouse** : **Husband *(suami)* & wife *(istri)***

C. Fill the missing letters!

1. S _ n = ...
2. _ n c l _ = ...
3. W _ f e = ...
4. D _ u g h t _ r = ...
5. B r _ t h _ r = ...
6. H _ s b _ n d = ...
7. M _ t h _ r = ...
8. S _ s t _ r = ...
9. F _ t h _ r = ...
10. G r _ n df _ t h _ r = ...

D. Fill in the blanks!



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1. Max and Marry is Gary"s_____.
2. Max is Gary"s_____.
3. Sam and Jenny is Gina"s_____.
4. Gina is Gary"s_____.
5. Nicky is Gina"s_____.
6. Patrick is Ben"s_____.
7. Patty is Ben"s_____.
8. Beth is Ben"s_____.
9. Beth is Patty"s_____.
10. Nelson is Patrick"s_____.

Exercises

A. Exercise I

Read the text and answer the questions below!

Hello everybody, let me introduce you to my grandfather. His name is Sutojo. He is a doctor. He likes to help people who is in distress. When he works, he is not only helping people but also other people outside the hospital. I love and proud of my grandfather very much. I want to be like him because I also like to help others.

1. Who the writer‟s grandfather?
2. What is he?
3. What does he like?
4. Is the writer proud of his grandfather?
5. Does the writer wants to be like him?

B. Make your own description about one profession of your family member!

C. Exercise II

Read the conversation below!

Gerrard : Hey Robert, who‟s the guy next to you?
Robert : Oh hey Gerrard. He‟s my classmete, Sammy. Sammy, this is Gerrard. Gerrard this is Sammy.
Gerrard : Hi Sammy, I‟m Gerrard. Pleased to meet you.
Sammy : Pleased to meet you too.
Robert : By the way, would you like to come with us now?
Gerrard : Where? You look in a hurry.
Robert : We‟re going to the Roman Hospital. Craig is suffering in a critical condition. We have to pay a call.
Gerrard : What? I‟m going with you now.
Sammy : Get into my car, we‟re going to drive a little bit faster.
Gerrard : No, just stay calm. You don‟t want to have car crash and be hospitalized, do you?
Sammy : Sure not!

1. Who is in a critical condition?
2. Where are they going to go?
3. Who‟s driving the car?
4. Why does Sammy drive faster?
5. Why does Sammy not drive faster?

D. Exercise III

Read the conversation and answer the questions below!

Robert : Hey look! That‟s Craig in a wheel chair driven by the nurse.
Gerrard : Where?
Robert : Near the balcony.
Sammy : Come on, we have to make sure he is in a fine condition after suffering from his critical phase.
Gerrard : Hey Craig!
Robert : Excuse me ma‟am, my name is Robert, I‟m his friend. Would you please let us know his condition?
Nurse : He‟s fine, just need to take a rest to recover his health.
Craig : I‟m fine guys. Thank you for calling me.
Nurse : Don‟t worry, he‟ll be home soon after being recovered.
Sammy : Glad to hear that.
Gerrard : Okay, take care Craig. We wish the best things for you.
Craig : Thank you.
Robert : Let‟s come home. Let Craig take a rest.
Gerrard : See you soon, buddy. God bless you.
Craig : See you all.

1. Who‟s the one who sees Craig first?
2. Who is with Craig when Sammy found him out in a wheel cahir?
3. Where do they see Craig?
4. What does Craig need after suffering his critical condition?
5. Why does Craig need to take a rest?

Exploring and Associating

A. Read the sentences below and correct the underlined words.
Attention: Follow the pattern below!

Pattern:

Subject	To be	Object
I	Am	Andi
She/He/It	Is	my classmate
They/We/You	Are	my best friend

1. Hello. I is Tina. What am your name?
2. We am twins, but Tiara are very different from me.
3. I are quiet but she am talkative.
4. I are always on time. He am very late.
5. Tiara am never on time, she are always late.

B. Fill the gap below with the correct *to be* (am, is, are)

1. She_____a girl.
2. We_____classmates.
3. I_____Indonesian.
4. He_____a student.
5. She_____my mother.
6. He_____my son.
7. This_____a beautiful flower.
8. This_____a crocodile‟s egg.
9. He_____a good boy.
10. He_____fisherman.

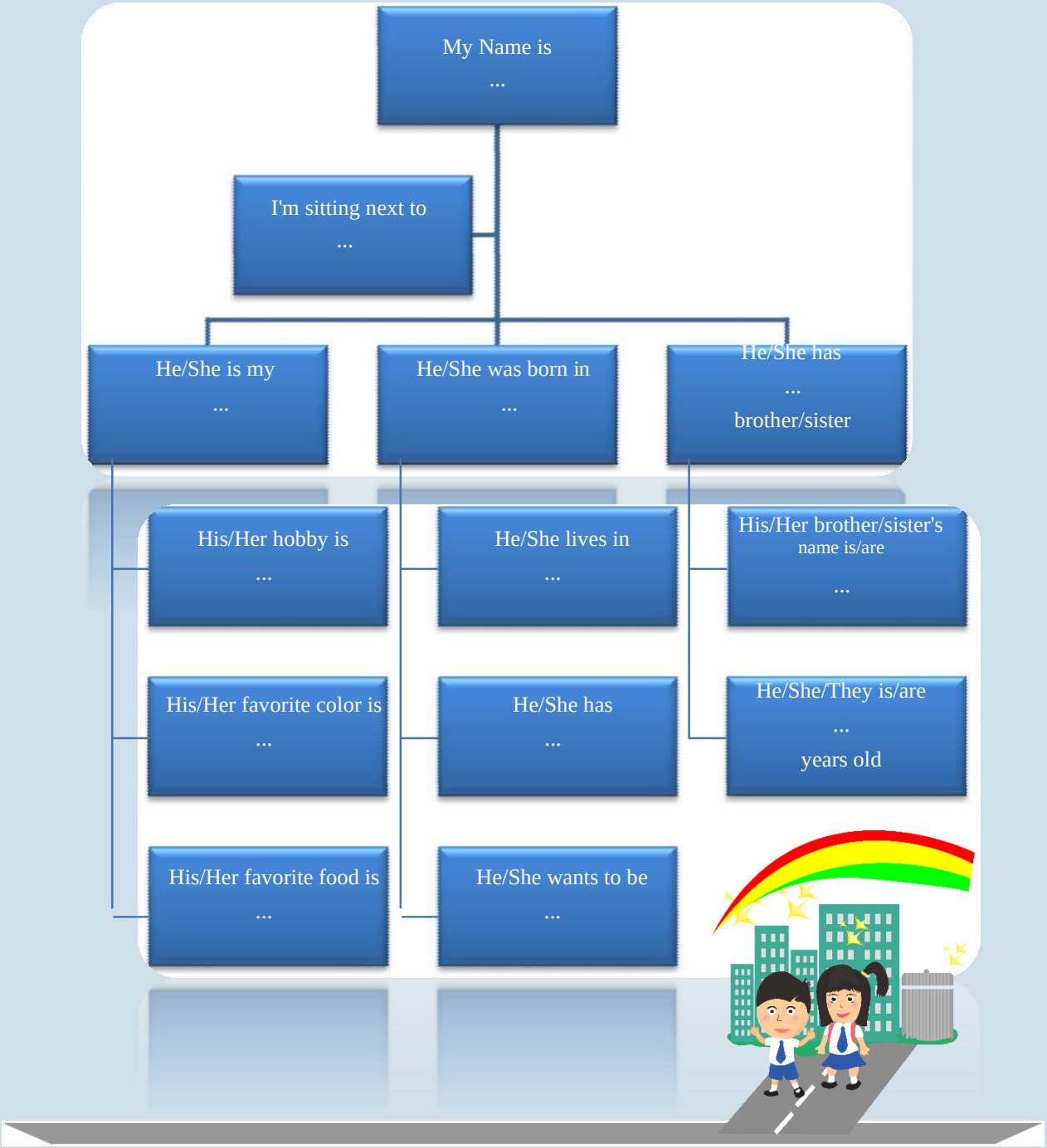
C. Find personal identification conversation (2 persons) from any sources and write down in your text book!

D. With your partner, play the role in front of the class.

Associating and Communicating

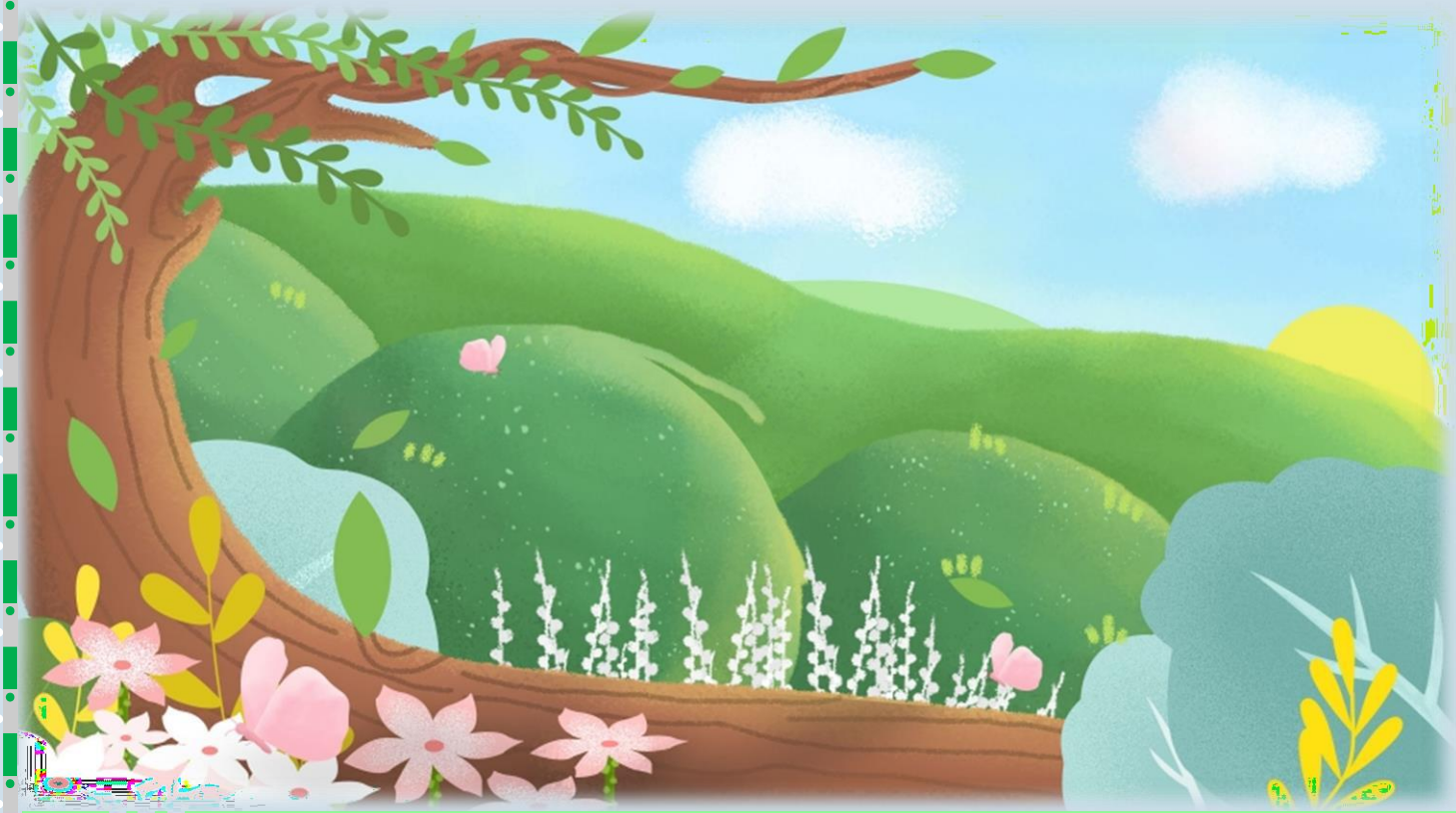
1. **Find personal identification text in English and Indonesian!**
2. **After you find the text, exchange it with your friends and explain the differences!**

3. Fun With Grammar (exchange your work with your friends)



Communicating

1. **Make up a conversation about showing emphaty in group consists of 3 persons that include introducing self and others based from the data that you've got from the previous task.**
2. **After you make a conversation with your group, present a role play in front of the class.**



Evaluating

I. Complete the dialogues with the words provided!

1. Santi : "Hello, I"m Santi. (1).....?"
   Sarah : "My name is Sarah."
2. Daron : "(2)....., my name is Daron."
   Valo : "I"m Valo. Nice to meet you, Daron."
3. Rio : "Nice to meet you."
   Angga : "(3)....."
4. Anto : "How old are you?"
   Yoana : "(4)....."
5. Lina : "(5).....?"
   Laras : "I live in Madukoro street number 35."
6. Travis : "Can I have your name?"
   Thomas : "(6)....."
7. Clara : "Would you like to introduce yourself?"
   Archie : "(7)....."
8. Dean : "(8).....Mr. Sean."
   Rani : "Nice to meet you Mr. Sean."
9. Brian : "Where do you study?"
   Maya : "(9)....."
10. Fesha : "What"s your hobby?"
    Lola : " (10)....."

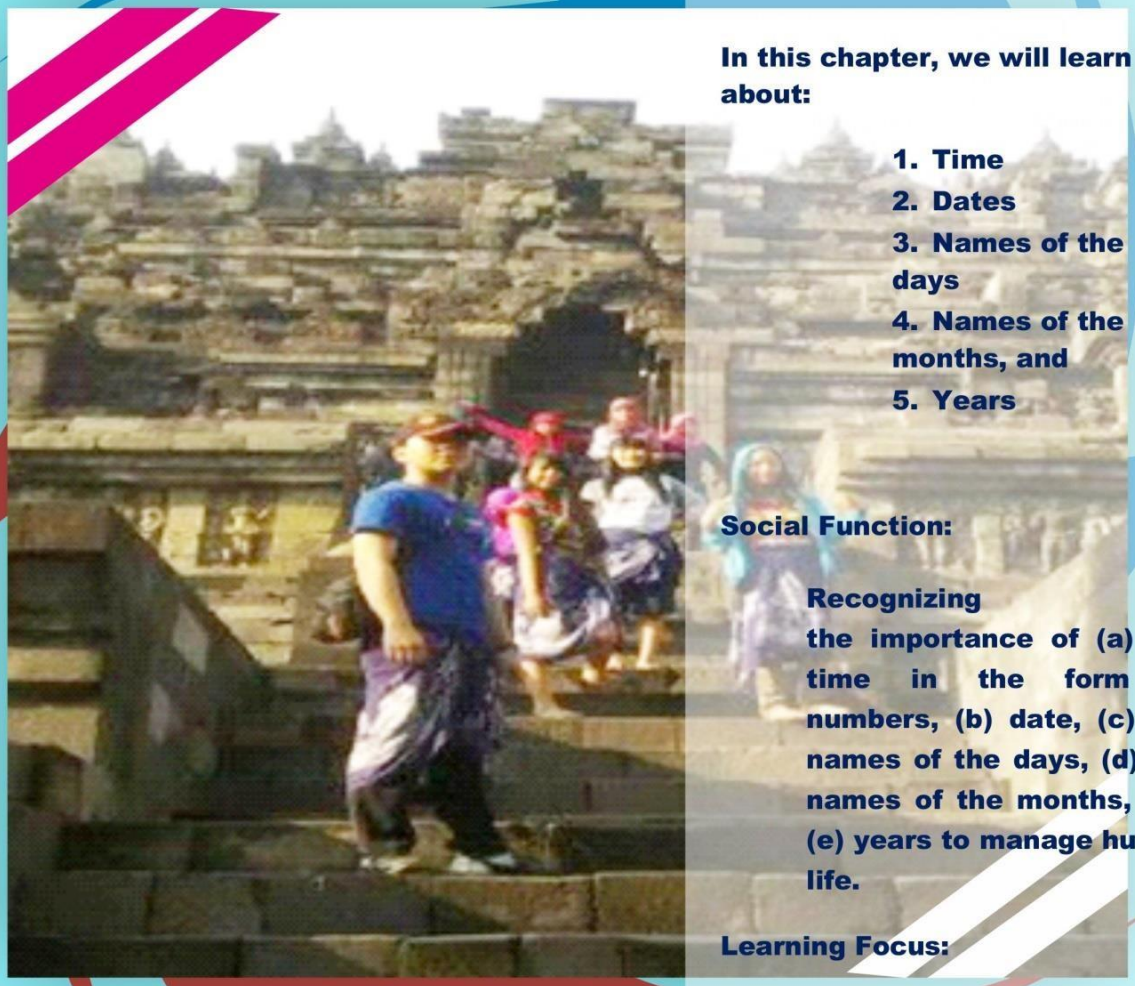
➢ What"s your name	➢ My hobby is painting
➢ Where do you live	➢ Nice to meet you too
➢ Let me introduce you to	➢ Sure, my name is Thomas
➢ Let me introduce myself	➢ I"m twelve years old
➢ I"m studying at Semarang JHS	➢ Sure, I"m Archie

II. What will you say in the following situation?

1. What will you say to introduce yourself at first?
2. What will you say to introduce your uncle to your teacher?
3. What will you say to know someone"s hobby?
4. What will you say to know someone"s age?
5. What will you say after you introduce yourself?
6. How to introduce your brother to your friend?
7. How to introduce your father to your extracurricular coach?
8. What will you say to introduce yourself at first instead of ,, let me introduce myself"?
9. What will you say to tell your age to others?
10. What will you say to tell your full name and nick name?

3

My Activities on Holiday



In this chapter, we will learn about:

1. Time
2. Dates
3. Names of the days
4. Names of the months, and
5. Years

Social Function:

Recognizing the importance of (a) the time in the form of numbers, (b) date, (c) the names of the days, (d) the names of the months, and (e) years to manage human life.

Learning Focus:

Learning about time, dates, names of the days, names of the months, and years.

Telling your holiday experience.

Grammar:

Pronoun 'it' and article 'the'.

4. Writing

a) Designing conversation containing time, dates, days, months, and years.

b) Writing monolog text about holiday containing time, dates, days, months, and years.

D. Fun with Grammar

1. Using words related to time, dates, days, months, and years.
2. Using article „it" and „the".
3. Performing raising and falling Intonation.

E. Vocabulary Builder

1. Using words relate to time, dates, days, months, and years.

F. Attitude

1. Religious

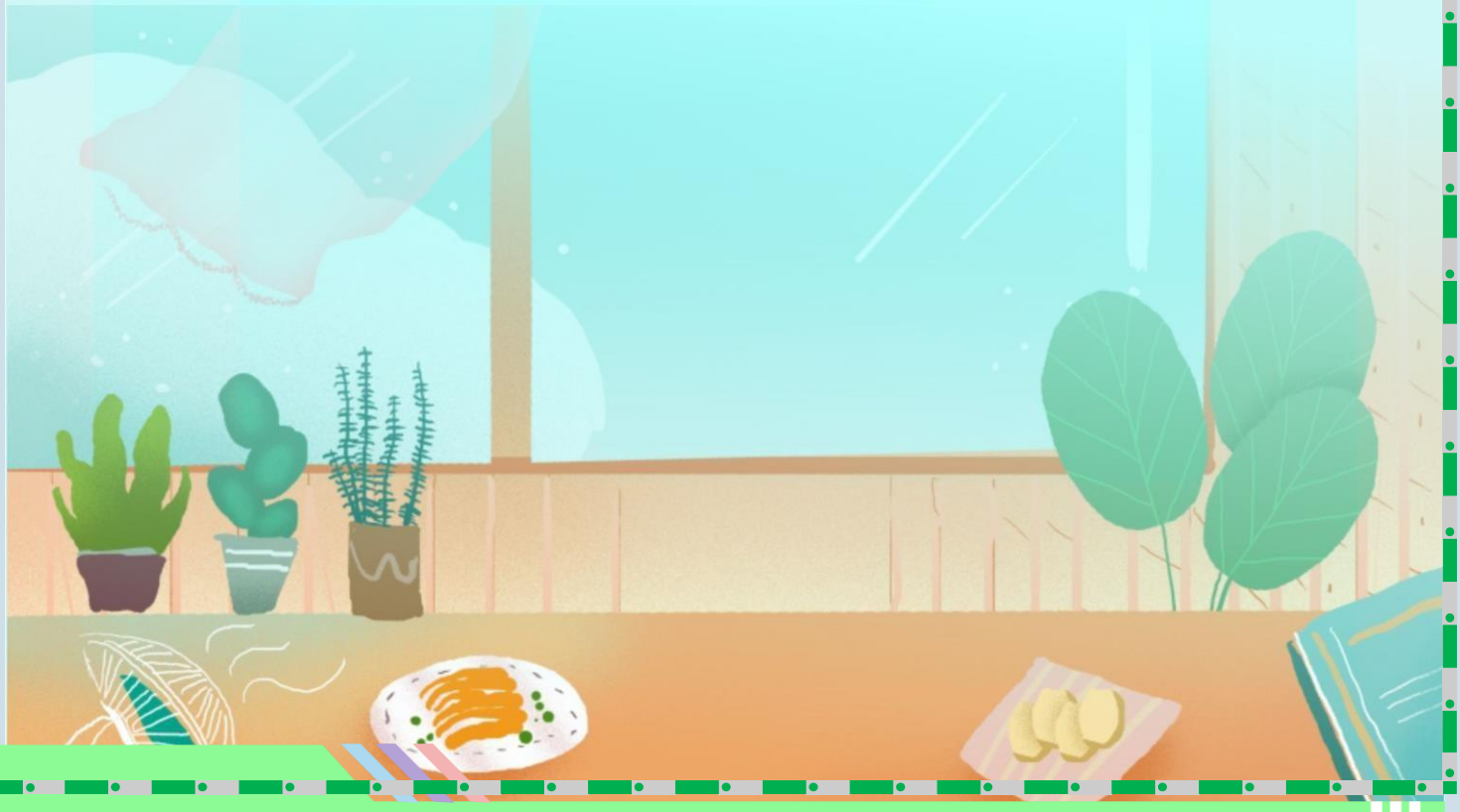
a) Being grateful to God for having the opportunity to learn English anthusiastically.

2. Social

a) Performing politeness and caring.

3. Cross Cultural Understanding

a) Cross Cultural Understanding about holiday that contains time, dates, days, months, and years.



After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English anthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating time, dates, days, months, and years.
- Identifying conversation based on picture.

Questioning

- Differentiate words/ phrases that belong to time, dates, days, months, and years.
- Comparing time, dates, days, months, and years in English and in Indonesia.

Exploring

- Finding other conversation from other sources like film, story, book, etc.
- Write down the conversation and the difficult words.

Associating

- Analizing time, dates, days, months, and years based on the social function , text structure, and the language features.
- Discussing time, dates, days, months, and years based on the social function , text structure, and the language features.

Communicating

- Expressing monolog about holiday containing time, dates, days, months, and years.
- Writing about holiday conversation containing time, dates, days, months, and years.

Time

When you learn English, you will often encounter words or phrases that tell about the clock / time. You may also use the time statement when you tell a story or event. In this article will discuss how to tell the time (telling the clock more precisely) in English.

Pattern I

You can tell the clock by saying the clock first and then the minute. Consider the following example:

1. 6.10: Six ten
2. 7.30: Seven thirty
3. 9.45: Nine Forty five

Pattern II

Then, you can tell me the minutes first and then say the time. Consider the following example:

1. 05.10: Ten past five
2. 09.25: Twenty five past nine

Pattern III

For minutes 31 to 59 you use to. Consider the following example:

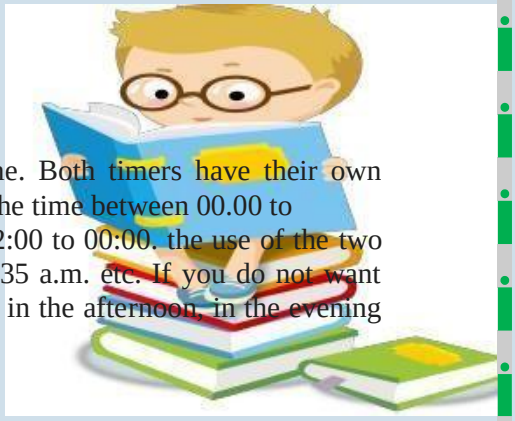
1. 5.35: Twenty five to six
2. 8.50: Ten to nine
3. 10.45: Fifteen to eleven

Pattern IV

For 30 minutes, the English word half and 15 minutes is called a quarter. Consider the following example:

1. 2.15: A quarter past two
2. 5.30: Half past five
3. 3.45: A quarter to four
4. 6.30: Half past six
5. 8.45: A quarter to nine

The use of AM and PM



In English, you often see usage of a.m. and p.m. when reading time. Both timers have their own abbreviations. Namely, a.m. : ante merediem which is used to indicate the time between 00.00 to 12.00 and p.m. : post merediem is used to explain the time between 12:00 to 00:00. the use of the two timers is accompanied by the time described above. For example: 01.35 a.m. etc. If you do not want to use the timepiece, you can use a timestamp such as; in the morning, in the afternoon, in the evening or at night.

Remember!

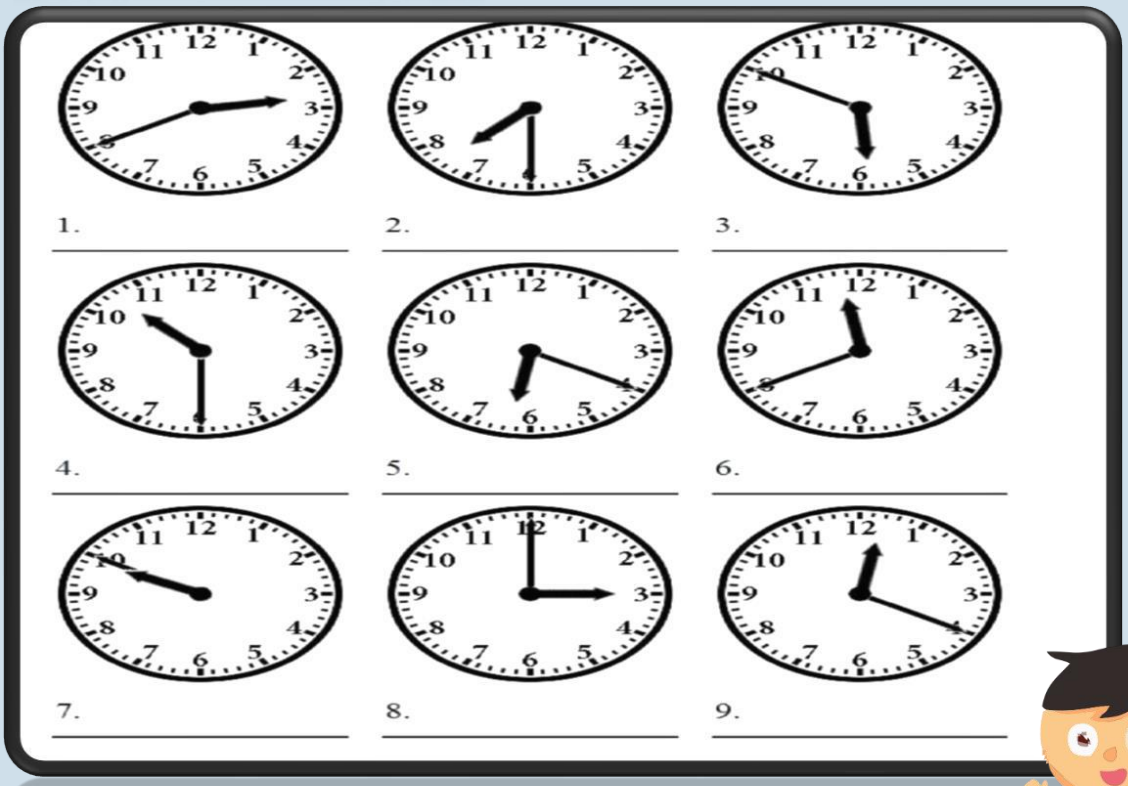
There are two types of numbers, cardinal and ordinal numbers. Cardinal number is the number used to express the quantity of the object in question. Examples of cardinal numbers are one, two, three, four and so on. Slightly different from the cardinal number, the ordinal number is the number used to express a sequence or stage. Examples are first, second, third, and so on.

A. Read the following example below and answer the questions using the first pattern above.

Example:

Answer: It is ten ten

What time is it now?



B. Answer the questions with the following example below using the second pattern above.

Example:

Teacher : What time is it now?
You : It is ten past eleven, sir. (11.10)

1. Teacher : May I have the time?
   You :_____(07.10)
2. Mother : Do you know what time it is?
   You :_____(08.50)
3. Teacher : Could you tell me what the time is?
   You :_____(09.00)
4. Teacher : Do you have the time?
   You :_____(12.30)
5. Teacher : What time is it?
   You :_____(05.15)

C. Answer the questions with the following example below using the third pattern above.

1. Royhan cleans his bed at_____(05.30).
2. Ani helps her mother to cook at_____(13.00).
3. My father goes to work at_____(06.30).
4. My little brother sleeps at_____(19.00).
5. Me and my brother plant a mangroove tree at_____on holiday (08.30).

D. Answer the questions with the following example below using the fourth pattern above.

1. My father : What time is it now, Wahyu?
   Wahyu : It is_____(07.15)
2. My uncle : What time is it now, Mega?
   Mega : It is_____(09.18)
3. My niece : What time is it now, Atun?
   Atun : It is_____(12.25)
4. My grandmother : What time is it now, Aji?
   Aji : It is_____(17.15)
5. My aunt : What time is it now, Sinar?
   Sinar : It is_____(10.15)

Dates

Days

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

MONTHS

JANUARY	JULY
FEBRUARY	AUGUST
MARCH	SEPTEMBER
APRIL	OCTOBER
MAY	NOVEMBER
JUNE	DECEMBER

How many days are there in a week?

How many months are there in a year?

A. Complete the dialogue below with the words in the box!

Anjasmara : Hi, Rayhan._____?

Rayhan : Hi, Anjasmara. I'm fine. Thank you. How about you?

Anjasmara : I'm fine too._____. Rayhan, what will you do with the plastic waste?

Rayhan : _____. It's not good if we still keep it.

Anjasmara : You're right. I also think about that. After this we will take it and throw it to the landfills.

Rayhan : That's a good idea! But not only throw it away, you have to keep our environment clean.

Anjasmara : That's right. I'm sorry,_____ . See you later!

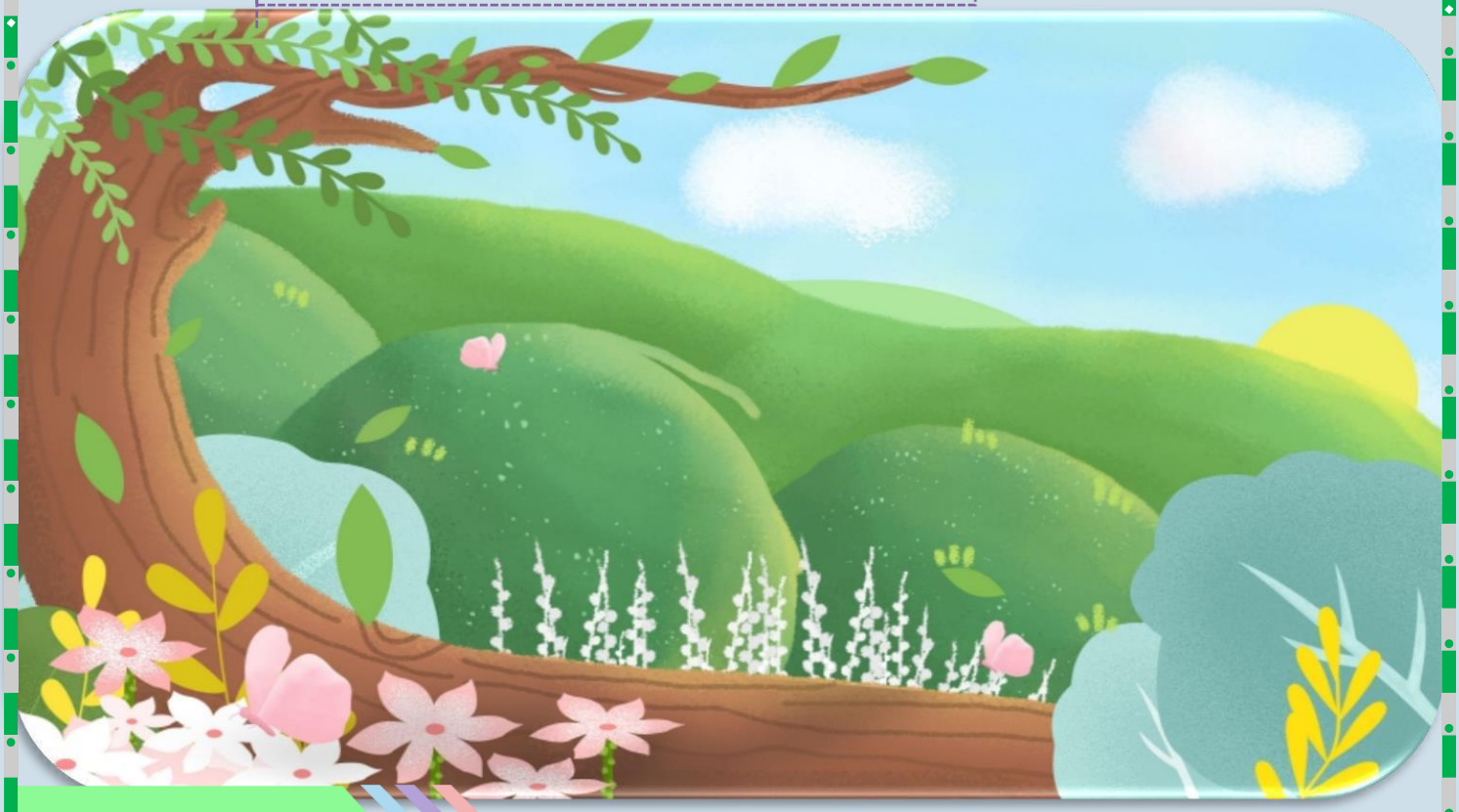
Rayhan : _____!

How are you

Thank you

I will go to landfills to throw the trash away

I have to go now
See you



B. Watch the video and listen carefully to fill in the blanks with the words provided!

Video 1

Fairuz : Hey, Nancy!
Nancy : Oh, hi Fairuz!
Fairuz : Do you wanna join me and Sonny to spend the_____?
Nancy : What are you going to do this weekend?
Fairuz : We are going to_____our school_____at_____ on Sunday.
Nancy : I really want to join you. But, I have to go to my_____.
Fairuz : Would you like to tell me your_____agendas this weekend?
Nancy : Sure, I have an_____on Saturday at_____, basketball tournament at 15.00 PM, and a Ballet lesson at_____.
Fairuz : How about Sunday?
Nancy : I only have a swimming course from 9.00 AM until 13.00 PM.
Fairuz : So, can we do the cleaning on Sunday at 06.00 AM?
Nancy : Yes, we can!
Fairuz : Okay, see you on_____!
Nancy : See you!

➢ clean	➢ 6.30 AM
➢ swimming course	➢ Sunday
➢ important	➢ garden
➢ weekend	➢ English course
➢ 9.30 AM	➢ 10.00 AM

Video 2

Bagas : Hi guys. Let‟s talk about our_____.
Bagus : How was your holiday Bagas?
Bagas : It was nice. I went to_____with my family.
Cinta : What did you do there?
Bagas : My mom and I_____Monas.
Bagus : What is Monas?
Bagas : It is a_____in the centre of Merdeka Square, Central Jakarta, _____ the fight for Indonesia.
Cinta : How was your holiday, Bagus?
Bagus : Just staying at_____. I tried to_____the subjects that were hard for me to_____.
Bagas : How about you Cinta? How was your holiday?
Cinta : I had many_____during the holiday. My family and I visited grandma in Wonosobo.
Bagus : What did you do there?
Cinta : My grandma‟s house is located in a mountain. It‟s so cold that I had to warm up our bodies in the morning. After that, my dad and I went to the _____ to take care the potato plants. We really enjoyed it.
Bagas : What a nice holiday!
Cinta : Yes, that was nice. Thanks.

➢ Jakarta	➢ symbolyzing
➢ activities	➢ holiday
➢ tower	➢ home
➢ visited	➢ garden
➢ master	➢ review

QUESTIONING

A. Listen and repeat the following words below after your teacher!

I meet Amir on Friday.	What day is it today?
Anastasya reads a novel	What month is it?
How are you?	What month is before July?
Susi cooks the dinner on Wednesday.	After March is April.
Monday is my day	I was born on September.
Today is Friday	Before January is December.
Tomorrow is Saturday	What time is it now?
Yesterday is Friday	What year is it?
I play football on Thursday	What will you do on holiday?

B. Circle the T for the right answer and F for the wrong answer!

Example:

Before Monday is Tuesday	T	F

Before Tuesday is Sunday.	T	F
After July is September.	T	F
Before Monday is Saturday.	T	F
After February is March.	T	F
Before Sunday is Friday.	T	F
Two months before September is June.	T	F
Three days before Friday is Monday.	T	F
Four months before August is May.	T	F
Three months after January is March.	T	F
Two days after Monday is Wednesday.	T	F

C. Find the Indonesian for the words below.

1. I meet Amir on Friday.
   Answer:
2. Anastasya reads a novel
   Answer:
3. How are you?
   Answer:
4. Susi cooks the dinner on Wednesday.
   Answer:
5. Monday is my day.
   Answer:
6. Today is Friday.
   Answer:
7. Tomorrow is Saturday.
   Answer:
8. Yesterday is Friday.
   Answer:
9. I play football on Thursday.
   Answer:
10. What day is it today?
    Answer:
11. What month is it?
    Answer:
12. What month is before July?
    Answer:
13. After March is April.
    Answer:
14. I was born on September.
    Answer:
15. Before January is December.
    Answer:
16. What time is it now?
    Answer:
17. What year is it?
    Answer:
18. What will you do on holiday?
    Answer:

D. Draw a line to match the expressions with the pictures provided.

We like to set a camp fire together

I play football in the afternoon with my friends

We love reading books on Monday

Watering flowers is our habbit

My brother and I always play basketball on our holiday

E. After finding another daily activities from other sources above, fill the table below with your daily activities. Follow the following examples below.

Example : I wake up at 5 o‟clock.
I do praying.
I clean my bed.
I go to the bathroom.
etc...

My activities during holiday

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

EXPLORING

E. Write the conversation and the difficult words you found below.

Difficult word	Indonesian meaning
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

F. Answer the questions based on your daily activities. Read the following example below.

1. Teacher: What do you do in the morning?
You : I **make up my bed.**

2. Teacher: What do you do in the morning?
You : I_____.

3. Teacher: What do you do in the morning?
You : I_____.

4. Teacher: What do you do in the morning?
You : I_____.

5. Teacher: What do you do in the afternoon?
You : I_____.

6. Teacher: What do you do in the afternoon?
You : I_____.

7. Teacher: What do you do in the afternoon?
You : I_____.

8. Teacher: What do you do at night?
You : I_____.

9. Teacher: What do you do at night?
You : I_____.

10. Teacher: What do you do at night?
You : I_____.

G. Read the text carefully and fill the gap with the answers provided in the box below.

My Day

Every morning I_____at five o"clock. First, I go to the

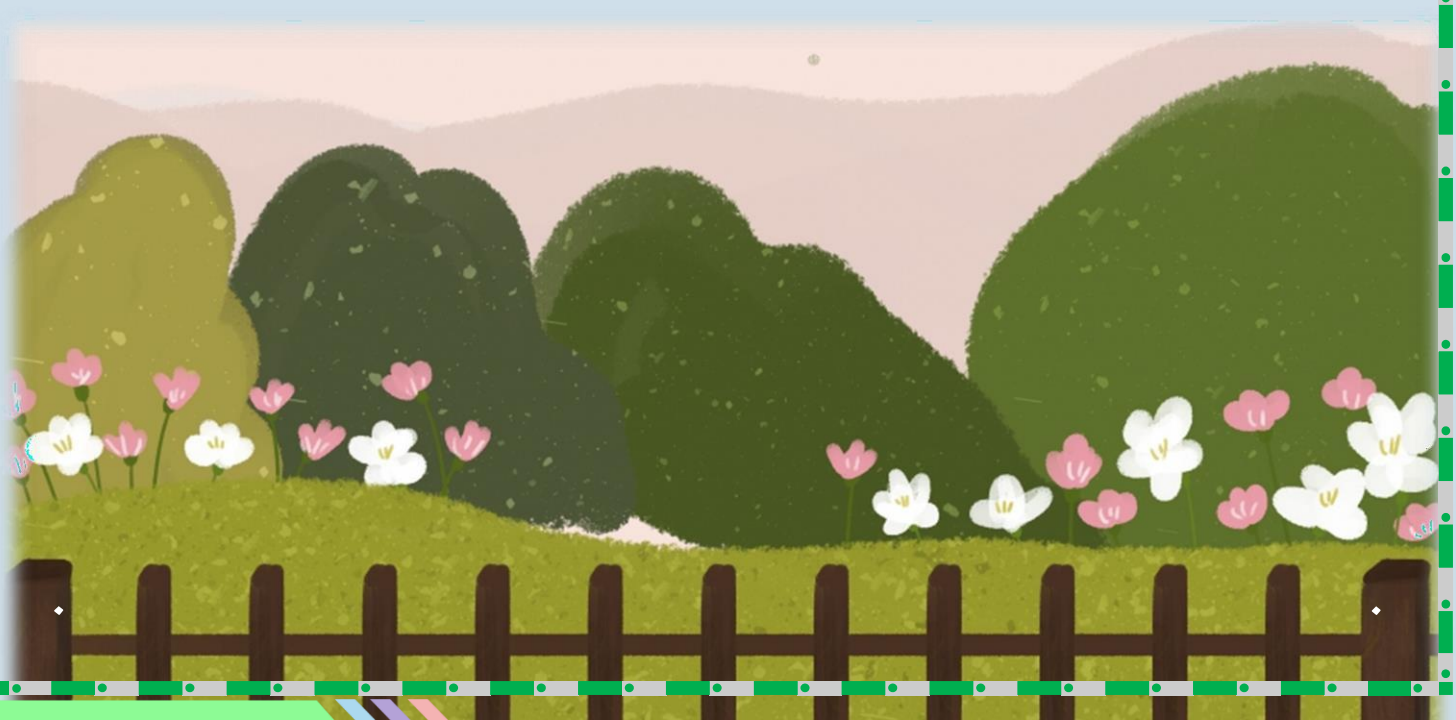
_____. In the bathroom, I_____my teeth and take a bath. After that, I get_____and comb my hair. Then I go to the

_____. In the kitchen, I_____a glass of milk for breakfast. At seven o"clock, I go to_____. I go to school by_____. At eight o"clock I _____at school and then I study. At one o"clock I go

_____. At home, I have_____and play with my friends. At seven o"clock I_____dinner with my family and then we

_____TV. After watching TV, I do my_____. At a half past nine I go to_____.

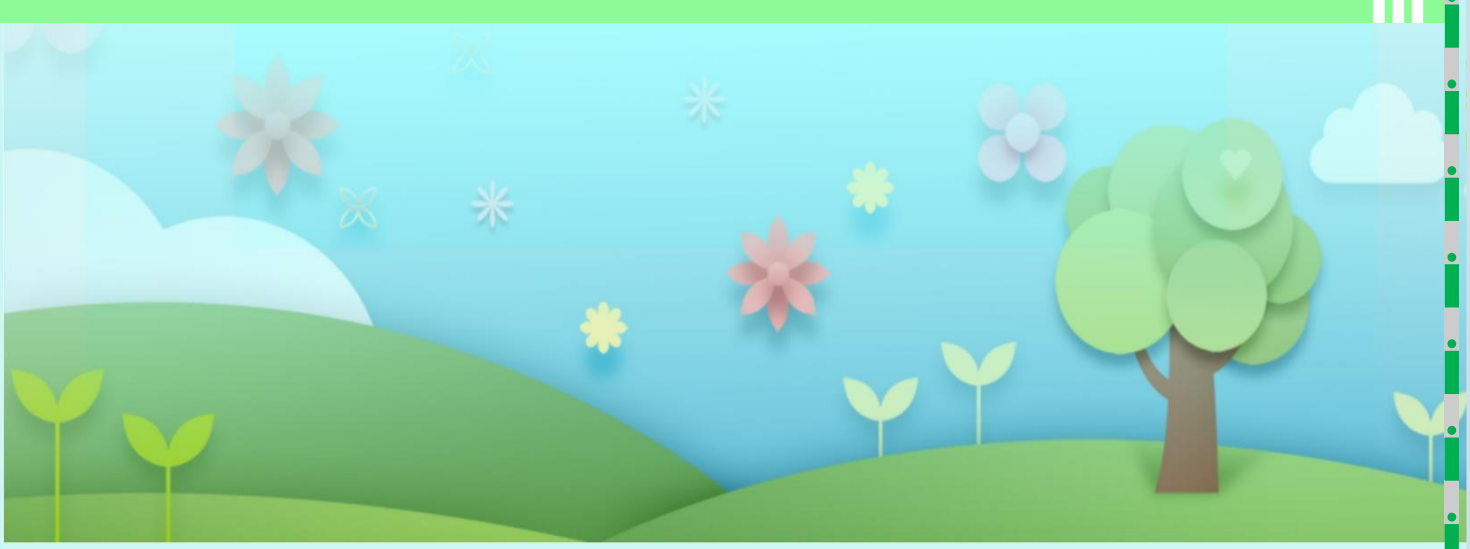
Get up	Drink	Lunch
Bathroom	School	Have
Brush	Bus	Watch
Dressed	Arrive	Homework
Kitchen	Home	Sleep



Associating & Communicating

A. **Make a conversation about Keeping our environment clean that contains time, dates, days, months, and years. Do it in pairs.**

B. **After you make a conversation, present it in front of the class with your partner.**



Evaluating

I. Translate into English!

1. Andika bangun tidur pukul 4.30 setiap pagi.
2. Dovi bermain layang-layang pukul 4.20 setiap sore.
3. Sherly belajar Bahasa Inggris pukul 8.00 setiap Selasa dan Kamis.
4. Vino makan malam pukul 8.45 setiap hari.
5. Kanya berlatih ballet pukul 19.35 setiap Rabu dan Minggu.
6. Dion tidak pernah mengendarai sepeda motor setiap sore.
7. Rio dan Valencia membeli sayuran pukul 6.40 setiap minggu.
8. Apakah Dita bermain tennis setiap sore?
9. Apakah mereka mengemudikan mobil setiap pagi?
10. Apakah kamu selalu membawa topi setiap hari?

II. Do as the example!

Example:

08/09/2001 a. September the eighth two thousand and one
b. The eight of September two thusand and one

1. 09/10/2009 a. _____
b. _____
2. 03/01/2011 a. _____
b. _____
3. 23/05/1995 a. _____
b. _____
4. 31/08/1990 a. _____
b. _____
5. 02/06/2019 a. _____
b. _____
6. 22/12/1987 a. _____
b. _____
7. 18/11/2010 a. _____
b. _____
8. 11/04/1798 a. _____
b. _____
9. 09/05/2020 a. _____
b. _____
10. 19/06/2003 a. _____
b. _____

4

The Beauty of Old City Semarang

Gereja Blendug- Semarang

CHAPTER 4: The Beautiful of Old City in Semarang

A. Main Materials

1. Telling the qualities of a thing.
2. Telling hobbies.

B. Social Function

1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills

1. Listening
   a) Listening for imitating words/phrases.
   b) Listening for identifying pictures.
   c) Listening for specific information.
   d) Listening for using words/phrases.
2. Speaking
   a) Expressing personal identity.
   b) Expressing monolog about personal identification.
3. Reading
   a) Reading for specific information.
   b) Reading for the main idea.
   c) Reading for refering.
   d) Reading for detail information.
   e) Reading for analyzing text.
4. Writing
   a) Designing an essay about historical building.
   b) Writing the qualities of things.

D. Fun with Grammar

1. Using pronoun, to be, to have, and article.
2. Using Wh-Question.
3. Performing raising and falling Intonation.

E. Vocabulary Builder

1. Using words relate to qualities of a thing and hobbies with a theme 'the beautiful of old city in semarang'.

F. Attitude

1. Religious
   a) Being grateful to God for having the opportunity to learn English anthusiastically.
2. Social
   a) Performing politeness and caring.

After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English anthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating expressions of telling qualities about something conversation.
- Identifying pictures based on interpersonal conversation.

Questioning

- Pronuncing words/ phrases relate to qualities about something text.
- Comparing personal identification text in English and in Indonesia.

Exploring

- Finding other forms of telling qualities about something from other sources.
- Role playing transactional and interpersonal conversation.

Associating

- Comparing telling qualities about something text based on the social function , text structure, and the language features.
- Discussing the telling qualities about something text based on the social function , text structure, and the language features.

Communicating

- Writing problems in using telling qualities about something text.
- Expressing monolog about telling qualities about something.

Reading Activity

Activity 1

Old City

An old city is usually a beautiful place. It is a piece of history, which is dubbed as Outstadt covers every area where the buildings built since the Dutch era. In general the character of the buildings in this region follows the buildings on the European continent around the 1700s.

The buildings are still standing strong and everyone can enjoy the beauty of the buildings, the Old City in Semarang with the background of the Port of Tanjung Mas and the Java Sea, the city lights and the harbor lights are visible at night. But now the beauty of it is not found because of the condition of the buildings are apprehensive and the frenzy of the traffic flow of vehicles.

It‟s not easy to preserve the architecture of Semarang City because of the sea level rise that has inundated the coastal areas. It takes a serious effort of all humanity in the world to reduce the viciousness of rob. Energy-saving, tree-planting, and eco-friendly behaviors should be encouraged simultaneously from the outset.

Source : https://whc.unesco.org/en/tentativelists/6011/

Difficult words:

- dubbed : *bergelar*
- Outstadt : *kota tua*
- port/harbor : *pelabuhan*
- inundated : *membanjiri*
- sea level rise : *kenaikan permukaan laut*
- apprehensive : *memprihatinkan*
- frenzy : *hiruk-pikuk*
- viciousness : *kekejaman*
- outset : *permulaan*
- encouraged : *terdorong*
- simultaneously : *sekaligus*

Activity 1

QUESTIONS :

1. Where is the location of Old city?
2. How are the buildings in the old city?
3. What does the old city tell about?
4. What is the main idea of the last paragraph?
5. What is the purpose of the text?

Worksheet

1.

2.

3.

4.

5.

Listen carefully to your teacher and repeat it after him/her. Then make a group of two and play the roles of the speakers in the conversation.

Activity 2

Hallo Rina, where did you go on your holiday ?

Hey Ani, I went to Semarang

Where is Semarang?

In Central Java

What did you do in Semarang?

I visited many places like Lawang sewu, Simpang lima, Sampookong. But I like Old city very much, because there are lots of old buildings.

Oh, really?

Yeah, there are Srigunting park, Blenduk church, Art galery, and historical buildings.

Wow, it must be interesting!

Definitely! But there are several un functional buildings near of Old city

Ooh too bad ! They must be preserved

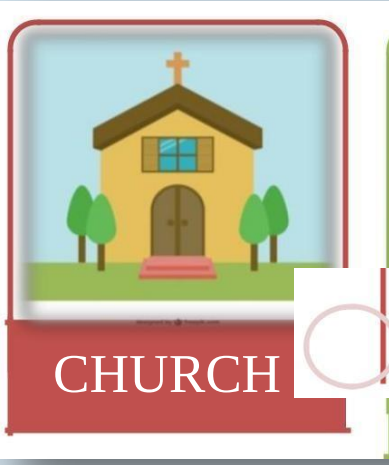
Yes Rani, I agree with you, besides that the unkempt building is full of wild streaks

I think, it's a bad deed

I think so, the historical buildings should be preserved instead of being left alone.

Activity 3

We will listen to our teacher saying the name of historical buildings in Semarang city, then we will repeat the words after the teacher one by one.



CHURCH

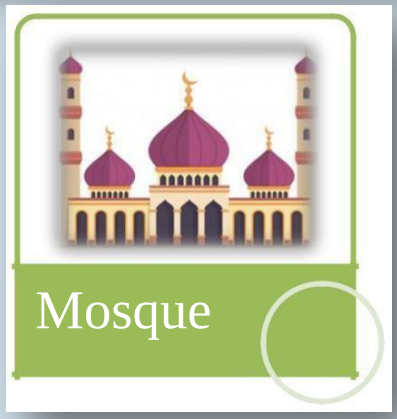
Temple

Monument

Museum Ronggowarsito

Lake (rawa pening)

Pagoda



Mosque

Watch the videos given and listen carefully to fill in the blanks with the words provided!

Riki : Welcome to Semarang Mia. I will bring you to visit the_____of Semarang.
Mia : It sounds good. Where is it?
Riki : It takes around 15 minutes to get there. Let‟s go.
Mia : Okay.
Riki : Here we are.
Mia : Wow! It‟s so_____!
Riki : This area is also called as the_____of Indonesia. This Old City is a_____of Indonesian history of the Dutch_____period for more than two_____, and its_____is adjacent to economic_____.
Mia : Two centuries? That was so long.
Riki : Yeah. In this place, there are about 50_____buildings that still stand firm and have a history of Dutch colonialism in Semarang.
Mia : I can‟t say any words. It‟s so wonderful.
Riki : Yeah, I think so. Mia, we should_____these history buildings by keeping their originality and not scratching the walls.
Mia : I agree with you. I love this Old City.
Riki : Great.

Video 1

- Dutch
- ancient
- gorgeous
- region
- silent witness
- centuries
- colonialism
- preserve
- location
- Old City

Marsha : Hello, can I speak to Audrey?
Audrey : Sure, It‟s me myself.
Marsha : Ah hi Audrey! I just want to tell you that I‟m going to visit Semarang next week. Would you like to_____me to take a look around the town?
Audrey : Sure, that would be great. You have to visit some_____places in Semarang.
Marsha : What are they?
Audrey : I_____you to visit Lawang Sewu. But, I think I‟m going to take you to Marina Beach first because I have an agenda with my classmates to do a _____ .
Marsha : What‟s it?
Audrey : We‟re going to clean the beach. It‟s a little bit_____.
Marsha : Sure, I think I will join you too.
Audrey : Great!
Marsha : Would you like to tell me about Marina beach?
Audrey : It‟s a beach that located on the north part of Semarang. It has a beautiful view especially when it gets_____, because we can see a_____. There are many_____trees there so we don‟t need to worry about getting _____ because it‟s a_____place.
Marsha : It sounds great! I think it would be better after we clean it together.
Audrey : Yup, see you then.
Marsha : See you.

Video 2

- sunburnt
- sunset
- dirty
- tourism
- shady
- accompany
- social job
- recommend
- dark
- casuarina

Observing and asking questions

Listen carefully to the conversation read by the teacher. Then repeat it after him/her sentence by sentence. Then, in groups you play the roles of the speakers in the conversation.

Activity 4

You will work in group. You will list the speakers‟ statement about the park.

TASK

According to the conversation above, mark the statements which have good qualities.

Example

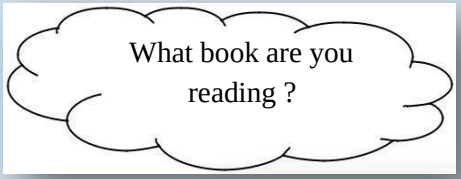
The garden is so beautiful.

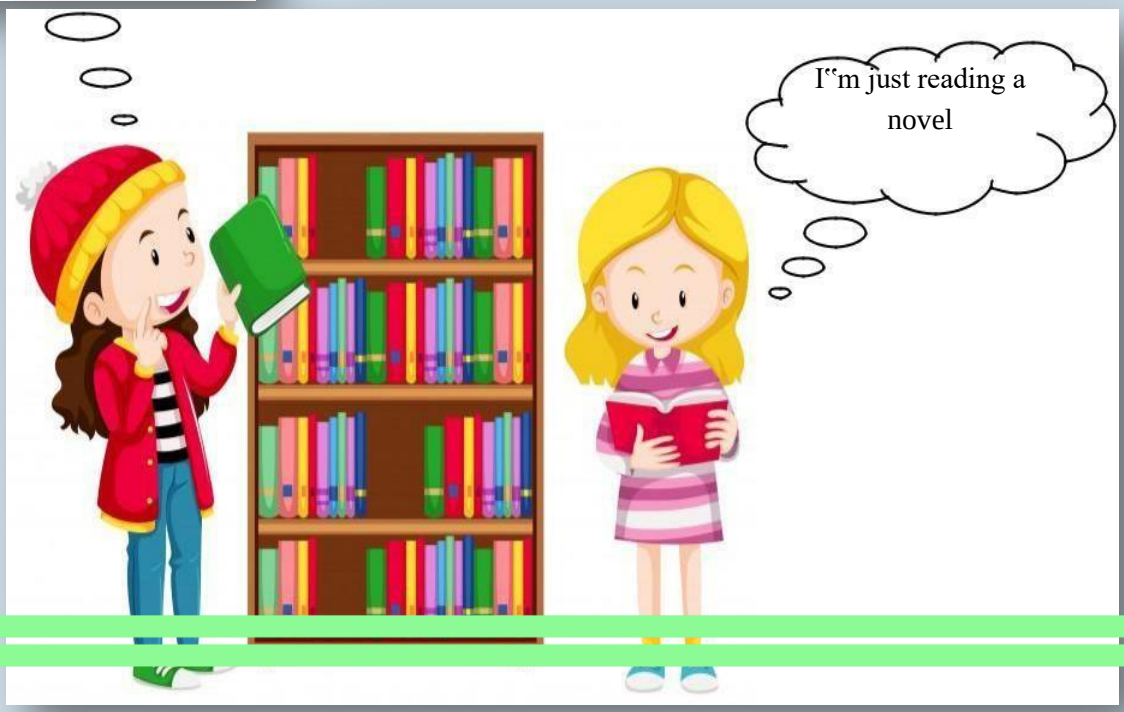
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Observing and asking questions

We will play the roles of the speakers in the pictures.

Activity 5





Associating

What are you doing?

Oh, I‟m collecting the rubbish

Of course, with the greatest pleasure.

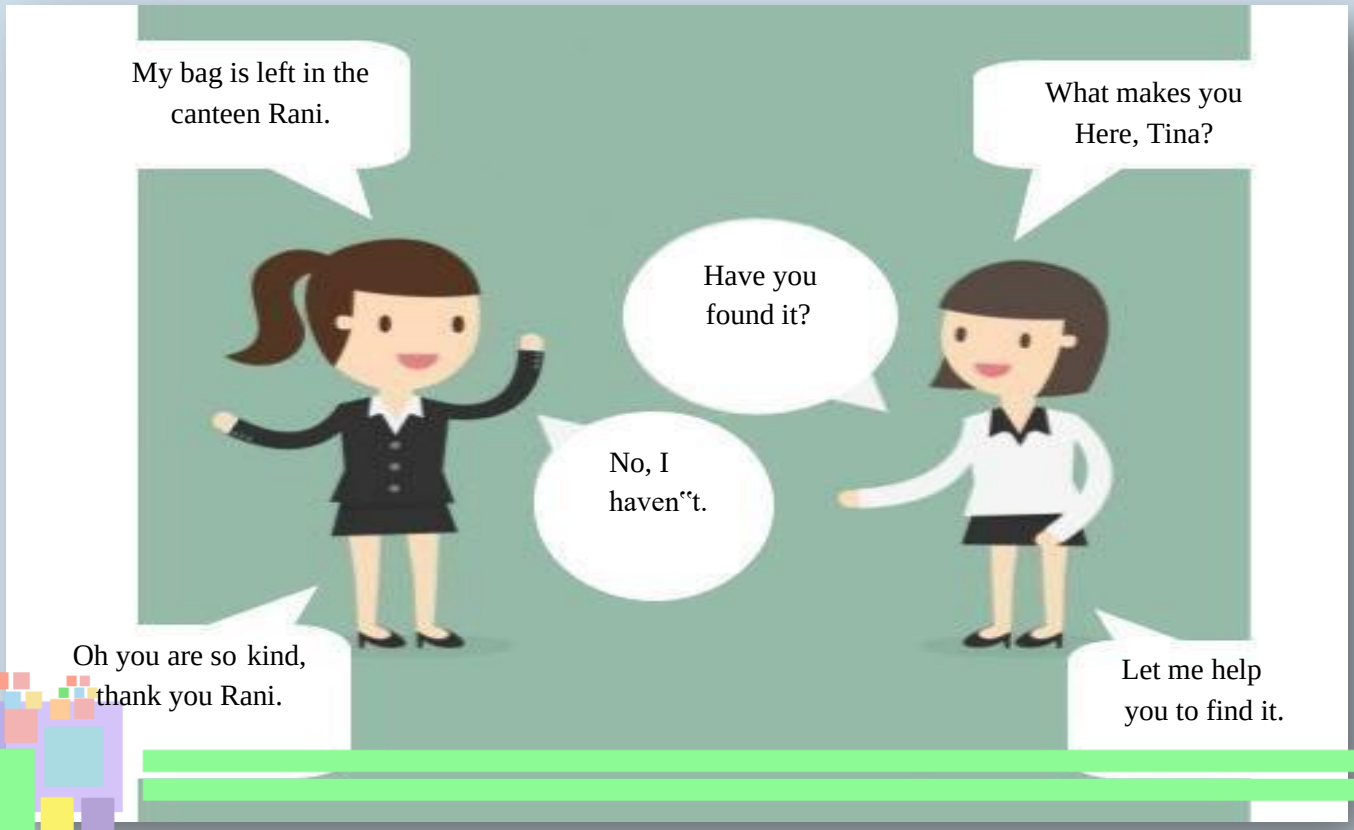
Really? It's good...may I help you?

Because I like the cleanliness of this school and it looks healthy, so we can enjoy it.

Why must you clean this area?

Absolutely!

You care so much about that.



TASK

What do they say about all the previous conversations?

Example

They are talking about their hobby to fill the holiday time.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

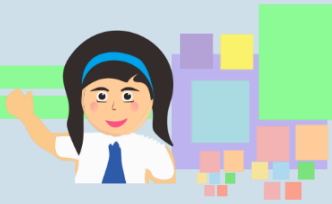
Activity 6

Observing and asking questions

Play the roles of the speakers in the conversation.

https://www.google.com/search?q=lawang+sewu+icon&client=firefox-b&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiX9PfX5ZbcAhXMR30KHaLZD6QQ_AUICigB#imgrc=nOWOYZnBycBDhM:

Read the conversation carefully!



Activity 6

In Lawang Sewu

Joni	:	Anyone knows about the history of Lawang Sewu?
Rangga	:	I don‟t know Joni, can you tell me about it?
Monica	:	Lawang Sewu is an ancient building which is rich for its exotic design as well as its mystical stories.
Bila	:	I know it, but not in detail.
Joni	:	What do you know about Lawang Sewu, Bila?
Bila	:	In Javanese, Lawang Sewu means "Thousand of Doors". It was first established by Dutch. It was used as the head office of a railway company.
Monica	:	In 1942, this building was taken over by Japanese and turned into prison and torment place where many people died terribly.
Bila	:	Yes you‟re right Monic! Regardless to its notorious spine-tingling stories that are circulated, many people like to go there to take pictures because of its resemblance to European building style which is considered unique in Indonesia.
Rangga	:	Wow, it is very interesting!
Joni	:	Today Lawang Sewu becomes the most favorite destination to be visited.

Difficult words:

- ancient : *kuno*
- famous : *terkenal*
- mystical stories : *cerita-cerita mistis*
- taken over : *diambil alih*
- turned into : *berubah menjadi*
- torment : *penyiksaan*
- terribly : *mengenaskan*
- regardless : *tanpa menghiraukan*
- notorious : *terkenal (karena nama buruk)*
- spine-tingling : *membuat merinding*
- resemblance : *kemiripan*
- destination : *tempat tujuan*

What can you imply from the conversation above?

Example

Monica says Lawang Sewu is an ancient building which is famous for its exotic design as well as its mystical tales.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Complete the following conversation with the words provided!

Activity 7

Source :

Radit : Tomorrow, I will be_____my sixteenth birthday.
I"m going to throw a party, would you like to come?

Aryo : Sure._____is the party?

Radit : At Pandawa Restaurant.

Aryo : Where is it?

Radit : It"s just next to my house.

Aryo : Okay, I_____come.

Andrew: What are you doing Reno?

Reno : I"m_____my father to mown the lawn in the yard.

Andrew: What activities do you do in your house?

Reno : Every afternoon, I always help my father to_____the yard.
Sometimes sweeping, watering plants, and others. How about you?
What are your_____at home?

Andrew: Every day, after going home from the school,
I_____my mother bring some foods for my father in the field.

At Home

Nina : Erna, your room is so unique, there are many colorful lamps.

Ani : I agree with you Nina, I also_____that.

Erna : Oh_____, because colorful things make me happy.

Nina : Whoa, it"s interesting. Maybe I can also apply it to my room.

Erna : That"s a good idea!

At Bedroom

Celebrating	clean up	thank you
Activities	Where	will
Helping	like	help

Activity 7

We will tell the qualities of things in the rooms of our houses:

Example

The bedroom is very big. The room is always clean and comfortable.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

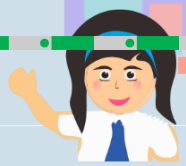
Activity 8

Meta : Hey Bobi, is it your toy?

Bobi : Yes, It belongs to my sister. Where did you find it?

Meta : I found it in front of your house.

Bobi : Thank you Meta.



TASK

Find one picture of historical buildings in Indonesia, and find several facts about it!

Evaluating

I. Translate into English!

1. Tommy sedang mengunjungi Lawang Sewu.
2. Mario dan Vincent sedang bermain kartu di halaman rumah.
3. Ayahnya Fikri sedang memperbaiki mobilnya di garasi.
4. Saya sedang menulis cerita pendek di kamar.
5. Mereka sedang menikmati pemandangan di Kota Lama Semarang.
6. Kucingku sedang memakan ikan di kandangnya.
7. Agus dan Jennie sedang bernyanyi di studio.
8. Apa yang sedang kamu lakukan?
9. Apakah Tio sedang belajar?
10. Apakah Lina sedang berenang?

II. Do as the example!

Example:
Jordan bermain basket kemarin.
(+) Jordan played basketball yesterday.
(-) Jordan did not play basketball yesterday.
(?) Did Jordan play basketball yesterday?

1. Harley membeli buah-buahan semalam.
   (+)_____
   (-) _____
   (?) _____

2. Aldi dan Aldo mengemudikan mobil kemarin.
   (+)_____
   (-) _____
   (?) _____

3. Bimo membawa bukuku seminggu yang lalu.
   (+)_____
   (-) _____
   (?) _____

4. Lena mengunjungi Semarang tahun lalu.
   (+)_____
   (-) _____
   (?) _____

5. Kami belajar Bahasa Inggris seminggu yang lalu.
   (+)_____
   (-) _____

(?)

5

Knowing Things Around Us

5 Knowing Things Around Us

A. Main Materials
   1. Stating things around us.

B. Social Function
   1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills
   1. Listening
      a) Listening for imitating words/phrases.
      b) Listening for identifying pictures.
      c) Listening for specific information.
      d) Listening for using words/phrases.

D. Speaking
   1. Expressing things around us.
   2. Expressing monolog about things around us.

E. Reading
   1. Reading for specific information.
   2. Reading for the main idea.
   3. Reading for refering.
      a) analyzing text.

5. Writing
   a) Designing things around us.
   b) Writing things around us.

E. Fun with Grammar
   1. Using pronoun, to be, to have, and using there is/there are, quantifiers.
   2. Using Wh-Question.
   3. Performing raising and falling Intonation.

F. Vocabulary Builder
   1. Using words relate to things around us.

G. Attitude
   3. Religious
      a) Being grateful to God for having the opportunity to learn English enthusiastically.
   4. Social
      a) Performing politeness and caring.

After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English enthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
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Comprehending and applying knowledge through:

Observing

- Imitating expressions of things around us conversation.
- Identifying pictures based on interpersonal conversation.

Questioning

- Pronuncing words/ phrases relate to things around us text.
- Comparing personal identification text in English and in Indonesia.

Exploring

- Finding other forms of things around us from other sources.
- Role playing transactional and interpersonal conversation.

Associating

- Comparing things around us text based on the social function , text structure, and the language features.
- Discussing things around us text based on the social function , text structure, and the language features.

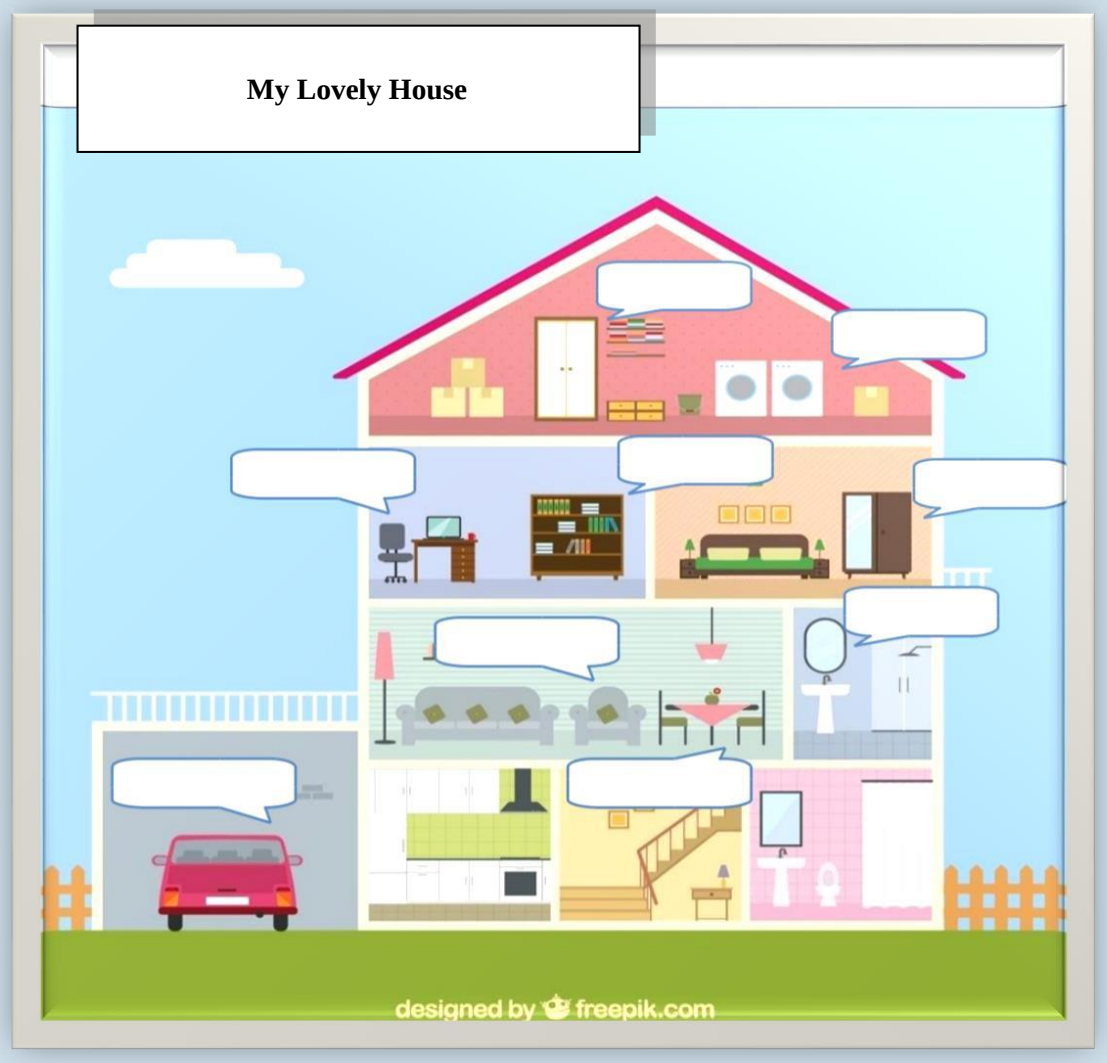
Communicating

- Writing problems in using things around us text.
- Expressing monolog about things around us.

Please name parts of the house using the words provided!

Activity

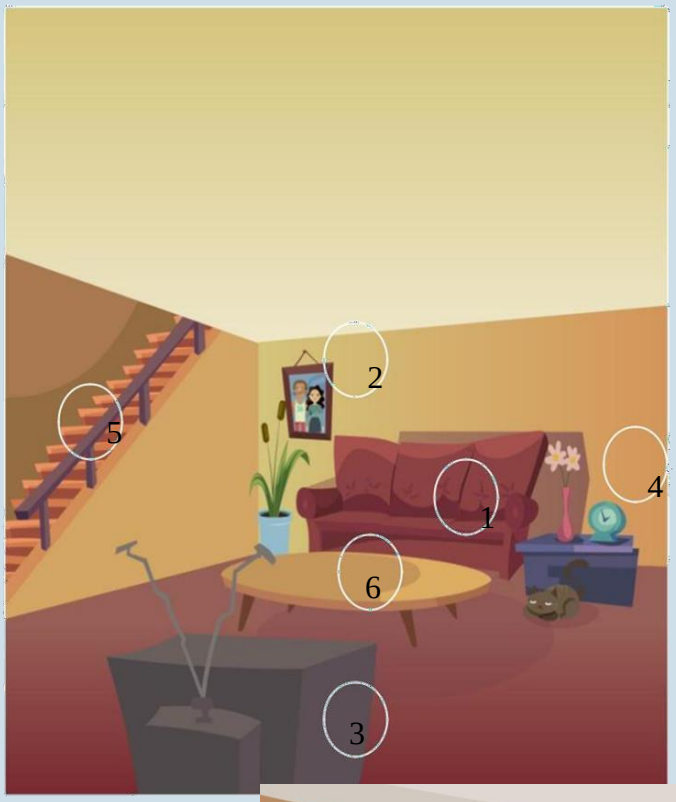
1

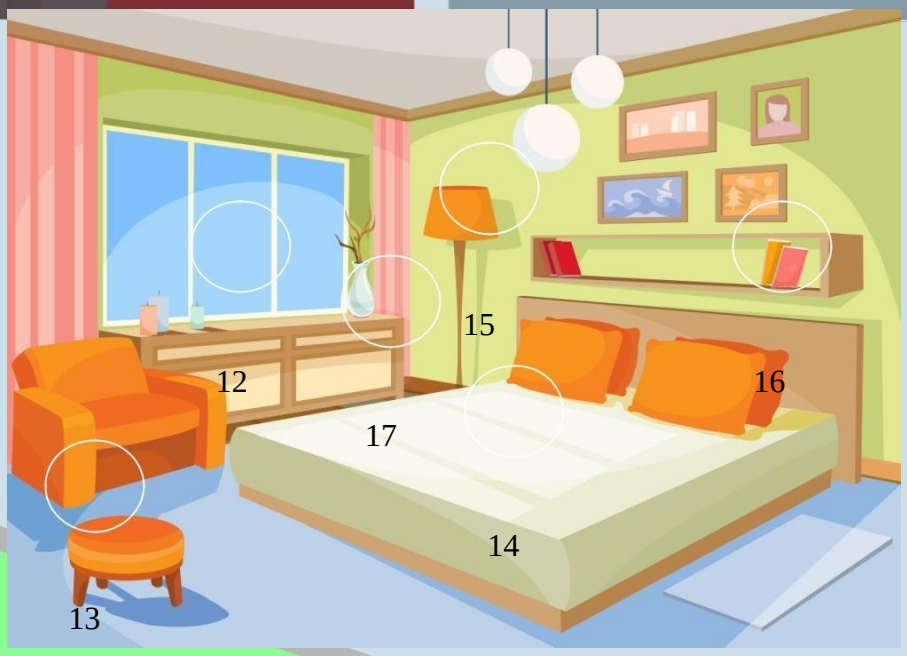


car	windows	door	mirror
sofa	bookshelf	chairs	fan

There are many rooms in my house.

Activiy 2





Activity 2

Find the rooms in the picture below,
and write down the things you‟ve found!

1.

2.

3.

4.

5.

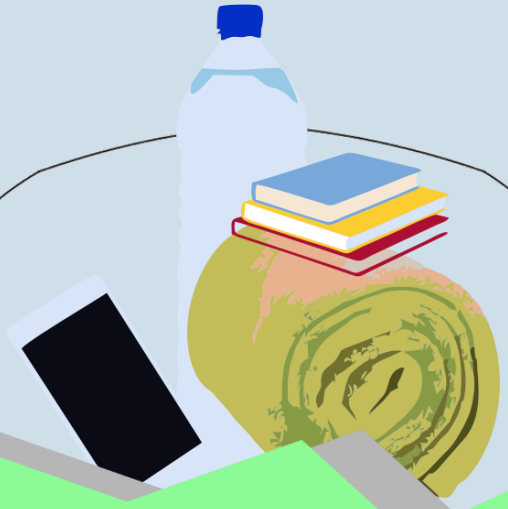
6.

7.

8.

9.

10.



Activity 3

Please give the name the things in the picture, and do as the example!

Make sentences using things you have in your house!

Activity 3

Example

I have two sofas.

1. I have
2. I have
3. I have
4.
5.
6.
7.
8.
9.
10.

Activity 4

Please observe the pictures, then make questions about the things as well as provide the answers.

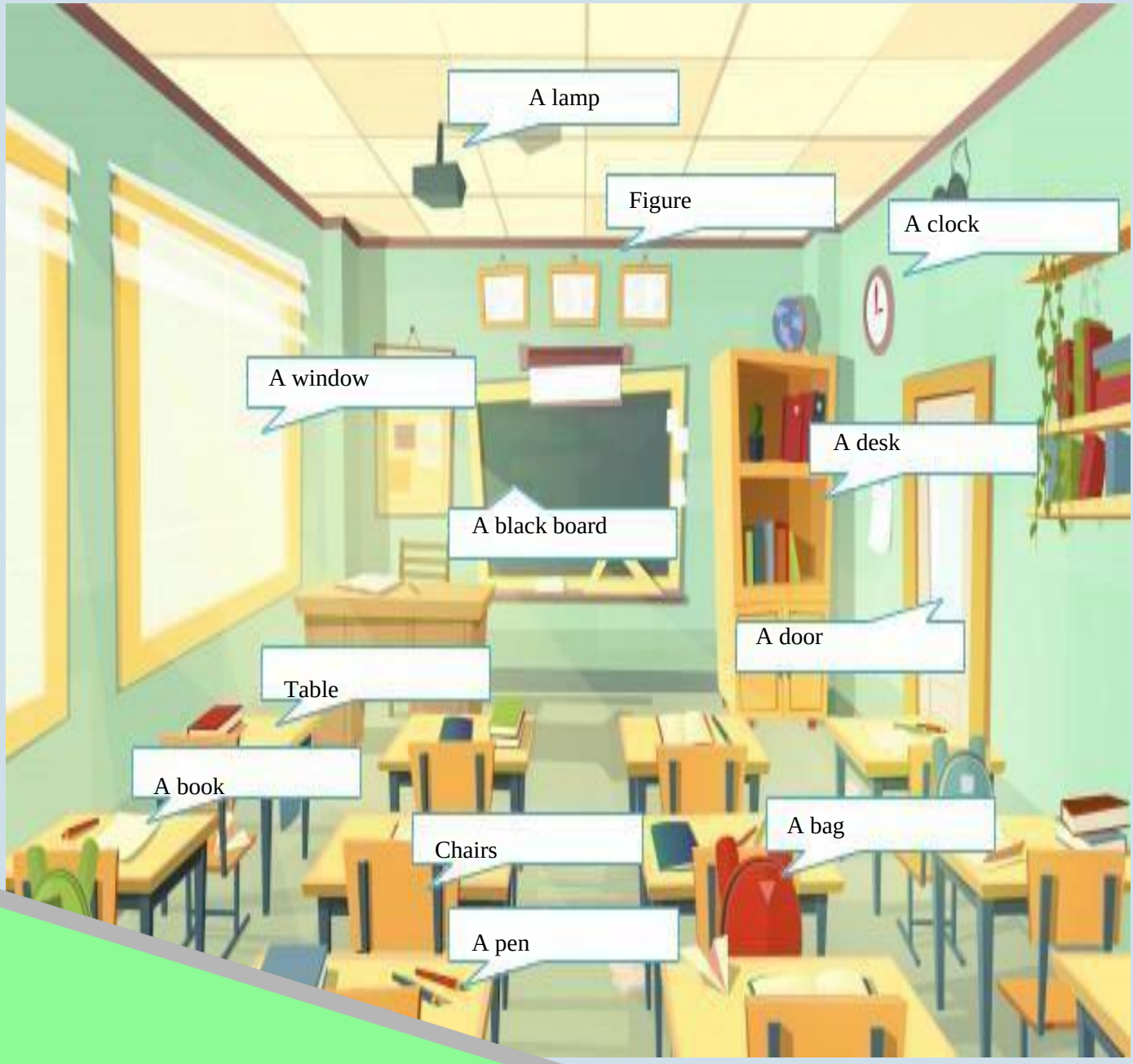
Activity 4

Things	Questions	Answer
Table	How many table are there ?	There are five tables.
Book		

Activity 5

This is my classroom

Listen to your teacher, and repeat after him/her.



Watch the videos given and listen carefully to fill in the blanks with the words provided!

Diaz : Hey, Arie!
Arie : Oh hi Diaz!
Diaz : Glad to know that we‟re in the same_____now even though we‟re in the different grade, because you‟re on your eighth grade and I‟m on my seventh grade.
Arie : Yeah, this school is great and comfortable.
Diaz : Would you like to tell me about this school?
Arie : Sure, there are many kinds of room in this school.
Diaz : What are they?
Arie : They are classrooms, teachers‟ room, principal‟s room, library, canteen, music room,_____, auditorium, language lab, science lab, and school _____.
Diaz : Would you like to show me where‟s the_____?
Arie : Sure, with pleasure.
Diaz : What a great place! So many books available there!
Arie : There are many kinds of books, such as science, art, linguistics, mathematics, entertainments, and theological books also available.
Diaz : Are there comics and magazines?
Arie : Yes, there are. Comics and_____counted as entertainment books.
Diaz : Is there a kind of book about caring the_____?
Arie : What do you mean by a kind of book about caring the environment?
Diaz : Yeah just like a book that tells us about_____, how to make up a room to be tidy, the terms of a healthy food, how to live with a healthy habit, etc.
Arie : They sound_____, but I think they‟re unavailable in this library.
Diaz : That‟s the worst, I think I will bring my own_____here.
Arie : That‟s a good idea. It would be helpful.
Diaz : By the way, this library looks a little bit dirty, how about gathering the other_____and clean it together tomorrow morning?
Arie : That‟s a good idea. Let‟s announce it.

Video 1

- School
- Library
- Classmates
- Health unit room
- Environment
- Magazines
- Collecctions
- Gardening
- Scout room
- Interesting

Dicky : Excuse me, would you like to answer my_____? I‟m going to be a new student in the same school with you next week.
Santo : Sure.
Dicky : How many_____are there?
Santo : I‟m not really sure the_____of the bulidings, but there are laboratory, principal‟s room, teacher‟s rooms, students‟ room, auditorium, canteens, toilets, and music room.
Dicky : Is there a set of musical instruments in_____room?
Santo : Yes, there is.
Dicky : Would you like to tell me what musical_____are there?
Santo : There are three guitars, two basses, two drums, two keyboards, one piano, and a set of_____.
Dicky : Wow! It must be great! I used to join *karawitan*, I love playing gamelan. Is there *karawitan* in the extracurricular agenda?
Santo : Yes, there is. There are band and_____group too if you like music so much.
Dicky : I‟m so excited.
Santo : Yeah, but you have to know the bad habit there too.
Dicky : What‟s that?
Santo : There are only one big garbage can there, so people have to walk a little bit farther to put their_____. And it makes them litter because they‟re too lazy to go to the_____can.
Dicky : That‟s bad. Let‟s make a move, we have to tell the_____that we need many trash can in every rooms at least two for each rooms.
Santo : Okay, let‟s try it.

Video 2

- Questions
- Rubbish
- Choir
- Garbage
- Buildings
- Quantity
- Instruments
- Music
- Gamelan
- Principal

Activity 5

TASK

Mention the things in the classroom based on the previous picture!

Example

There is a window

1.

2.

3.

4.

5.

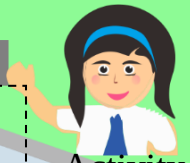
6.

7.

8.

9.

10.



Activity 6

Based on these pictures, circle the numbers that belong to good deed and cross the numbers that belong to bad deed.

Activity 7

TASK

Please mention 5 good deeds and 5 bad deeds based on your opinion!

Evaluating

I. Write the sentences with There is/There are:

1. A school – opposite the park.

_____.

2. Three fruit stalls– in this city.

_____.

3. Many spoons – on the table.

_____.

4. A swimming pool – near the bank.

_____.

5. A restaurant– at the theatre.

_____.

6. Many fruits – in the fridge.

_____.

7. Fifteen students – in the classroom.

_____.

8. A music studio– behind the school.

_____.

9. Many books – in the bag.

_____.

10. Six people– in the room.

_____.

II. Based on the affirative sentences above, change into interogative!

Example:

There are five chairs in this room.

(?) Are there five chairs in this room?

1._____.

2._____.

3._____.

4._____.

5._____.

6._____.

7._____.

8._____.

9._____.

10_____.

6 Apreciating Friends' Works

APPRECIATION

You will learn how to express appreciation in order to maintain a relationship with the teacher, friends, and others.

6 Appreciating Friends' Works

A. Main Materials
1. Expressing Appreciation.

B. Social Function
1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills
1. Listening
   a) Listening for imitating words/phrases.
   b) Listening for identifying pictures.
   c) Listening for specific information.
   d) Listening for using words/phrases.
2. Speaking
   a) Expressing appreciation.
   b) Expressing monolog about appreciation.
3. Reading
   a) Reading for specific information.
   b) Reading for the main idea.
   c) Reading for refering.
   d) Reading for detail information.
   e) Reading for analyzing text.
4. Writing
   a) Designing expressing appreciation.
   b) Writing expressing appreciation.

D. Fun with Grammar
1. Using pronoun, to be, simple present tense.
2. Using Wh-Question.
3. Performing raising and falling Intonation.

E. Vocabulary Builder
1. Using words relate to expressing appreciation.

F. Attitude
1. Religious
   a) Being grateful to God for having the opportunity to learn English enthusiastically.
2. Social
   a) Performing politeness and caring.

After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English enthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating expressing appreciation in interpersonal conversation.
- Identifying pictures based on interpersonal conversation.

Questioning

- Pronuncing words/ phrases relate to expressing appreciation text.
- Comparing expressing appreciation text in English and in Indonesia.

Exploring

- Finding other forms of expressing appreciation from other sources.
- Role playing transactional and interpersonal conversation.

Associating

- Comparing expressing appreciation text based on the social function , text structure, and the language features.
- Discussing the expressing appreciation text based on the social function , text structure, and the language features.

Communicating

- Writing problems in using expressing appreciation text.
- Expressing monolog about expressing appreciation.

Observing

Activity I

You will play the role of conversation in appreciating your friend's work.

Here is what you will do. You will work in pairs. First, you will carefully listen the conversation after the teacher sentence by sentence. Then, in pairs you will play the roles of the speakers in the conversation.

July : What do you think of my math project?

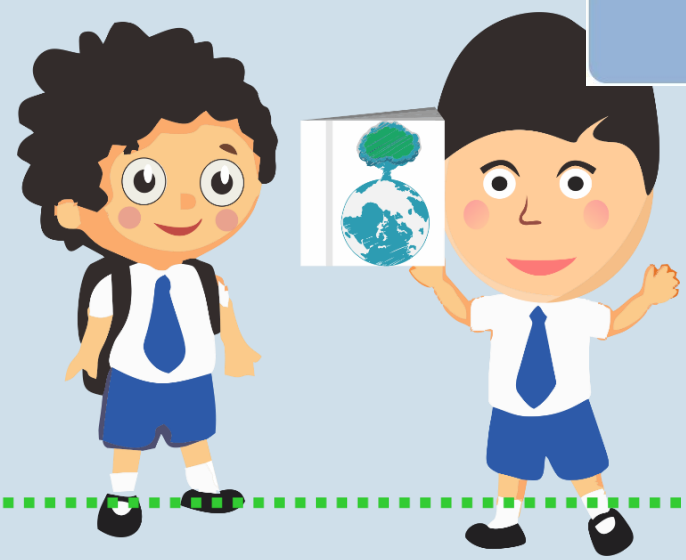
Andre : How awesome your project is!

July : Do you really think so?

Andre : Yeah!

July : Thank you, I appreciate that!

Andre : You"re welcome.



Observing

Now, we will listen and repeat the conversation after the teacher, sentence by sentence. The conversation is between teacher and student, in which the teacher praises his student for having good score.

Lisa, You did a good job in cleaning the room!

Really, Sir?

Yes! It looks clean and tidy!

Thank you so much, Sir.

With pleasure, Lisa.

Discovering Information

You will do light exercise about the conversations you had spoken. In order to discover information, you must understand the topic of conversation.

EXERCISE 1

INSTRUCTION

Do the exercise in pairs, then answer these questions below in your own books/papers.

1. Who is having Math project?

   _____

2. With whom is July talking to?

   _____

3. How does the teacher congratulate Lisa?

   _____

4. Why does the teacher congratulate his student?

   _____

Watch the videos given and listen carefully to fill in the blanks with the words provided!

Dian : Hi, Daud, you look_____today!
Daud : Thanks, Dian.
Dian : What do you think of my new bag?
Daud : It looks great.
Dian : Thanks, Daud. By the way, how was your_____competition?
Daud : You know what? I became the first_____. I‟m so happy right now.
Dian : That‟s great. Congratulations!
Daud : Thank you.
Dian : Wow, that‟s amazing. I know you are very_____, Daud. Well done!
Daud : Thanks for your_____. You‟re so kind.
Dian : It‟s my_____.
Diki : Hi, guys. What are you doing?
Daud : Nothing.
Dian : Diki, Daud has won the singing competition.
Diki :_____Daud.
Daud : Thanks. By the way, will you come to my birthday _____ tomorrow?
Diki : Certainly. I will be there.
Dian : I‟m so sorry. I will go to Semarang tomorrow.
Daud :_____. Now, let me ask you all to go to_____. I will treat you this lunch.
Dian : Yeay!

Video 1

- Great
- Compliment
- Canteen
- Congratulations
- Pleasure
- Nevermind
- Singing
- Winner
- Party
- Talented

Arman : Happy_____Amalia! I made this for you.
Amalia : Aw, thank you. It‟s a beautiful picture of me.
Arman : You‟re welcome._____to know that you like it.
Amalia : Did you draw it by_____?
Arman : Of course. I made it by_____alone.
Amalia : You‟re very_____, what did you use to make this?
Arman : I recycled some_____wastes,_____wastes, and _____colors into an artistic thing.
Amalia : That‟s kind. I just know that you are aware with the environment too.
Arman : Yeah, we need to_____wastes by recycling them.
Amalia : You‟re such an_____and care person. I‟m glad to have a best friend like you.
Arman : Me too

Video 2

- Birthday
- Artistic
- Yourself
- Myself
- Glad
- Creative
- Paper
- Reduce
- Plastic
- Pencil

Activity II

Asking	Expressing	Responding	Rejecting
• What do you think of my (new)? • I think.....suits me. Don"t you ? • Do you like my (new)?	• How beautiful your hair is! • Well done! • That"s great! • Nice… • Awesome • Fantastic! • Wonderful	• Thanks • Thank you • Many thanks • Oh thank you. • That"s very kind of you. • It"s very kind of you to say that.	• Don"t give me that. • Nonsense.

EXERCISE 2

Arrange the conversation below into a proper dialogue.
Then, perform the dialogue in front of the class.

Yes, because it's my duty day.

Lena, do you clean the classroom by yourself?

Thank you, Mirna!

Yes! You are amazing Lena!

Really? You think so?

But it's too early! You are cool!

Mirna : _____

Lena : _____

Mirna : _____

Lena : _____

Mirna : _____

EXERCISE 3

Arrange the conversation below into a proper dialogue.
Then, perform the dialogue in front of the class.

I am going to throw the trashbin.

Good morning Adnan, what are you doing?

Good morning Ozan.

Wow! you are so kind Adnan!

Thank you Ozan, I appreciate that.

Anytime, Adnan.

I am helping Rizal today.

But it's not your duty day, Adnan.

Adnan : _____

Ozan : _____

Adnan : _____

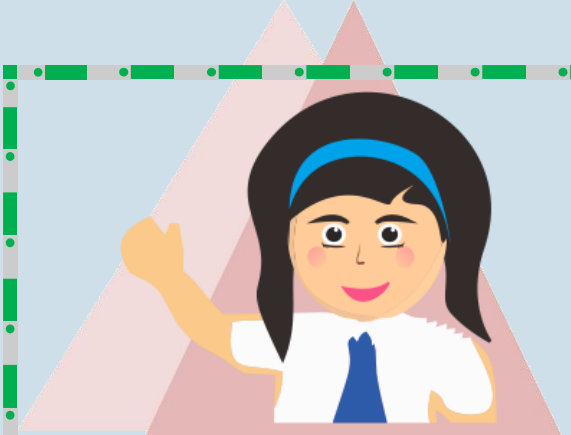
Ozan : _____

Adnan : _____

Ozan : _____

Adnan : _____

Ozan : _____



ACTIVITY III

In this section we learn about apologizing. We will apologize when we have done mistakes. Then we can use <u>these expressions below</u> to express apology whenever you make mistakes.

EXPRESSING APOLOGY	RESPONSES	THANKING
• Sorry • I am sorry • I am (very/really/so) sorry • I apologize for ….. • Please excuse me • Please accept my apology • Please forgive me • Will you forgive me, please?	• It"s O.K • That"s all right • Please don"t be sorry • Never mind • It doesn"t matter • Don"t worry about it • I forgive you • Forget about it	• Thanks a lot • Thank you so much • Thank you

EXERCISE 4

Instruction:

Complete the dialog about expressing apology below to make a proper conversation!

Dialog 1

Rizal	: Good morning Febri.
Febri	:
Rizal	: I am sorry for not cleaning the classroom with you yesterday.
Febri	:
Rizal	: Really? Thankyou so much!
Febri	:

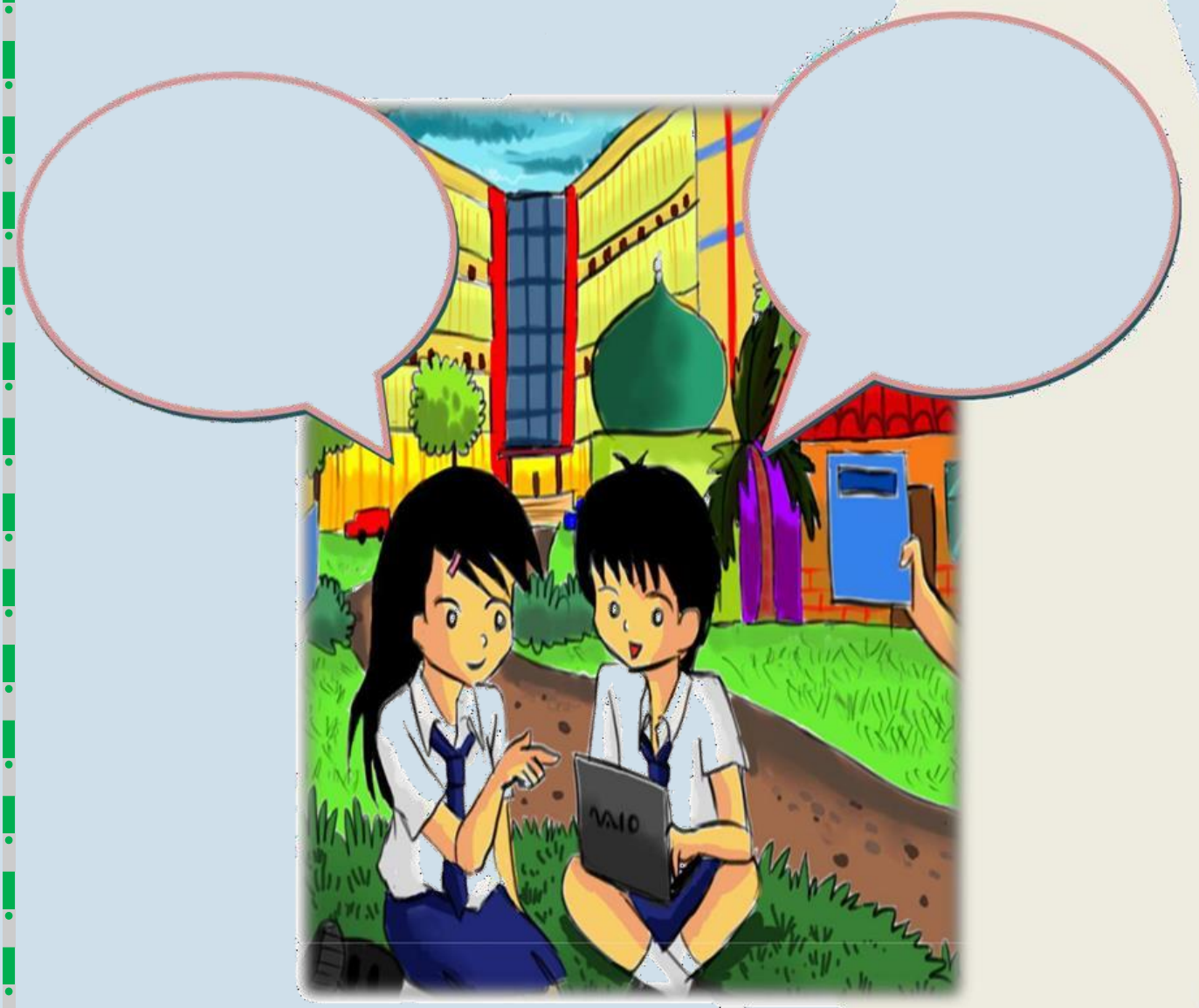
Dialog 2

Ana	:
Jeni	: Good afternoon too, Ana.
Ana	: I am apologize for making you wait yesterday.
Jeni	:
Ana	:
Jeni	: Your welcome, Ana.

EXERCISE 5

INSTRUCTION:

In pairs, please create short conversation about appreciating friends' work in cleaning the school environment based on the picture below:



Associating & communicating

The purpose of this study is to remind the students that we need to express our appreciation, say thankyou and asking for apology with our classmate to maintain our good relationship.

Now, we will write the letter for our parents that we appreciate and are grateful to them. Please use the expression of appreciation as well as expression of apology.

Evaluating

Write the expression of appreciating based on these situations!

1. Your brother has just graduated.

Appreciation: _____.

2. Your friend has just got a new car.

Appreciation: _____.

3. Your mother has made a meal for you.

Appreciation: _____.

4. Your father has got a new job.

Appreciation: _____.

5. Your sister has worn a new dress.

Appreciation: _____.

6. Your teacher has just got professor degree.

Appreciation: _____.

7. Your friend has just helped you.

Appreciation: _____.

8. Your brother has give you a birthday present.

Appreciation: _____.

9. Your sister has just treated you lunch.

Appreciation: _____.

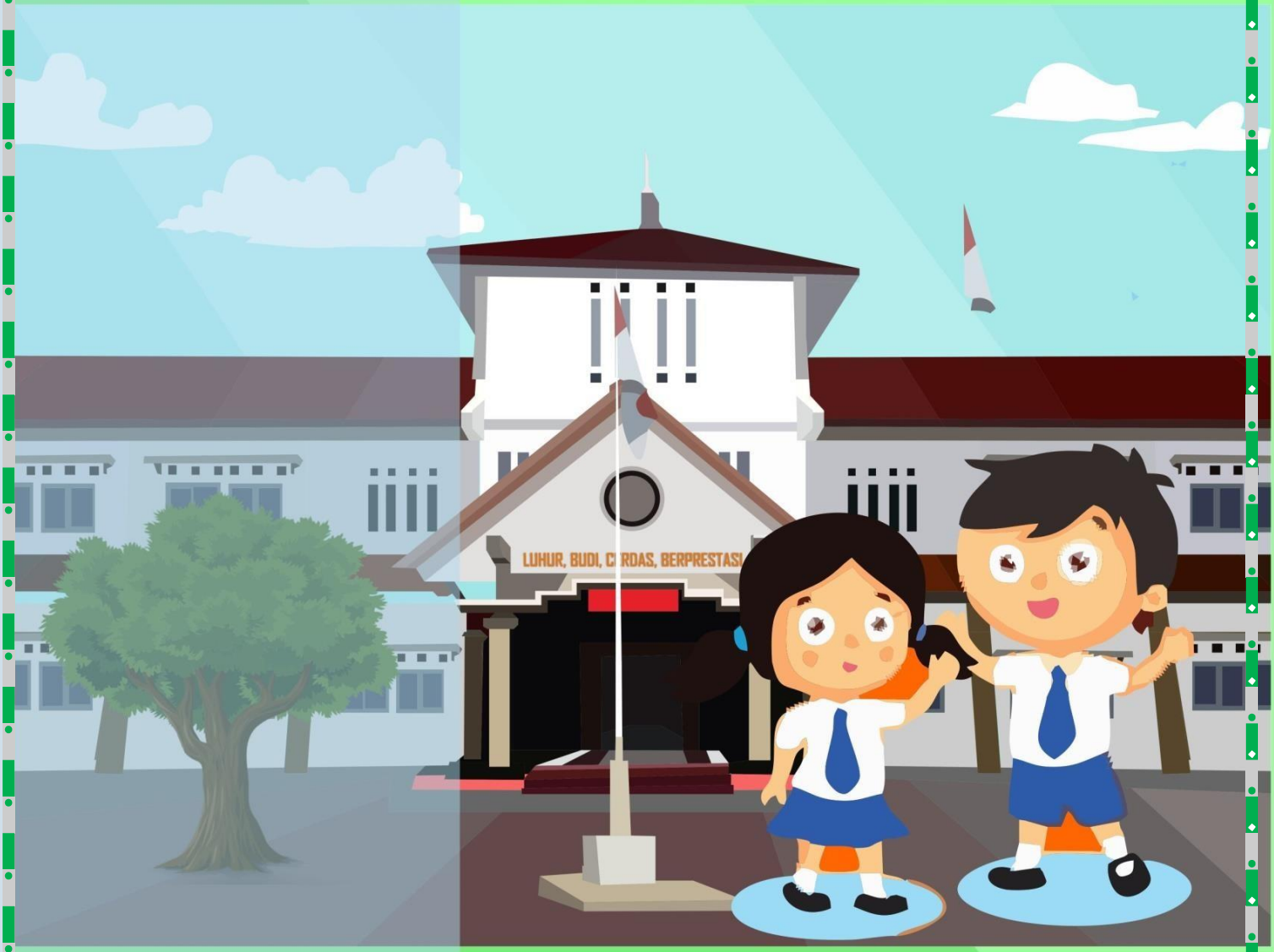
10. Your grandparents let you spend your holiday at their house.

Appreciation: _____.

7

Being a Good Student

Creating a short written and spoken descriptive text.



You will learn to describe people, animals, and things in order:

To make them stand out.

To care the environment.

To keep the environment.

To create the beauty of the environment.

7 Being a Good Student

CHAPTER 7: Being a Good Student

A. Main Materials
1. Descriptive text.

B. Social Function
1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills
1. Listening
   a) Listening for imitating words/phrases.
   b) Listening for identifying pictures.
   c) Listening for specific information.
   d) Listening for using words/phrases.
2. Speaking
   a) Spoken descriptive text.
   b) Expressing monolog about descriptive text.
3. Reading
   a) Reading for specific information.
   b) Reading for the main idea.
   c) Reading for refering.
   d) Reading for detail information.
   e) Reading for analyzing text.
4. Writing
   a) Designing descriptive text.
   b) Writing descriptive text.

D. Fun with Grammar
1. Using pronoun, to be, has/have, and simple present tense.
2. Using Wh-Question.
3. Performing raising and falling Intonation.

E. Vocabulary Builder
1. Using words relate to descriptive text with a theme 'being a good student'.

F. Attitude
1. Religious
   a) Being grateful to God for having the opportunity to learn English enthusiastically.
2. Social
   a) Performing politeness and caring.

After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English enthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating expressions of describing something/someone in interpersonal conversation.
- Identifying pictures based on interpersonal conversation.

Questioning

- Pronuncing words/ phrases relate to describing something/someone text.
- Comparing describing something/someone text in English and in Indonesia.

Exploring

- Finding other forms of describing something/someone from other sources.
- Role playing transactional and interpersonal conversation.

Associating

- Comparing describing something/someone text based on the social function , text structure, and the language features.
- Discussing the describing something/someone text based on the social function , text structure, and the language features.

Communicating

- Writing problems in using describing something/someone text.
- Expressing monolog about describing something/someone.

Observing

Activity 1

You will play the roles of the speakers in the conversation about cleaning the school.

Before reading the dialogue, the students should listen and repeat carefully. The teacher will read the dialogue. Then, the students may repeat the conversation clearly, loudly and correctly.

You will read each sentence clearly, loudly and correctly. If you have any problems, you can ask help to the teacher.

Listen and repeat the conversation below after your teacher.

Lily : Hello Ana. Why do you bring two brooms?

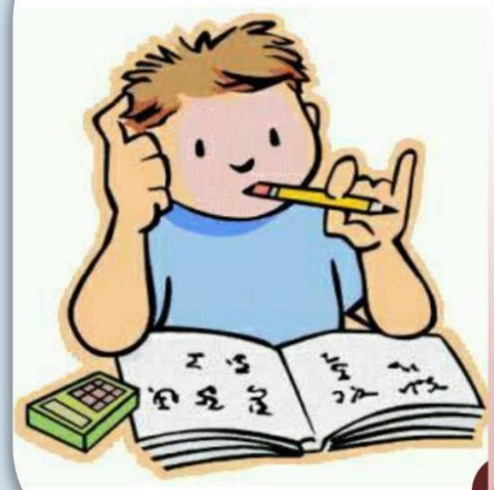
Ana : Hello Lily, these brooms are for my friend, Hana. She will help me to clean my class due to our class a little bit dirty.

Lily : Hana? Who is she? I think I just hear the name. Would you like to tell me about her?

Ana : With my pleasure, she is a new student in our school. She is my classmate. She lives in Pedurungan. Even though she is a new student, she is so diligent to help the teacher to erase the blackboard. Also, she always reminds us to throw the rubbish in the trash can.

Lily : Wow. She is a good student and she loves to keep the hygiene.

After reading the conversation, answer the questions below!



1. Who is Hana?
2. What will Hana do with Ana?
3. What do you think about Hana?
4. Why is Hana a good student?
5. What is Hana‟s attitude in keeping the cleanliness of the class?

In your English dictionary, find the meaning of the words below!

clean :

dirty :

classmate :

remind :

rubbish :

dilligent :

blackboard :

erase :

trash can :

hygiene :

Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive text

When writing descriptive text, there are some generic structures for our writing to be true. The generic structure of descriptive text is:

Identification
Contains about the introduction of a person, place, animal, or object will be described. Description
Contains a description of something such as animal, things, forms, colors, or anything related to what writer described.

Purpose of Description Text

To describe person, thing or place in specific.
To describe a particular person, thing or place.

Language Feature of Description Text.

Specific participant
It has a certain object which is not common and unique (only one). For example Bandengan beach, Borobudur temple, my house, uncle Jim, etc. The use of adjectives.

To clarify the noun for example: a beautiful beach, a handsome man, the famous place in Semarang, etc. The use of simple present.
The sentence pattern used is simple present tense.

Example

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manner. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays guitar and makes his parents very proud of him. He gets good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a good friend.

Taken from slideshare.net

Difficult words:

- classmate : *teman sekelas*
- educated family : *keluarga berpendidikan*
- punctual : *disiplin*
- manner : *tata krama*
- well-dressed : *berpenampilan sopan*
- fearless : *pemberani*
- honest : *jujur*
- obidient : *patuh*
- well-behaved : *berperilaku sopan*
- gentle : *ramah*

Tips to write descriptive text:

1. Make sure to choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Engage your reader‟s sense of sight.
4. Describe smells and tastes if you can.
5. Describe how the moment or item feels.
6. Describe how your subject sounds.
7. Make unique observations.
8. Include some figurative language.
9. Wrap it up.

Watch the videos given and listen carefully to fill in the blanks with the words provided!

Natalie : Hello, Joana!
Joana : Oh, hi Natalie!
Natalie : You look so happy. How‟s your day?
Joana : Nothing, I just met new friend.
Natalie : I‟m sure your_____is a good one. Who‟s your friend‟s name?
Joana : His name is Aldi.
Natalie : What is he_____?
Joana : He is kind, smart, and cheerful.
Natalie : What does he look like?
Joana : He has a well build_____and a_____skin. He also has an _____face with a pair of slanted eyes, a_____nose, and a pair of _____lips.
Natalie : What does he like?
Joana : He likes_____. He often says that he really wanted to make this town shaddy by planting many flowers and trees.
Natalie : Wow, I agree with him. You have to_____me to him, so we can be friend too.
Joana : Sure.
Natalie : Thank you.
Joana : My_____.

Video 1

- Pointed
- Body
- Like
- Fair
- Pleasure
- Friend
- Thin
- Introduce
- Gardening
- Oval

Maria : Hey, I just met your_____brother when I was planting some _____in the green house.
Farah : Really? What do you think about him?
Maria : He is a neat man, I also think that he loves gardening for I was seeing him brought many plant_____.
Farah : Yeah he_____many flowers in our home. I wonder why a man likes gardening very much.
Maria : It‟s okay. Your brother doesn't look like girl eventhough he likes gardening. He still looks_____with his undercut_____and a beard.
Farah : Yeah, I think it doesn‟t matter. You may_____him_____ next week if you want.
Maria : Really? I would like to.
Farah : Sure, just come to my_____next week.
Maria : Okay, thank you for_____me.
Farah : You‟re welcome.

Video 2

- Elder
- Accompany
- Allowing
- House
- Seeds
- Plants
- Roses
- Manly
- Gardening
- Hairstyle

Questioning

Activity 2

We will play the roles of the speakers in the conversation about attend to the sign around the environment.

Mother : Well, kids. We are inside the zoo. Which animal do you want to see first?

Hanifah: I want to see the Panda bear! Please, mom, take us to the Panda bear!

Rendi : I want to see wild birds! Especially owls and eagles!

Father : Well, let"s first see the map. Um…. I think panda bear"s lair is still far away from the entrance, and the wild birds" cage is too. Why don"t we see other animals on our way to the panda bear"s lair and wild birds" cage?

Mother : That"s right, dear. There must be amazing animals along the way. Let"s go see them!

Father : Well, how about the elephants?

Rendi : Alright!

Hanifa : Okay then!

(At Elephant"s lair)

Hanifa : Look, Mom, Dad! That elephants are super huge! I wonder how they took these big animals into here.

Father : They worked together to take the elephants in here. They usually used heavy vehicles that carry the elephants from outside the zoo into their lair.

Rendi : Where did they come from, Father?

Father : As far as I know, they were taken from a place called game preserve. This is a kind of place that contains animals that are protected under government"s law.

Rendi : Oh… I see then.

Hanifa : Look! There are some small fruits all over the ground. People are throwing the fruits into the elephant‟s mouth. Can I throw the fruits, too?

Mother : You would be better not to do that, Dear. Look, can you read that? The sign says that it is forbidden to feed the animals with any foods that visitors bring.

Hanifa : Why is that, Mom?

Mother : It‟s because the foods that visitors give to the animals might be unhygienic. These animals really need hygienic foods. It will prevent them from dangerous disease that can threaten their lives. Therefore, we should not feed them with anything since the caretakers of the zoo will handle the foods for them.

Hanifa : Oh, I never know that. But, those people keep feeding the elephants. I‟m worried.

Father : I wish they know what they‟re doing soon. The zoo‟s caretakers usually patrol around the zoo to warn people who are feeding the animals.

Rendi : I wish the caretakers come here faster to scold at them.

Mother : Very well, kids. We have seen the elephants, but it‟s over noon already. Are you hungry enough to have lunch?

Rendi : Yes, mom. I‟m really hungry. Can we eat first before going on?

Hanifa : Me too, Mom.

Mother : Okay, Dear. Let‟s have lunch first. I have made delicious foods for you all.

Father : Alright, let‟s find the best spot for us to eat up our lunch!

Source : https://brainly.co.id/tugas/2332756

After reading the conversation.

Answer the questions below!

1. Where does the conversation take a place?
2. What are they doing in the zoo?
3. How were the elephants brought in the zoo?
4. Why do people forbide to feed the elephant?
5. Who always patrol around the zoo to warn people who are feeding the animals?

In your English dictionary, find the meaning of the words below!

sign :

huge :

hungry :

preserve :

protected :

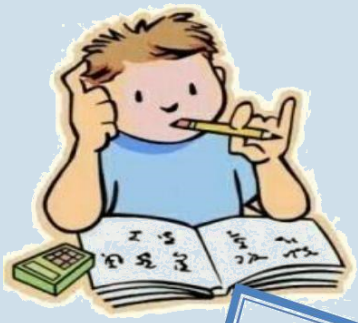
visitor :

patrol :

spot :

Exploring

Activity 3



We will play the roles of the speakers in conversation about gardening in the school yard.

Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Ani : Hello, Ana. Would you like to accompany me to go to the market buying some flowers?

Ana : Hello Ani, with my pleasure. By the way, For what occasion do you buy flowers?

Ani : Don‟t you remember, Ani? Tomorrow, our school will decorate the yard as creative as we can. So, every students must bring a beautiful plant.

Ana : Oh yeah, I see. It means that our school will have a beautiful garden. What kind of flower will you buy?

Ani : Probably, I will buy some roses. I like this flower, Ani. It smells like fragrant and beautiful. There are some various colours. I like the red one. Do you know the function of thorn in the stem? It is to protect the rose flower from animal or people who wants to pick the flower.

Ana : Oh yeah. I see. I like flowers too. I will buy some flowers too to be planted in our school. It will give a beautiful environment.

After reading the conversation. Answer the questions below!

1. What thing is Ani going to buy in the market?
2. Why the student should bring a beautiful plant?
3. What kind of flower that will be bought by Ani?
4. What is rose look like?
5. What is the goal in planting beautiful plant?

In your English dictionary, find the meaning of the words below!

Creative :

Decorate :

Fragnant :

Thorn :

Stem :

Environment:

Various :

Protect :

Language features of descriptive text

a. Focus on one specific object.

b. The Use of Simple Present Tense

Pattern:

(+) S + V1 s/es

Example: They write a letter

(-) S + do/does + not + V1

Example: I do not bring money.

(?) Do/does + S + V1

Example: Does she go to campus?

c. The Use of Adjectives.

Example: thick, long, funny, love

Source : http://hudriatulhotimah.blogspot.com/2015/03/descriptive-text-material-1.html

After learning the language features of descriptive text, Answer the questions below!

Choose the right answer and cross (X) on your choosen answer!

1. She …. Her rabbit everyday.
   a. to feed
   b. Feed
   c. Feeds
   d. feeding
2. Do you like to sing?
   a. Yes, I like to sing
   b. Yes, I likes to sing
   c. Yes, I am liking to sing.
   d. Yes, I liked to sing.
3. Joko and I rather_____together
   a. do surving.
   b. don‟t surving.
   c. do surfs
   d. surfs
4. They ….. breakfast evertday at 6 P.M.
   a. Eat
   b. To eat
   c. Eaten
   d. Ate
5. Q : Does she love her mother
   a. She love her mother.
   b. She loves his mother.
   c. She to love her mother
   d. She is loving her mother.

Articles

An **article** is a word that is used before a noun to show whether the noun refers to something specific or not. **A**, **an** and **the** are articles.

Examples:

"I need **a** chair."
In the sentence above we find the article "a". It shows us that the speaker does not need a *specific* chair. He can have **any** chair.

"I want **an** apple."
In the sentence above we find the article "an." It shows us that the speaker does not want a *specific* apple. He can have **any** apple.

"I want **the** red apple."

Source : https://www.really-learn-english.com/english-grammar-articles.html

Pronouns

SUBJECT	OBJECT			REFLEXIVE
		DEPENDENT	INDEPENDENT	
He	Him	His ….	His	Himself
She	Her	Her …	Hers	Herself
It	It	Its ….	-	Itself
I	Me	My ….	Mine	Myself
We	Us	Our …	Ours	Ourselves
They	Them	Them ….	Theirs	Themselves
You	you	You ….	Yours	Yourself Yourselves

Personal pronoun divided into three types as follows:

1. First person : I/me, we/us
2. Second person : you
3. Third petson : he, she, it

Write down the descriptive text about caring of your environment.
Example

- **I** want to meet her in hers house. (pronoun as subject)
  Hana wants to meet **me** in my house. (pronoun as object)

Task

After learning articles and pronoun features of descriptive text, answer the questions below!

I. Fill in the correct article (a, an or the)

1. She has ….. new bag.
   a. a
   b. an
   c. the
2. I want to buy …. Umbrella
   a. a
   b. an
   c. the
3. Serayu is …. Indonesian river.
   a. a
   b. an
   c. the
4. Is Joko student at your school?
   a. a
   b. am\n
   c. T\the
5. I know …. Bag.
   a. a
   b. an
   c. the

Use the correct pronouns. See the words in the brackets.

Example:

……. often reads books. (Lia)

Answer : **She** often reads books.

1. _____is laughig. (Joko)
2. _____is green. (pen)
3. _____are on the wall. (he posters)
4. _____is running. (the cat)
5. _____is eating (Susi)
6. _____are working, (my mother and I)
7. _____are cooking (you and I)
8. _____is beautiful. (siska)
9. _____are studying. (the students)
10. _____is explaining. (the teacher)

Communicating

Write down a descriptive text about caring of your environment!

Homework

Evaluating

Adjective Order

Determiner	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	Noun
A	Cool	Big	Old	Round	Black	Indonesian	Rubber		Ball
An	Amazing	Small	New	Square	Red	American	Metallic	Studying	Table

Rewrite the sentences putting the adjectives in the correct order.

Example: He wore a jacket. (black, denim, cool)
He wore a cool black denim jacket.

1. They put the shirt into a bag. (red, large, paper)

_____

2. I am going to go to watch a movie at the cinema. (comedy, new, Indonesian)

_____

3. I bought a t-shirt. (cool, blue, over-sized)

_____

4. She ran down a street to the post office. (long, wide)

_____

5. Denny sang a song. (classic, love)

_____

6. My mother made me a meal. (hot, delicious)

_____

7. I saw a woman with blonde hair. (curly, long, lovely)

_____

8. He just bought a sports car. (German, black, new)

_____

9. I don‟t want to go. There is a dog. (black, fierce, big)

_____

10. Take this bag with you. (small, saving, green)

_____

8

Preventing the Artwork

Learning the message of song

8 Preventing the Artwork

CHAPTER 8: Preserving The Artwork

A. Main Materials
1. Learning the message of a song.
2. Preserving an artwork.

B. Social Function
1. Sustaining good interpersonal relationships among teachers, students, and others.

C. Language Skills
1. Listening
   a) Listening for imitating words/phrases.
   b) Listening for identifying pictures.
   c) Listening for specific information.
   d) Listening for using words/phrases.
2. Speaking
   a) Expressing the interpretation of a song.
   b) Expressing monolog about song and preserving artworks.
3. Reading
   a) Reading for specific information.
   b) Reading for the main idea.
   c) Reading for refering.
   d) Reading for detail information.
   e) Reading for analyzing text.
4. Writing
   a) Designing the interpretation of a song and preserving artworks.
   b) Writing the meaning of a song.

D. Fun with Grammar
1. Using pronoun, to be, and simple tenses.
2. Using Wh-Question.
3. Performing raising and falling Intonation.

E. Vocabulary Builder
1. Using words relate to song with theme 'preserving the artwork'.

F. Attitude
1. Religious
   a) Being grateful to God for having the opportunity to learn English enthusiastically
2. Social
   a) Performing politeness and caring.

After studying this lesson, you are expected to be able to have:

Spiritual behaviour:

- Being grateful to God for having the opportunity to learn English enthusiastically.

Social behaviour:

- Performing discipline to follow the learning process.
- Performing confidence to practice expressing ideas.
- Performing honesty to follow through with commitment.
- Performing responsibility to complete assignments.

Comprehending and applying knowledge through:

Observing

- Imitating expressions of interpretating the meaning of a song and preserving artworks conversation.
- Identifying pictures based on interpersonal conversation.

Questioning

- Pronuncing words/ phrases relate to a song.
- Comparing song meaning in English and in Indonesia.

Exploring

- Finding other forms of songs from other sources.
- Role playing transactional and interpersonal conversation.

Associating

- Comparing songs based on the social function , text structure, and the language features.
- Discussing the meaning of a song based on the social function , text structure, and the language features.

Communicating

- Writing problems in using song lyrics.
- Expressing monolog about song and appreciating artwork.

We will read the lyrics of the song. If we want, we can download the song from YouTube, this song is a good song about caring to the society. The song was popularized by Disney"s in 2016 as the animated feature film entitled "Moana" and it was recorded by Alesia Cara.

Here are what we will do with the song. First, we will copy the lyrics in our book. Second, we will listen carefully to our teacher reading the lyrics. Third, we will repeat the lyrics after the teacher, line by line. Finally, in groups we will learn to read the lyrics each other.

We will say the words loudly, clearly and correctly.

Read and listen to the song lyrics together carefully, then answer the questions below!

How Far I"ll Go

By : Alessia Cara

I've been standing at the edge of the water

'Long as I can remember, never really knowing why I wish I could be the perfect daughter

But I come back to the water, no matter how hard I try Every turn I take, every trail I track

Every path I make, every road leads back

To the place I know, where I can not go, though I long to be

See the line where the sky meets the sea? It calls me And no one knows, how far it goes

If the wind in my sail on the sea stays behind me

One day I'll know, if I go there's just no telling how far I'll go

Go-oh-oh-oh-oh-oh-oh-oh-oh-oh

Go-oh-oh-oh-oh-oh-oh-oh-oh-oh

Go-oh-oh-oh-oh-oh-oh-oh-oh-oh

Go-oh-oh-oh-oh-oh-oh-oh-oh-oh

I know everybody on this island, seems so happy on this island
Everything is by design

I know everybody on this island has a role on this island So maybe I can roll with mine

I can lead with pride, I can make us strong

I'll be satisfied if I play along

But the voice inside sings a different song

What is wrong with me?

See the light as it shines on the sea? It's blinding But no one knows, how deep it goes

Questions:

1. Who is the singer?
2. What does the first verse tell us about?
3. What does the second verse tell us about?
4. What does the fourth verse tell about?
5. What do you learn from this song?

We will read the lyrics very carefully to understand the message. We will focus on some sentences that will guide us to do it.

After reading the lyrics, you will work in groups. First, you read the guiding sentences carefully. Second, you discuss to find the part of the lyrics that contains the given messages. Then, every one will write down the message and put the sentences in the notebook. You will see the first example. Then, you will discuss the answer with your teacher.

Use dictionary and spell the words and use the punctuation marks correctly. If you have any problems, you can ask your teacher for a help.

Collecting Information

Write down the nest lyric of the song!

1. I've been standing at the edge of the water

   'Long as I can remember, never really knowing why

2. I wish I could be the perfect daughter

   _____

   _____

   _____

3. Every turn I take, every trail I track

   _____

   _____

   _____

4. See the line where the sky meets the sea? It calls me

   _____

   _____

   _____

5. If the wind in my sail on the sea stays behind me

   _____

   _____

   _____

Watch the videos given and listen carefully to fill in the blanks with the words provided!

Rudi : Hi Tedy!
Tedy : Oh, hi Rudi!
Rudi : What are you doing here?
Tedy : I'm_____to my_____music.
Rudi : What's that?
Tedy : It's_____Blackened by Metallica.
Rudi : Why do you like that song?
Tedy : It's just because I feel what they feel. They talk about the end of this _____which caused by_____. People nowadays just litter and _____everywhere, make the world blackened, and we're here just to see our mother earth dead.
Rudi : Yeah, it's really sad, but it's true. I have an idea, let's start _____ our earth by_____like putting the_____in the trash can. We have to start it by ourselves first.
Tedy : That's a good_____. Let's save our earth!

Video 1

- Listening
- Rubbish
- Entitled
- Ourselves
- Pollute
- Human
- Saving
- Idea
- World
- Favourite

Rara : Rita, let's go to the_____room over there.
Rita : Rara, I'm looking for the wonderful_____.
Rara : That's why I ask you to go there.
Rita : What is it?
Rara : It is one of the legendary_____here.
Rita : Wow! I've never seen this_____of painting before.
Santi : Hi, Rara. Hi, Rita.
Rita : Hi, Santi. Hi, Sinta.
Sinta : Hi, how long have you been here?
Rara : We are just_____here recently.
Santi : What are you looking for, Rara?
Rara : I was bored at first, but now I enjoy seeing the artworks.
Sinta : Yeah. They look great.
Santi : How did the artists create these artworks?
Rita : The artists have good_____and they like_____things.
Santi : As the young_____, we should preserve the artworks.
Rita : I agree with you. We need to try start_____paintings to show that we_____the artworks.
Sinta : Great idea!

Video 2

- Paintings
- Creating
- Preserve
- Coming
- Main
- Beautiful
- Imagination
- Artworks
- Generation
- Kind

Fun With Grammar:
Pronoun, to be, simple present tense

In this part you will learn pronouns. Pronouns are words used in place of nouns and may stand in for a person, place, thing, or idea.

Example:

1. The tourists are confused. They have lost their way.
2. My sister is diligent. She sweeps the floor everyday.

Exercises:

1. John is a smart student._____gets good marks in English and Math.
2. My parents are hardworkers._____work in the field until late in the evening everyday.
3. My classmates often clean the classroom together._____are very diligent.
4. The bird has two wings._____can fly to the sky.
5. The dogs are tame._____do not bite anyone.
6. Mariana is a smart girl._____usually gets the first rank.
7. Santi and Hasan are generous._____often give some money to the poor.
8. My cat is unique._____loves to make a cute face expression.
9. Your opinion is good._____makes me think about something new.
10. My mother is a calm person._____never gets angry.
11. Michael is my classmate._____always comes punctually.
12. Mr. Zean is a handsome man._____often appears in many TV shows.
13. The band is awesome._____plays beautiful songs.
14. My thought is different._____sometimes makes me do something creative.
15. Farah and Audrey are bestfriend._____always study together.

Work Sheet

Interpret the meaning of the song!

Find another song that has the same message to the song that have you learned. Write down the lyrics and its meaning.

Homework

Evaluating
Read the song lyrics, then answer the questions!

I Believe I Can Fly
By R. Kelly

I used to **think** that I could not go on	I believe I can soar
And life was nothing but an **awful** song	I see me running through that open door
But now I **know** the meaning of true love	I believe I can fly
I'm leaning on the **everlasting** arms	I believe I can fly
If I can see it, then I can do it	Oh, I believe I can fly hoo
If I just believe it, there's nothing to it	Hey, 'cause I believe in me, oh
I believe I can fly	If I can see it hoo, then I can do it
I believe I can touch the sky	If I just believe it, there's nothing to it hey
I think about it every night and day	I believe I can fly hoo
Spread my wings and fly away	I believe I can touch the sky
I believe I can soar	I think about it every night and day
I see me running through that open door	**Spread** my wings and fly away
I **believe** I can fly	I believe I can soar
I believe I can fly	I see me running through that open door
I believe I can fly hoo	I believe I can fly (I can fly)
See I was on the **verge** of breaking down	I believe I can fly (I can fly)
Sometimes silence can seem so loud	I believe I can fly (I can fly) hey
There are **miracles** in life I must achieve	If I just spread my wings (I can fly)
But first I know it **starts** inside of me, ho oh	I can fly (I can fly)
If I can see it hoo, then I can be it	I can fly (I can fly)
If I just believe it, there's nothing to it	I can fly, (I can fly) hey
I believe I can fly	If I just spread my wings (I can fly)
I believe I can **touch** the sky	I can fly (I can fly)
I think about it every night and day	(I can fly)
Spread my wings and fly away	(I can fly)

I. Write the bolded words above, then find the meaning and the synonym.

No.	Words	Meaning	Synonym
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

II. Answer these questions below!

1. What is the writer/singer feeling?
2. What is the message of the song?
3. Analyze at least two metaphors found in the song!

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