



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA  
2014



# Bahasa Inggris

## “When English Rings a Bell”



SMP/MTs  
Kelas

**VIII**

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Dilindungi Undang-Undang

MILIK NEGARA  
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# Kata Pengantar

Bahasa Inggris tidak dapat dipungkiri adalah bahasa utama komunikasi antarbangsa dan sangat diperlukan untuk berpartisipasi dalam pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara sebagai akibat datarnya dunia.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran abad 21. Di dalamnya terdapat pergeseran pembelajaran dari peserta didik diberi tahu menjadi peserta didik mencari tahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar dalam bahasa Inggris dibanding semua sumber belajar dalam semua bahasa lainnya digabungkan.

Sejalan dengan peran di atas, pembelajaran bahasa Inggris untuk SMP/MTs Kelas VIII yang disajikan dalam buku ini disusun untuk meningkatkan kemampuan berbahasa. Penyajiannya adalah dengan menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan peserta didik menangkap makna yang terkandung dalam suatu teks maupun menyajikan gagasan dalam bentuk teks yang sesuai sehingga mudah dipahami orang lain. Mengingat bahasa Inggris baru secara resmi diajarkan mulai Kelas VIII SMP/MTs, komunikasi yang disampaikan di sini adalah komunikasi sehari-hari. Bagi beberapa daerah yang telah mengajarkan bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disampaikan di sini perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan peserta didik, walaupun struktur pembelajarannya tetap mengacu pada model yang disampaikan dalam buku ini.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris yang dituntut dibentuk melalui pembelajaran berkelanjutan: dimulai dengan meningkatkan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat, dan bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan peserta didik untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, peserta didik diajak menjadi berani untuk mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap peserta didik dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Implementasi terbatas pada tahun ajaran 2013/2014 telah mendapat tanggapan yang sangat positif dan masukan yang sangat berharga. Pengalaman tersebut dipergunakan semaksimal mungkin dalam menyiapkan buku untuk implementasi menyeluruh pada tahun ajaran 2014/2015 dan seterusnya. Walaupun demikian, sebagai edisi pertama, buku ini sangat terbuka dan terus dilakukan perbaikan untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca memberikan kritik, saran dan masukan untuk perbaikan dan penyempurnaan pada edisi berikutnya. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Jakarta, Januari 2014

Menteri Pendidikan dan Kebudayaan

Mohammad Nuh



# Daftar Isi

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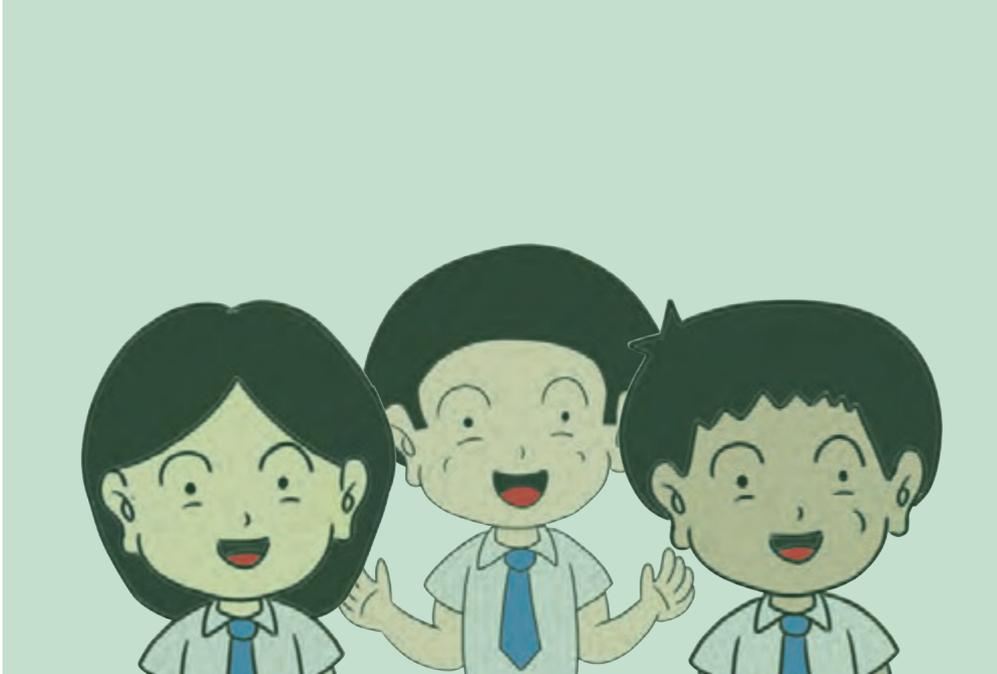
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“Pendidikan adalah senjata paling mematikan di dunia,  
karena dengan itu Anda dapat mengubah dunia”  
– Nelson Mandela

Kami ucapkan :  
Selamat belajar & mengajar  
Jangan menyerah, suksesmu adalah sukses kita semua





## Useful Tips!

- Make sure you know what you say. If you need to know a word in English or in Indonesian, ask your teacher or friends,

**How do you say 'manggis' in English?**

**What is 'donkey' in Indonesian?**

- If you need to know how to say or write a word in English, ask your teacher or friends,

**How do we say this word?**

**How do you spell the word?**

- If you find any difficulties, you can ask your teacher or your friends.
- You may go to your teacher and **friends** and ask questions or ask for help if you have any problems.
- Please use **a good dictionary**: an English-Indonesian Dictionary and an Indonesian-English Dictionary.

# Chapter

# I

**It's English Time!**

**In this chapter, I will learn:**

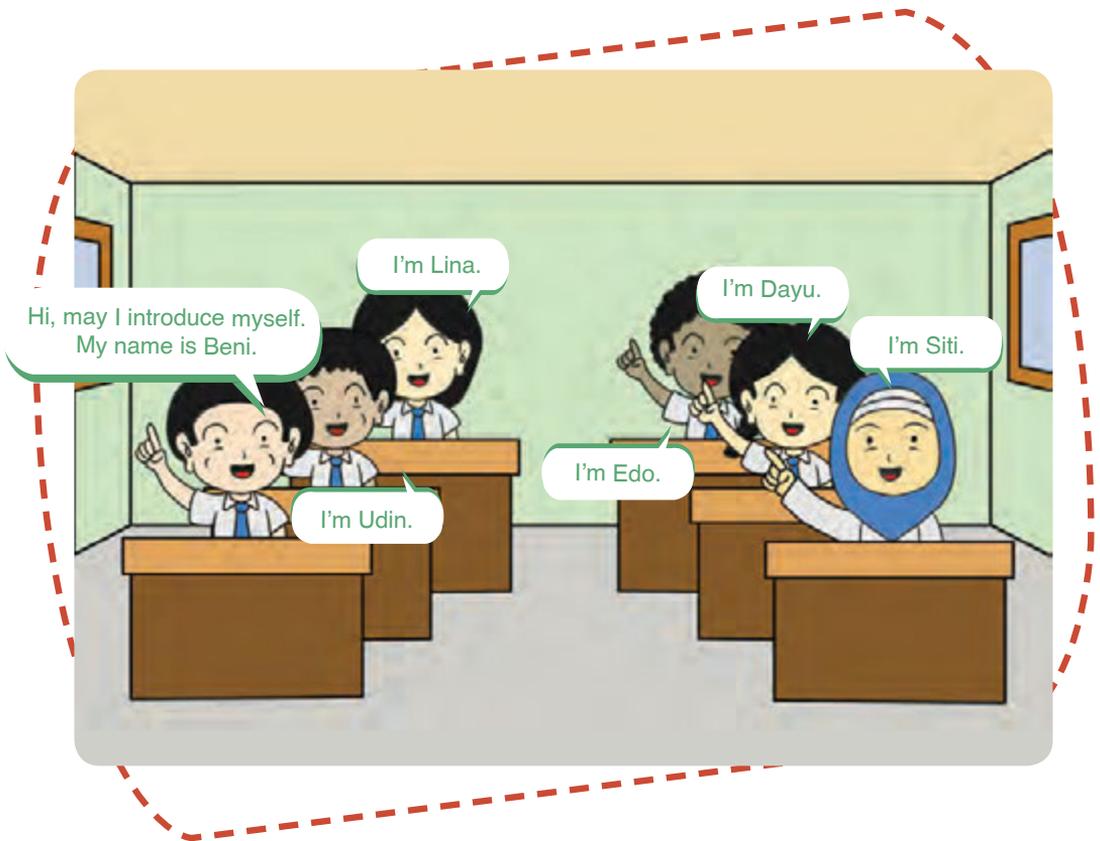
- to ask for my friends' attention
- to check if my friends' understand me
- to give my opinions and ask for my friends' opinions
- show my appreciation to my friends



**From now on I will use English in my English class.**



Observing and Questioning





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



What do you think if we use English in our English class. We will use English in our class. Do you understand me? Siti, what did I say?



Everybody, are you ready to learn English now?

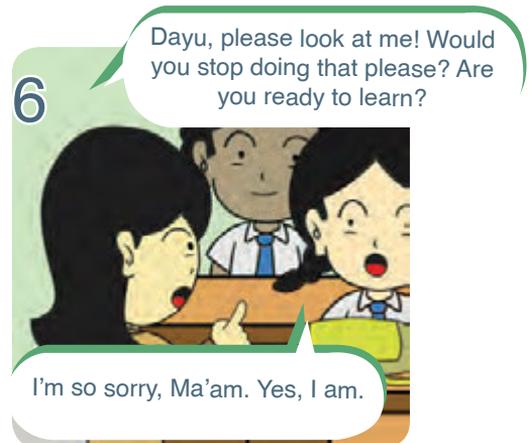
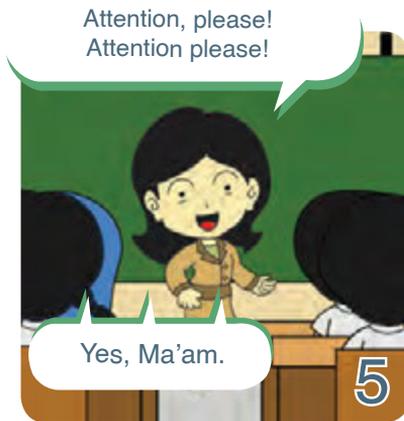


What about you, Edo?  
What do you think if we use English in our English class?





Observing and Questioning





Observing and Questioning

Excuse me, Ma'am. What is 'attention' in Bahasa?



Sir, may I wash my hands?



Hey, Let's go to the canteen!





## Observing and Questioning

Please complete these following sentences.  
Write them in neat and accurate handwriting on  
your notebook.



To get her students' attention, Mrs. Ina says several expressions to her students.

1. To get her students' attention in picture 1, she says,  
"Everybody, may I have your attention, please."
2. To get Siti's attention in picture 2, she says,  
"Siti, ..." and "..., Siti!"
3. To get her students' attention in picture 3, she says,  
"Everybody, ..."
4. To get Edo's attention in picture 4, she says,  
"....."
5. To get her students' attention in picture 5, she says,  
"....."
6. To get Dayu's attention in picture 6, she says,  
"....."
7. To get her students' attention in picture 7, she says,  
"....."
8. To get Edo's attention in picture 8, she says,  
"....."

To get our teachers' attention, we can use several expressions.

1. To get Mrs. Ina's attention in picture 9, Lina says,  
"....."
2. To get Mr. Adnan's attention in picture 10, Beni says,  
"....."

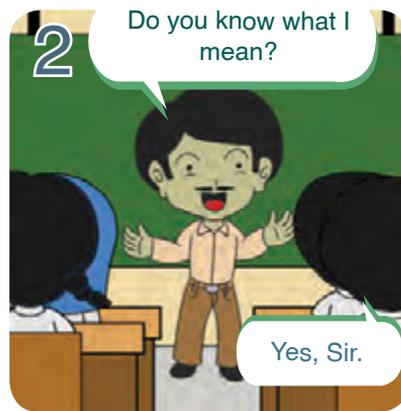
To get our friends attention, we can use also several expressions.

1. To get attention of Edo's friends in picture 11, Edo says,  
"....."



## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and clearly. First, repeat after me.





Observing and Questioning

What do you think of the picture? Beni did it well, didn't he?



5

Yes, he did. It is very beautiful.

The meal is not delicious. Is that how you say it?



6

I don't think so. It's nice.

What do you think? Is English easy or difficult?



7

I think it's easy. I love English.

He's a dilligent student. Don't you think so?



8

Yes, he is. He is dilligent and smart too.



Observing and Questioning

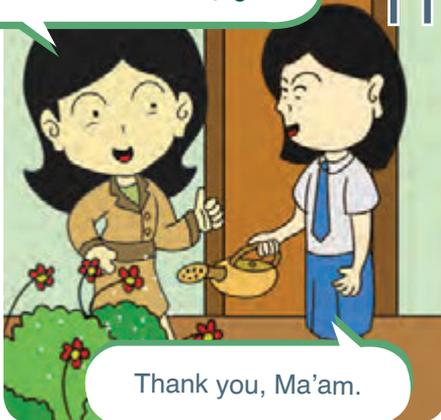
Great! I think that is a beautiful invitation card. I like it.



Your picture is beautiful! I like the color.



Excellent! That's my girl!



12

What a wonderful picture!





## Collecting Information

Please complete these following sentences.  
Write them in neat and accurate handwriting  
on your notebook.



- To check someone's understanding, we can use several expressions.
1. To check Siti's understanding, in picture 1 Dayu says,  
"Don't you understand of what she said?"
  2. To check his students' understanding, in picture 2 Mr. Adnan says,  
"....."
  3. To check Edo's understanding, in picture 3 Mrs. Ina says,  
"....."
  4. To check Beni's understanding, in picture 4 Udin says,  
"....."

- To give and ask opinions, we can use several expressions.
1. To ask Edo's opinion, in picture 5 Beni says,  
"What do you think of...?"
  2. To ask Dayu's opinion, in picture 6 Lina says,  
"....."
  3. To ask Edo's opinion, in picture 7 Udin says,  
"....."
  4. To ask Mrs. Ina's opinion, in picture 8 Mr. Adnan says,  
"....."

- To show our appreciation to others, we can use several expressions.
1. To show Edo's appreciation, in picture 5 he says,  
"It's is very beautiful."
  2. To show Dayu's appreciation, in picture 6 she says,  
"....."
  3. To show Edo's appreciation, in picture 7 he says,  
"....."
  4. To show Mrs. Ina's appreciation, in picture 8 she says,  
"....."
  5. To show Mr. Adnan's appreciation, in picture 8 he says,  
"....."
  6. To show Mr. Adnan's appreciation, in picture 9 he says,  
"....."
  7. To show Lina's appreciation, in picture 10 she says,  
"....."
  8. To show Mrs. Ina's appreciation, in picture 11 she says,  
"....."
  9. To show Beni's appreciation, in picture 12 he says,  
"....."



## Collecting Information

✓ I know how to get attention, we will say:

Attention, please!, Call someone's name.

✓ I also know how to check someone's understanding, we will say:

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

✓ Besides, I know how to give and to ask someone's opinion, we will say:

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

✓ Last, I know how to show our appreciation. They are:

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



Associating

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Excuse me!

Hi, Edo. What's up?

I want to show you my drawing.  
What do you think about it?

Well, I think it's good.

It is the landscape of my  
hometown.

Really?

Yes, it is! Will you come  
someday?

Yes, I will.

What about your hometown.  
Do you think it is good?

Yes, it's beautiful.

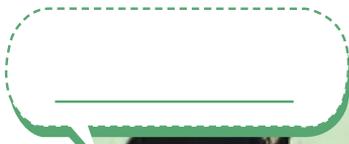
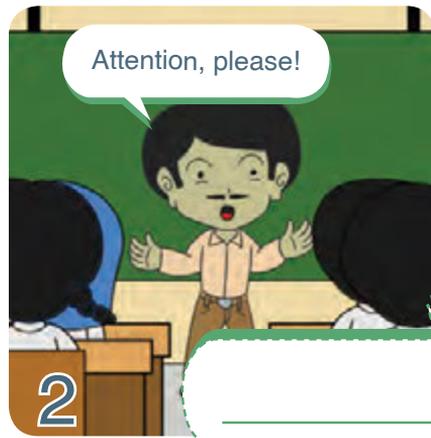
That's great.





Associating

Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly.





Associating

Do you understand?

5



Is it clear?

6



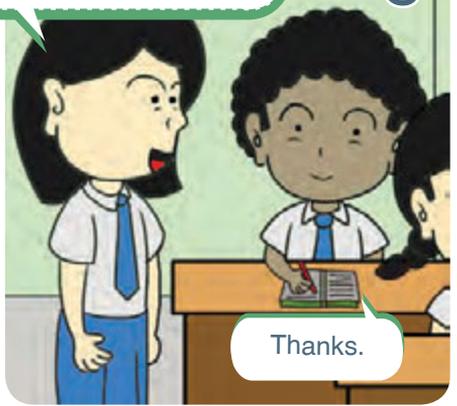
It's so beautiful

7



Thanks.

8





# Associating

Write down the possible expressions for each pictures. Then, play the roles of the speakers sentences correctly and clearly.



\_\_\_\_\_



\_\_\_\_\_



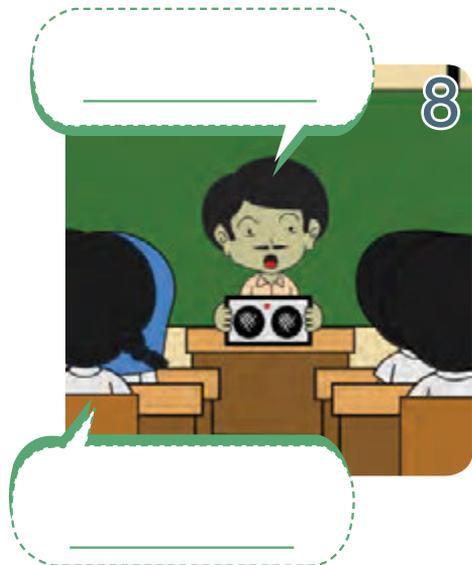
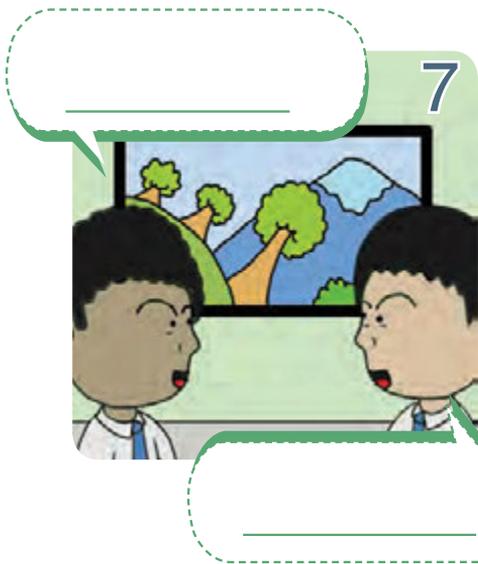
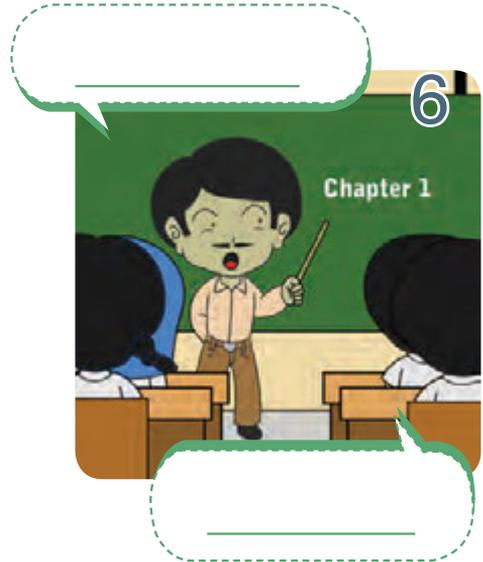
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\_\_\_\_\_



Associating





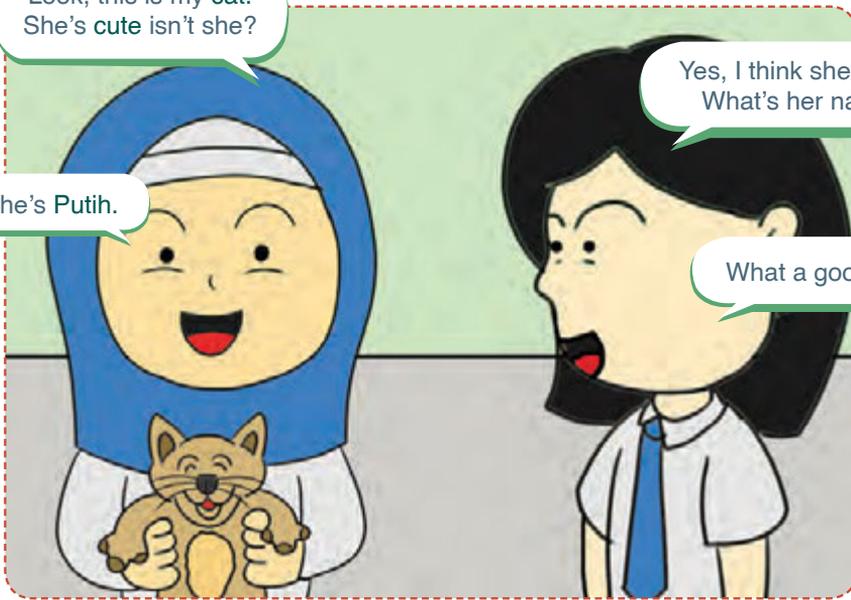
## Associating

Look, this is my cat.  
She's cute isn't she?

She's Putih.

Yes, I think she's cute.  
What's her name?

What a good name.



Now, please write down some dialogues with  
from the themes bellow! After that, practice with  
your partner!



Kind of Animals	Characteristics	Name
fish	pretty	Nemo
bird	fussy	Tweety
rabbit	gentle	Lola
dog	smart	Spike
duck	funny	Belu



## My Journal

In this chapter I learnt about..

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

The parts that I enjoyed the most were...

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

The difficulties that I had were...

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

What I have to do to be better?

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

From now, I will try to use the expressions I've learned in my daily conversation. My teacher will help me if I find some difficulties.

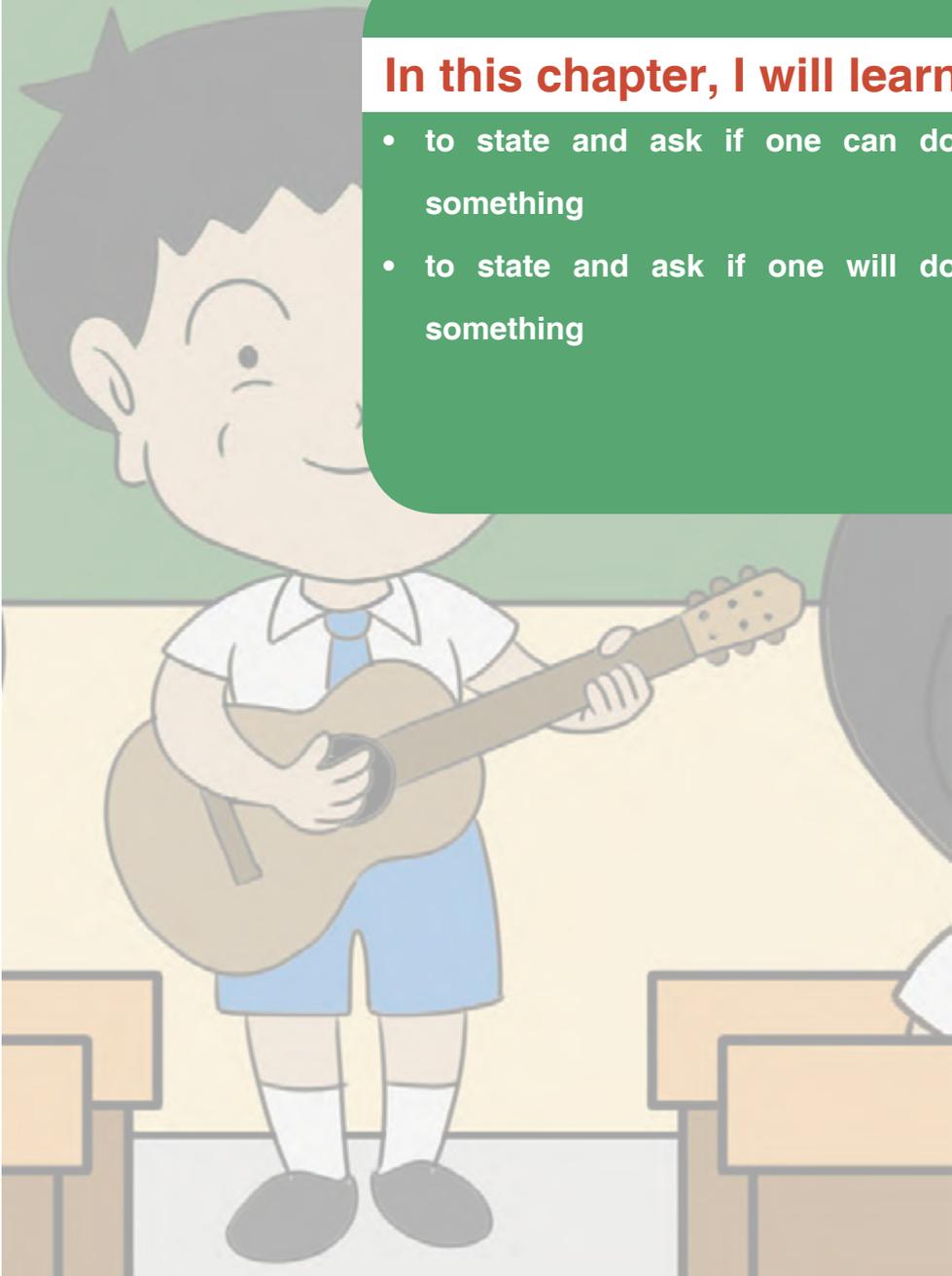
# Chapter



## Can You Play the Guitar

### In this chapter, I will learn:

- to state and ask if one can do something
- to state and ask if one will do something





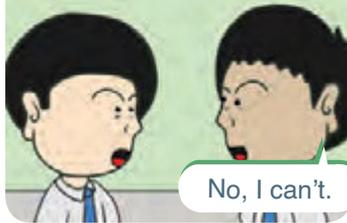
## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Can you play the guitar?

1



No, I can't.

Can you play the Angklung?

2



Yes, I can.

Can you do it now?

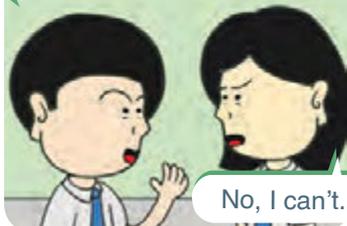
3



I'm not sure but I'll try

Can you come to the party?

4



No, I can't.

Can you help me?

5



Certainly.



## Observing and Questioning

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Mrs. Harum: "I'm very proud of Siti. Now she can help me with the housework. She can get up early herself. She can sweep the house before school."
2. Rani: "Yuli can make fried rice, and she can fry the egg nicely. She can also serve fried rice beautifully with tomatoes and celery."
3. Mr. Adnan: "It is not easy to read a story to your friends loudly and correctly. But, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly."
4. Denata: "Fatima always speaks softly, but when she sings, she can sing very loudly."
5. Mrs. Fauzia: "Birds can fly because they have wings. We don't have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places."
6. Mr. Rendy: "We cannot swim across the sea, but with a boat or a ship, we can go to other islands."
7. Mrs. Gracia: "The text is long and there are many new words in it. It is not easy to read. But you can work together. If you read it together, I'm sure you can understand it easily."
8. Widi: "My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily."



## Observing and Questioning

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



1. According to Mrs. Harum:
  - a. Siti can help her with the housework.
  - b. She can get up early herself.
  - c. She can sweep the house before school.
2. According to Rani:
  - a. Yuli can .....
  - b. She can .....
  - c. She can .....
3. According to Mr. Adnan:
  - a. Adi can .....
4. According to Denata:
  - a. Fatima can .....
5. According to Mrs. Fauzia:
  - a. Birds can .....
  - b. We cannot .....
  - c. We can .....
  - d. We can .....
6. According to Mr. Rendy:
  - a. We cannot .....
  - b. We can .....
7. According to Mrs. Gracia:
  - a. We can .....
  - b. We can .....
8. According to Widi:
  - a. Anton can .....
  - b. He can .....



### Collecting Information

Do an interview with your friends to fill in the table by using "Can you...?"



Can you climb a tree?



No, I can't.

No.	Activities	Name of Friends				
1	Swim					
2	Play Angklung					
3	Write a novel					
4						
5						
6						
7						
8						
9						
10						



## Collecting Information

After you interview your friends, please make some statements based on the previous table you've done. One example is given to you here. First, copy the example.



- 1. Siti can swim. She can play Angklung. But she cannot write a novel.
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_



Share your findings to the other groups, Correct any mistakes you find and give any suggestions to improve each other's works. Now, present your works in front of the class orally.



### Collecting Information

Write down some dialogues by using "Can you ... ?" After that, play the roles of the speakers. Say the speakers' sentences correctly and clearly.



Can you play the violin?

1



No, I can't



2



3



4



5



6





Associating

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Udin, will you help me to bring this book?

1



Sure.

Siti, will you come to my party?

2



Of course. I will

Lina, will you go to the canteen with me?

3



Let's go.

Beni, will you close the window, please?

4



I'll do it.

Will you please pass the salt?

5



Here you are.



## Associating

Read the statements correctly and clearly. First, repeat after me.



1. Adnan: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report."
2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes a mess but she will not do the cleaning. She will not even clean her own room."
3. Gunawan: "My uncle paints his own house. When he has time he will paint our house too."
4. Diah: "My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office everyday."
5. Puspita: "I will help you to fix the table, if I can. But I can't, so I will not help you."
6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?"
7. Mrs. Wike: "With good examples from the teachers, I'm sure the students will go to school on foot or on a bicycle. "
8. Mrs. Wulandari: "The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants."



## Associating

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



- 1. According to Lathan, we know that his Dad will come to his school to collect his report
- 2. According to Lathan, we know that:
  - a. His Aunt will not do the cleaning.
  - b. She will not even clean her own room.
- 3. According to Gunawan, we know that his Uncle will .....
- 4. According to Diah  
.....
- 5. According to .....
  - a. She will .....
  - b. She will not .....
- 6. ....
- 7. ....
- 8. ....



### Associating

Write down some dialogues by using "Will you ...?" After that, play the roles of the speakers. Say the speakers' sentences correctly and clearly.



Will you read a novel?

1



No, I will not.

2



3



4



5



6





Communicating

Please patch at least 5 pictures from magazines or newspapers about things or activities that can you do or can not do!



Things or Activities that I can do.

Things or Activities that I cannot do.



## Communicating

Please write 10 sentences based on the pictures you've drawn before. Write the complete in neat and accurate hand-writing. Make sure your punctuation marks and spelling of the words are correct.



1. I can draw a picture
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Asking for Attention

What do your teacher and friends say about your sentences?

- a. Of the 10 sentences I have made \_\_\_\_\_ are good.
- b. The problems with my sentences (or, I have no problems):

\_\_\_\_\_  
\_\_\_\_\_

- c. What I have to do to be better (or, I'm fine):

\_\_\_\_\_



## My Journal

In this chapter I learnt about..

-----  
-----

The parts that I enjoyed the most were...

-----  
-----

The difficulties that I had were...

-----  
-----

What I have to do to be better?

-----  
-----

From now, I will try to use the expressions I've learned in my daily conversation.

My teacher will help me if I find some difficulties.

# Chapter



## Would You Like to Come?

### In this chapter, I will learn:

- to give and respond to instructions
- to give and respond to invitation
- to give and respond to prohibition
- to ask for a permission

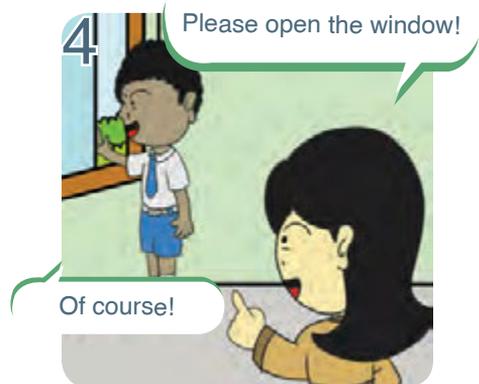
You should come! Don't be late!





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.





Observing and Questioning

Let's go to the canteen!



Will you join us to the library?



Please come with me to see the principal!



Can I join you?





## Observing and Questioning

These students are planning to do for Lina's birthday. Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.





## Observing and Questioning

Udin is telling Lina by phone that he will come to he party.



Hello, good morning. This is Udin.

I just received an invitation card for your birthday.

Yes, I am. Thanks for inviting me.

I'm still thinking about it actually.

I'll do my best.

Oh, hi Udin. Good morning. What can i do for you?

You are coming, aren't you?

No problem. Oh ya, don't forget the dress code, ok?

Be there and don't be late.

All right, see you soon!





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Hi, Udin. How are  
you?

I'm fine.

Glad to hear it.

By the way, have you  
received a birthday  
invitation from Lina?

Yes, I have.

Will you come then?

I'm afraid I can't because I'll have a  
badminton competition on that day.  
Let's buy a birthday gift for her. I hope  
you don't mind giving it to her on her  
birthday.

Of course.

Let's go then!

Okay.





## Collecting Information

Beni And Udin are going to buy a gift for Lina. Can you help them to find a suitable gift for her? Patch some pictures from magazine or newspaper



Please buys these things:

Don't buy these things:



## Collecting Information

Please write down some sentences based on the pictures that you've found.



● 1. Please buy her a novel. Don't buy her a comic.

● 2. \_\_\_\_\_

● 3. \_\_\_\_\_

● 4. \_\_\_\_\_

● 5. \_\_\_\_\_

● 6. \_\_\_\_\_

● 7. \_\_\_\_\_

● 8. \_\_\_\_\_

● 9. \_\_\_\_\_

● 10. \_\_\_\_\_

● \_\_\_\_\_



## Associating

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Beni says, "Please give her a doll. Don't give her a robot, ok!"
2. Siti says, "You can wear a batik shirt or a formal shirt. But please don't wear T-shirt."
3. Lina says, "For exercise, please run, walk, or ride a bicycle. Don't use expensive tools."
4. Mr. Adnan says, "Please paint the walls or furnish the desks. But please don't spill the paint on the floor."
5. Mrs. Ina says, "Please all the girls, bring your sewing kits with you on Monday. We will learn to sew. Don't forget to bring some clothes too."
6. Udin says, "For your health, do not eat too much instant noodle. Eat more vegetables or fresh fruits."



## Associating

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



● 1. a. Beni gives an instruction: "Please give her a doll."  
b. He gives a prohibition: "Don't give her a robot, ok!"

● 2. a. Siti gives an instruction:  
"....."  
b. She gives a prohibition:  
"....."

● 3. a. Lina gives an instruction:  
"....."  
b. She gives a prohibition:  
"....."

● 4. a. Mr. Adnan gives an instruction:  
"....."  
b. He gives a prohibition:  
"....."

● 5. a. Mrs. Ina gives an instruction:  
"....."  
b. She gives a prohibition:  
"....."

● 6. a. Udin gives an instruction:  
"....."  
b. He gives a prohibition:  
"....."

### ✓ Reflection

- To give instructions, we usually start the sentences by using "Please ..."
- To give prohibitions, we usually start the sentences by using 'Don't ...'



## Associating

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Lina : "Can I use your pen?"  
Dayu : "Sure. Take the green one."  
"Don't use the red one. There's no ink on it."
2. Udin : "Is this seat taken? Can I sit here?"  
Edo : "No, the chair's leg is loose. Don't sit on it."  
"Please take the seat near the window."
3. Siti : "Let's wrap the gift for Lina. Can we do it on your table?"  
Beni : "Please do, but don't make a mess."
4. Udin : "It's very cold. Can I wear your jacket?"  
Edo : "Sure. I have two jackets."  
"Don't forget to wash before you return it to me, ok?"
5. Dayu : "Hey, Lina is a girl. You can buy her a baby doll. Don't buy her a car toy."



## Associating

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



1. a. To ask a permission, Lina says : "Can I use your pen?"  
 b. To respond a permission, Dayu says : "Sure. Take the green one."  
 c. To give a prohibition, Dayu says : "Don't use the red one."

2. a. To ask a permission, Udin says  
 "....." and "....."  
 b. To give a prohibition, Edo says  
 "....." and "....."  
 c. To respond a permission, Edo says  
 "....."

3. a. To give an instruction.....  
 "....."  
 b. To ask for a permission.....  
 "....."  
 c. To respond a permission.....  
 "....."  
 d. To give a prohibition.....  
 "....."

4. a. To ask for a permission.....  
 "....."  
 b. To respond a permission.....  
 "....."  
 c. To give a prohibition.....  
 "....."

5. a. To give an instruction.....  
 "....."  
 b. To give a prohibition.....  
 "....."



## Associating

### ✓ Reflection

- To give and respond instructions, we can say:

---

---

---

- To give and respond to invitation, we can say:

---

---

---

- To give prohibitions, we can say:

---

---

---

- To ask for a permission, we can say:

---

---

---



Associating

Let's prepare the gift for Lina!



Do you see my jacket?

Is it yours?



No, It's Edo's jacket. Our jacket are same but the sizes are different.

I don't have scissors.



Here, I bring it. You can use mine.

May I wash my hands?

3



Certainly.

Would you like to bring me our ribbon?

4



Here you are.



## Communicating

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Excuse me!

Thank you. Wow. There are so  
many people here. It seems  
that the party has just begun.

Oh, hi Udin. Come in, please.

Not yet actually. We've  
been waiting for you.

Really?

Oh yes, sure. And what's  
this paper for?

Yes, could you put your  
jacket over there on the  
hanger?

Ok, but I don't bring  
any pen, May I borrow  
yours?

Please write down  
your name here.

Sure, here it is

Thank you. By the way, happy birthday!  
Nothing I could say but everything for  
your best always.

It's very kind of you. Thanks  
a lot, Ben. Let's start the  
party then.

Ok





## Communicating

Tell your friends what to do and what not to do for the following activities:

1. To go on a camping trip.
2. To green the school.
3. To spend the weekend.
4. To play in the school ground.
5. To work together with friends.
6. To celebrate your grandma's birthday.

Make the list of instructions and prohibitions for those activities  
Please report it in front of the class.



● Activities that I should do

-----

● -----

-----

● -----

-----

● -----

-----

● -----

-----

● -----

-----

● Activities that I should not do

-----

● -----

-----

● -----

-----

● -----

-----

● -----

-----

● -----

-----



My Journal

In this chapter I learnt about..

-----  
-----

The parts that I enjoyed the most were...

-----  
-----

The difficulties that I had were...

-----  
-----

What I have to do to be better?

-----  
-----

From now, I will try to use the expressions I've learned in my daily conversation.

My teacher will help me if I find some difficulties.

# Chapter

# IV

**You are Invited!**

**In this chapter, I will learn:**

- to make a personal invitation, and
- to make a greeting card.





## Observing and Questioning

This is Lina's Birthday Invitation card.



Who is invited to the party?

How old is Lina?



Who celebrate the birthday?

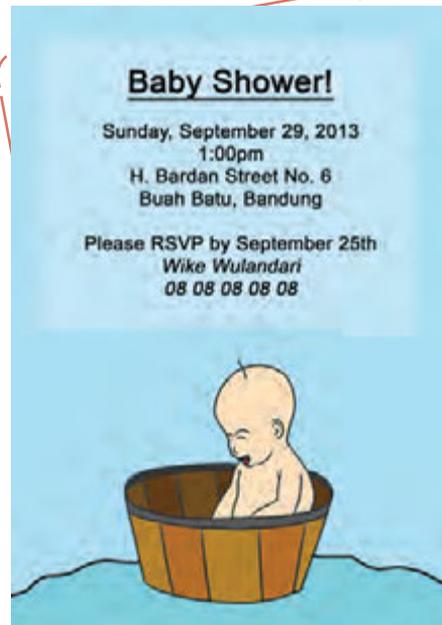
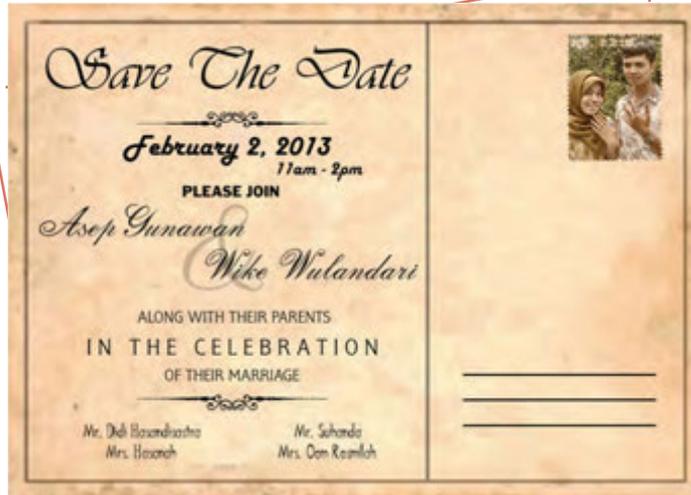
When will the party begin?

Where will the party begin?



## Observing and Questioning

Let's take a break!





## Observing and Questioning

### Stttt.. It's a Surprise!

Please help us celebrate as  
Diah Puspita Dewi turns  
13!

March, 31, 1:00pm  
Cibangkong Street No. 340, Bandung  
RSVP to Opik 087654321



2004 – 2014  
TEN YEAR REUNION  
of  
English Education Department of  
UPI  
Class of two thousand and four

Saturday, June 28th  
10.00 am

PKM Building of UPI  
Setia Budi Street No. 229



### You are Invited to Save the Earth!

Let's clean our environment  
Together with your family

Through Sukamiskin Street  
On Sunday, 9 November 2013





Collecting Information

Now, create your own personal invitation card!

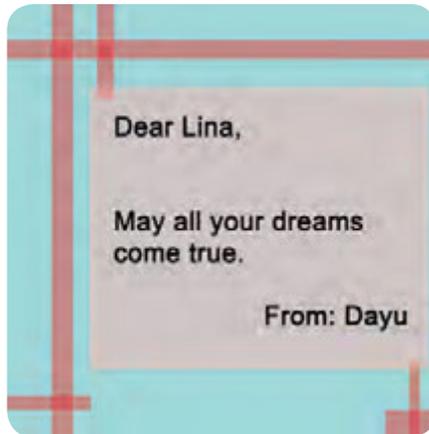
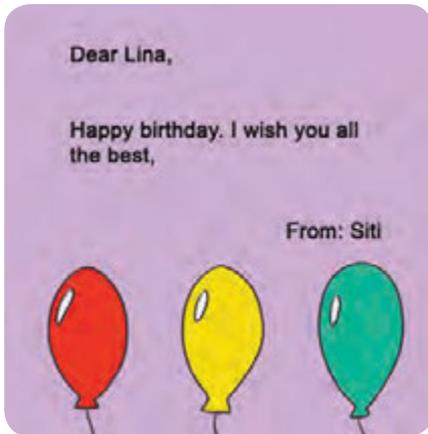




## Associating



Now I'll show you some greeting cards that my classmate and I made for Lina. Here they are!



Will Udin come to the party?





Associating



Here are other examples of greeting cards.



Thanks for being there through the tears, laughs and dirty diapers.

Happy Father's Day!

HAPPY MOTHER'S DAY

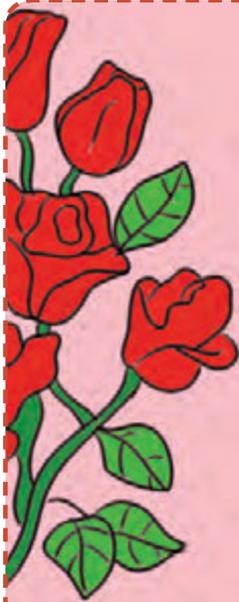
My dear sweet mother  
I hope your special day  
is blessed with sunshine  
and smiles laughter,  
love and happiness



I LOVE YOU

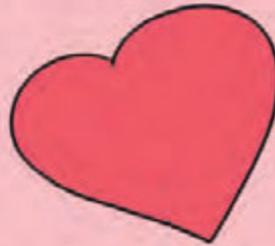


Associating



May your dreams shine  
like stars in the night

HAPPY BIRTHDAY



You've been  
blessed  
with a son.  
To fill your life  
with fun.

CONGRATULATIONS !!!





Associating

Now, would you like to create your own greeting card? Don't forget to decorate it!





### My Journal

In this chapter I learnt about..

-----  
-----

The parts that I enjoyed the most were...

-----  
-----

The difficulties that I had were...

-----  
-----

What I have to do to be better?

-----  
-----

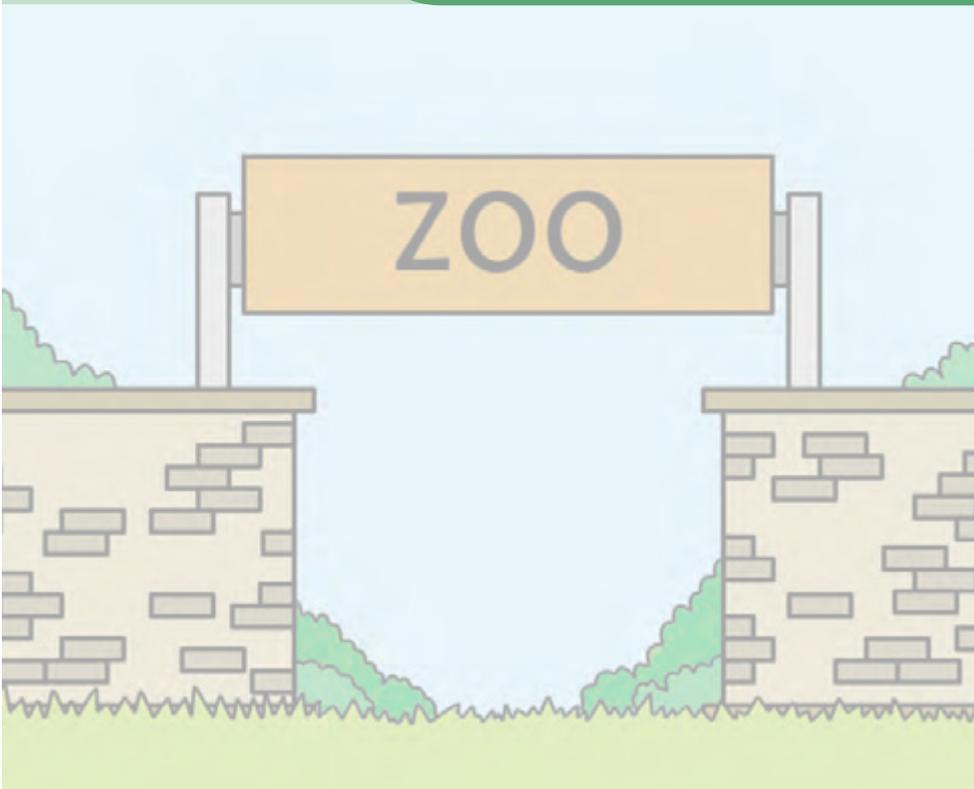
# Chapter

# V

## My Uncle is a Zookeeper

**In this chapter I will learn to communicate states and events that happens routinely or as general truths, in order:**

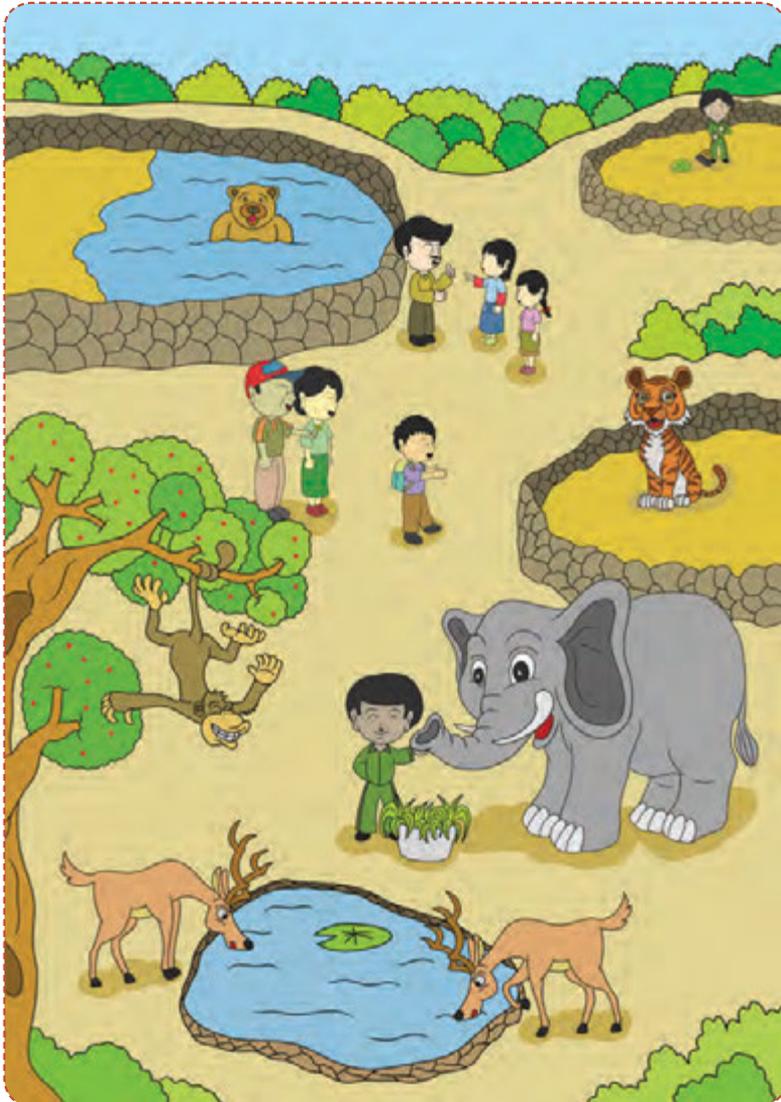
- to appreciate the nature
- to show my pride of something
- to give good and bad sample





Observing and Questioning

Please observe the picture below.  
Can you describe it?





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



How many visitors  
are there in the zoo?

There are few visitors in  
the zoo.



How much food  
does the elephant  
eat?

Not much, just half a  
bucket of food.





## Observing and Questioning



How much water do the horses drink?

They drink a lot of water.



How many zookeepers are there in the zoo?

There aren't many zookeepers in the zoo.





## Observing and Questioning

What do zookeepers do?



Read the sentences correctly



He feeds the animals everyday.



She prepares foods and drinks for the animals every morning.



They clean the animal's cages every morning.



They wash the animals everyday.



She takes care of sick animals regularly.



He regularly repairs the animals cages.



## Observing and Questioning

Now, write down in your notebook why we have to thank the zookeepers.  
The first one has been done for you.  
First, copy the example.



1. Mr. Ahmad feeds the animals everyday.
2. Mrs. Siska .....
3. Mr. Hari and Mr. Gino .....
4. Mr. Warta and Mr. Kirna .....
5. Mrs. Indi .....
6. Mr. Matias .....
- .....



## Observing and Questioning

What do the animals eat?



The elephant eats a lot of grass in the morning and the afternoon.



The tigers eats a lot of meat in the morning and the afternoon.



The bear eats a lot of fresh fish day and night.



The monkey often eats banana and peanuts.



The deer eats grass.



The cat eats rice with fish.



## Observing and Questioning

Please complete the following sentences according to the previous statements. Make sure your punctuation marks and spelling of the words are correct.



1. The elephant eats a lot of grass in the morning and in the afternoon.
2. The tiger .....
3. The bear .....
4. The monkey .....
5. The deer .....
6. The cat .....



## Collecting Information

Observe the backyard at your school, then write the people, animals, and things there!



Now, let's count the number of things, animals and people you have drawn!



How many cats are there in the backyard?

There are two cats in the backyard.





## Observing and Questioning

What do smart students do everyday?



They get up early. They make their beds. They also help to prepare the breakfast for the family.



They do the housework. Some students wash the dishes. Some students clean the bathroom. Some students water the plants.



They never get to school late. They are always on time. Some walk to school. Some take public transport.



They use English with their friends and teachers. They ask questions in English. They answer questions in English too.



After school, they go home straight away. They do not play in wrong places in their uniform.



## Observing and Questioning



Late afternoon, some students exercise to be healthy. Many students some do extra-curricular activities.



They do the house work again. They sometimes play the games or chat with friends.



They have dinner with their family. They don't forget to pray first before they eat. They help their parents to wash the dishes.



They do their homework. They study for the next day. Then, they go to bed early.



## Collecting Information

Now, write down on your notebook what smart students do everyday in neat and accurate hand writing. Make sure your punctuation marks and spelling of the words are correct.



● In the morning, they get up early. They make their beds. They also help to prepare the breakfast for the family. They do the housework. Some students wash the dishes. Some students clean the bathroom. Some students water the plants.

● At school

● -----  
● -----  
● -----

● In the afternoon

● -----  
● -----  
● -----

● At night

● -----  
● -----  
● -----

●



## Collecting Information

What are your daily activities?  
Write them down here!



Time	Activities



## Collecting Information

Ask your friend about their daily activities!



What time do you get up?



I get up at 5 o'clock.



I get up at 4.30 a.m.



No.	Activities	Name of Friends				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						



## Associating

Do you do the same things as the zookeeper does?

Put a check (✓) for the same activities and cross (x) for the different ones!

List the activities below!



No.	Activities	You	Zookeeper
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



Associating

Now, please write down the statements based on the table in the previous page! First, copy the examples.



- 1. I take a bath everyday, so does the zookeeper.
- 2. I watch a TV everyday, but the zookeeper doesn't
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- \_\_\_\_\_

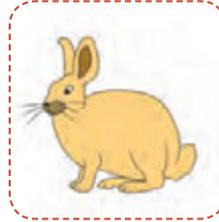


Associating

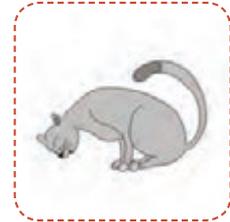
Please describe the animals below!



Lion is a wild animal.  
It has sharp teeth.  
It eats meat.  
It lives in the lair.  
It can run fast.



Rabbit is a tame animal.  
It has two long ears.  
It eats carrot.  
It lives in the burrow.  
It can hop.



Empty rounded rectangular box for describing the snake.



Empty rounded rectangular box for describing the crocodile.

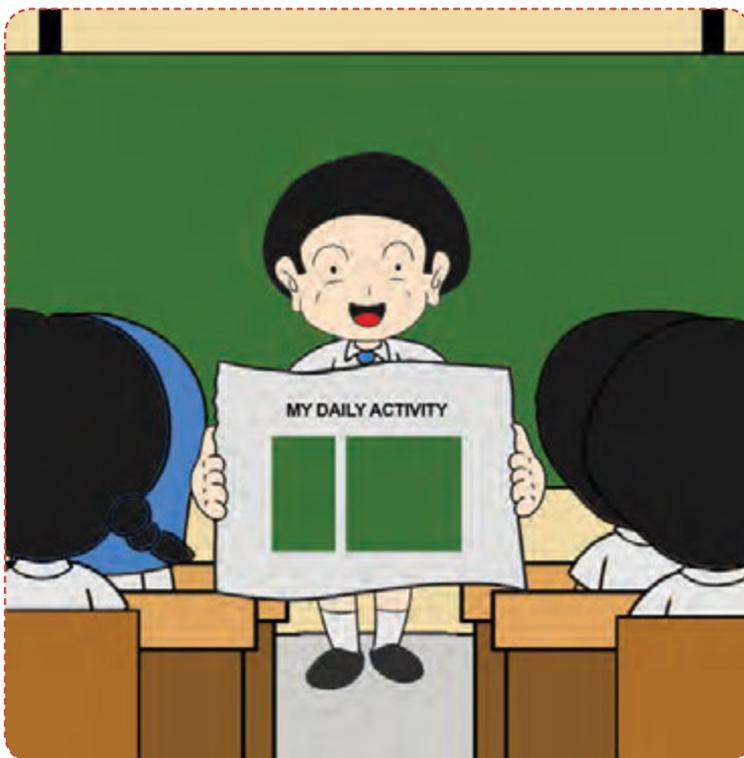


Empty rounded rectangular box for describing the deer.



Communicating

Please make a poster about your daily activities. If it is possible, you may put some pictures of yours!





My Journal

In this chapter I learnt about..

-----  
-----

The parts that I enjoyed the most were...

-----  
-----

The difficulties that I had were...

-----  
-----

What I have to do to be better?

-----  
-----

# Chapter

# VI

## What are You Doing?



**In this chapter I will learn to communicate states and events in progress, in order:**

- to share the information with others
- to explain why things are happening





## Observing and Questioning

Look at the picture below! What are the people in the picture doing?



Siti is mopping the floor.

Lina is erasing the whiteboard.

Beni is sweeping the floor.

Udin is putting the book into the shelf.

Dayu is throwing the rubbish into the trashcan.





## Observing and Questioning

What are they doing? Please complete these sentences based on the previous picture.



1. Siti is .....

2. ....

3. ....

4. ....

5. ....



## Observing and Questioning

What your friends are doing? Observe the activities happen at your class, then write them down in neat and accurate handwriting.



1. Lina is cleaning the window
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



What are you doing, Edo?



I am drawing a picture.



What are they doing?



They are playing basket  
ball.



What is he doing?



He is reading a book.





### Collecting Information

Ask your classmates about what they are doing now! Write each answer in the table below!



What are you doing?



I am writing a letter.



No.	Name	Activities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



## Collecting Information

Work in a group. Please describe your school, then find out what they are doing.



Place	Person(s)	Activities
Library	Mr. Adnan	Reading a book



## Collecting Information

Please write down several sentences based on your findings!



1. Mr. Adnan is reading a book in a library.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



## Collecting Information

Pay attention to the use of objective pronouns!



Yes, she is talking to them.

Is the woman talking to the boys?



Are you telling Udin the story?

Yes, I am telling him the story.



No, they aren't calling me.

Are they calling you?



No, they aren't looking at us.

Are they looking at us?



Yes, he is staring at her.

Is the man staring at the woman?





Collecting Information

Complete the dialogue based on the pictures!



Is Beni giving Edo a present?

Yes, he is giving him a present.



Is Lina talking to Siti and Dayu?



Is Siti borrowing a book from the library?





Collecting Information



Is the man teaching the students?



Are they calling you, Lina?





## Observing and Questioning

Look at the picture below! Here is a picture of my family. Let's see what they are doing!



My mother is watering the plants.

My Father is cooking spaghetti.

My brother is washing his bicycle.

My sister is sweeping the floor.





Observing and Questioning

What are your family members doing at home?  
Write down the activities in the table below!



No.	Activities	Friend's Names			
1	Early Morning	Praying	Cooking	Taking a bath	Drinking
2					
3					
4					
5					
6					
7					
8					
9					
10					



## Associating

What are your parents doing at home? Fill in the table by asking your classmates questions about their parents' activities!



My father is playing badminton.

What are your parents doing?



My mother is reading magazine.

No	Friend's Name	Activity
1	Beni	
	Father	His father is playing badminton.
	Mother	His mother is reading the magazine.
	2	
	Father	
	Mother	
3		
	Father	
	Mother	
	4	
	Father	
	Mother	
5		
	Father	
	Mother	



## Associating

What are they doing? Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me!



What are you doing?

I am watering the plant because there's no raining for couple days.

That's great.



What are you doing?

I am feeding the rabbit because my mother gave me a carrot for it this morning.

Thanks. Give her my gratitude.



What are you doing?

The window is dirty, so I am cleaning it.

What a good boy.



What are you doing?

There will be a test after the break, so I'm reading a book at the library during the break time.





## Associating

Now write down in your notebook the speakers' statements about what are they doing. Don't miss any information. Make sure your handwriting is neat and clear, and your spelling of the words and punctuation marks are correct.  
Work with your group. If you have any problems, go to me.



● What is Siti doing?  
-----

● What is Edo doing?  
-----

● What is Udin doing?  
-----

● What is Dayu doing?  
-----

●



## Associating

Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me!



Why do you bring an umbrella?



I am bringing an umbrella because it was cloudy this morning. I thought it will be raining today.



Why don't you ride your bicycle?



It is broken, so I am walking now.



Why do you look so confused?



My new book is lost, so I am looking for it.



Why do you come late?



It's because I missed the bus. I took an *Ojeg* but I couldn't come on time still.





## Associating

Now write down in your notebook the speakers' statements about what are they doing. Don't miss any information. Make sure your handwriting is neat and clear, and your spelling of the words and punctuation marks are correct.  
Work with your group. If you have any problems, go to me.



- Why does Edo bring an umbrella?  
-----
- Why does Dayu not ride her bicycle?  
-----
- Why does Udin look so confused?  
-----
- Why does Beni come late?  
-----
-



## Associating

Play the roles of the speakers in the picture. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me!



Beni is wearing a jacket although the weather is warm.



It is because he got fever.



Why does Lina looks so happy?

It is because she just won the school running competition



Oh, great! She can run so fast, although her body is small.



Rani has so many friend even though she does not have much money.

She's friendly and helpful, so everyone like her.



Although Mr. Erry is old, he is still an energetic teacher.

It is because he loves sport.



Yes, he also teaches his student happily, so all of his students love him.





## Communicating

You can work in a Group.

Find several activities around your school or your family.  
Find out several logical reasons and contrary reasons for those activities.

If it is possible, you may get the pictures of those activities.  
Then, create a poster which consists the activities and the reasons.

After that, present it in front of your friends





Communicating

Work in pairs, then do the Guessing Game!  
One of you talk about the activities, then the  
other act them out.





### My Journal

In this chapter I learnt about..

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The parts that I enjoyed the most were...

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The difficulties that I had were...

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What I have to do to be better?

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# Chapter

# VII

**Bigger is not always better**

**In this chapter I will learn to compare people, animals, things in order:**

- to show their differences
- to be proud of them
- to praise them
- to criticize them





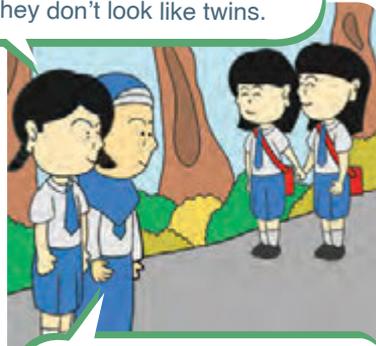
## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



I think so too. Bono is smaller but stronger than Gani. Gani is bigger but weaker than Bono.

Are Dini and Dani really twins?  
They don't look like twins.



Yes, they are twins. But you are right, they don't look like twins. Dini is taller and fatter and Dani is shorter and thinner.

Look! The horse and the donkey look like each other. But, the horse is bigger than the donkey. The donkey is smaller than the horse, right?



I think a mountain and a hill are just the same. Right?



No. Look! That one on the left is a mountain. And on the right is a hill. The mountain is higher than the hill. The hill is lower than the mountain.



## Observing and Questioning

On my left hand I have cotton, on my right hand I have stone. They have the same size. Now I can feel that stone is heavier than cotton, and cotton is lighter than stone.



Don't you think the picture is wrong? The helicopter is higher than the plane in the sky. The plane is lower than the helicopter?

✓ Did you notice how the boys and the girls say "*lebih ... daripada ...*" in English?



## Observing and Questioning

Now, hand-write in your notebook what Benny, Edo, Siti, Dayu, Lina, and Udin are saying.

The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.



- 1. Benny is showing his friend the difference between the horse and the donkey. They look like each other, but the horse is bigger than the donkey. The donkey is smaller than the horse.
- 2. Edo is showing Joni the difference between a mountain and a hill. \_\_\_\_\_  
\_\_\_\_\_
- 3. Siti is explaining why Bono will win the race. \_\_\_\_\_  
\_\_\_\_\_
- 4. Dayu agrees with Shinta that Dini and Dani do not look like twins. \_\_\_\_\_  
\_\_\_\_\_
- 5. Lina is explaining the difference between cotton and stone. \_\_\_\_\_  
\_\_\_\_\_
- 6. Udin is showing that there is something wrong with the picture. \_\_\_\_\_  
\_\_\_\_\_



## Observing and Questioning

Here are some more examples. Play the roles of the speakers in the pictures. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.



I'm younger than Hasan, and Hasan is older than me. I'm 12 years old. Hasan, my brother, is 15 years old. Hasan is my older brother.

My ruler is longer than Dina's. Dina's is shorter than mine. Mine is 50 centimeters long, and Dina's is only 30 centimeters long.



The old car is still faster than the horse cart. The cart is slower than the car. The car can run 80 kilometers an hour, and the horse cart can run only 20 kilometers an hour.

Surti is taller than her older sister, Wuni. Surti is 148 centimeters tall and Wuni is 145 centimeters tall. So, The older sister is shorter than the younger sister.



The wooden desk is smaller and it is 8 kilograms. The plastic desk is bigger but is only 4 kilograms. So, the wooden desk is smaller but it is heavier, and the plastic desk is bigger but it is lighter.

I can lift the bench. Elang cannot lift the stool. I'm stronger than Elang. Elang is weaker than me!





## Observing and Questioning

Now, hand-write in your notebook what Benny, Edo, Siti, Dayu, Lina, and Udin are saying.

The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to your teacher.



1. Hasim is telling us the difference between himself and his older brother. This is what he is saying: "I'm younger than Hasan, and Hasan is older than me. I'm 12 years old. Hasan, my brother, is 15 years old. Hasan is my older brother."
2. Stella is telling us the difference between her ruler and Dina's. This is what she is saying: "----"
3. Firman is laughing at the horse cart. This is what he is saying: "----"
4. Mrs. Rubiah is explaining the difference between Wuni and Surti. This is what he is saying: "----"
5. Mr. Hendrik is explaining the difference between two tables. This is what he is saying: "----"
6. Bayu is making fun of Elang. This is what he is saying: "----"



## Observing and Questioning

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



- ✓ I know that now we are learning to compare the qualities of people, animals, and things. They are:

Big, small, tall, short;

.....

- ✓ I also know how to compare people, animals, and things. That is,

a. To say 'lebih' in bahasa Indonesia, we add ..... to the adjective (kata sifat).

b. For 'daripada' we use the word .....



## Observing and Questioning

In the following examples, you will see a different way to compare people, animals, and things. Play the roles of the speakers in the pictures. Say the speaker's sentences correctly and clearly. First, repeat after me.



I got an A in English and a C in History. To me, English is easier than History. History is more difficult than English.



I like roses. They are more beautiful than other flowers.



I saw Malin Kundang on TV last night. I think the book is more interesting than the film.



I bought this beautiful pencil case for just fifteen thousand rupiahs, and this very simple plastic purse for twenty thousand rupiahs. Funny isn't it? The pencil case is more beautiful but it is cheaper. The purse is simpler but it is more expensive.



Let's sit on the bench under the tree. I think it is more comfortable there. It's shady and cool.



I think Edo is a very good student. He's more dilligent than any of us! He always gets good marks in all subjects.





## Observing and Questioning

Now, complete the following sentences according to the speaker's statements.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.



- 1. To Marcus, English is more difficult than History.
- 2. Tasia is saying that the pencil case is \_\_\_\_\_ the purse, but the purse is \_\_\_\_\_ the pencil case.
- 3. According to Dwi, roses are \_\_\_\_\_ other flowers.
- 4. Max wants to sit on the bench under the tree because it \_\_\_\_\_ there.
- 5. According to Erman, the book 'Malin Kundang' is \_\_\_\_\_ the film.
- 6. Yuni is saying that Edo is \_\_\_\_\_ the other students.
- 
- 
-



## Observing and Questioning

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



✓ I know that now we are learning to compare the qualities of people, animals, and things in longer words, such as

difficult, beautiful, ...

✓ I also know how to compare people, animals, and things. That is,

a. To say 'lebih' in bahasa Indonesia, we add a word \_\_\_\_\_ before the adjective (kata sifat).

b. For 'daripada' we use the word \_\_\_\_\_



## Collecting Information

Now, compare people, animals, and things you know very well in and around your school, home, and town. Make at least 3 sentences about each of the following. Provide an explanation to every comparison.

One example is given to you. First, copy the example.  
Work with your group. If you have any problem, go to me



- a. The people you know at home and at school.  
1. My brother is taller than my father. My brother is 165 cm tall. My father is only 162 cm tall.
- 2.
- 3.
- b. The rooms, places, and things in and around your schools.
- c. The rooms, places, and things in and around your house.
- d. The places, buildings, vehicles, things in and around your hometown.
- e. The things you eat and drink.
- f. The things you wear and use.
- g. The animals and pets you know.
- h. The natural things in and around your hometown.
-



## Collecting Information

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



Self evaluation!

What do your teacher and friends say about your sentences?

a. Of the 10 sentences I have made, ..... are good.

b. The problems with my sentences (or, I have no problems):

.....  
.....

c. What I have to do to be better (or, I'm fine):

.....  
.....



## Associating

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



1. Edo: "This is a plastic bag. It is **good**. But the cotton bag is **better**. It is more expensive."
2. Dayu: "Fatima got a B in Math. But she got a **better** mark in English. She got an A."
3. Udin: "My shoes are **good**. I bought them for seventy thousand rupiahs. But my father's shoes are **better**. He bought them for two hundred thousand rupiahs."
4. Siti: "A T-shirt with a picture on it is **good**. But I think a T-shirt without a picture is **better**. I like plain T-shirt."
5. Lina: "My hand-writing is **good** and clear. But my mother's hand-writing is **better** and clearer."

✓ Discuss with your teacher what you know about 'good' and 'better'!



## Associating

Now, complete the following sentences according to the speakers' statements.

The first one has been done for you. First, copy the example.

Work with your group. If you have any problem, go to me.



- 1. According to Edo, the cotton bag is better than the plastic bag.
- 2. According to Dayu, Fatima ..... in Math.
- 3. According to Udin, his father's shoes ..... his shoes.
- 4. According to Siti, a plain T-shirt ..... a T-shirt with a picture on it.
- 5. According to Lina, her mother's handwriting ..... hers.
- 
- 



Then make 5 more sentences with 'better' about real people, animals, or things you know well.

Work with your group. If you have any problem, go to me.



## Associating

Now, complete the following sentences according to the speaker's statements.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.



1. Ratna: "Getting a **bad** mark is bad. But cheating is **worse**. It is not honest."
2. Mariska: "These oranges are **bad**. They do not look fresh. But these mangoes are **worse**. They are rotten. You cannot eat them."
3. Thomas: "Smoking is **bad**. But smoking in public is **worse**."
4. Firman: "This small comic is **bad** for children. But, the big one is **worse**, because there are many **bad** words in it."
5. Andi: "The road was **bad**. And after the flood, it certainly became **worse**."

✓ Discuss with your teacher what you know about 'bad' and 'worse'!



## Associating

Now, complete the following sentences according to the speakers' statements.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.



1. According to Ratna, cheating is worse than getting a bad mark.
2. According to Mariska, the mangoes ..... the oranges.
3. According to Thomas, smoking in public ..... smoking at the right place.
4. According to Firman, the big comic ..... the small one.
5. According to Andi, the bad road got ..... after the flood.



Complete the following sentences with 'bad' or 'worse'.  
The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.

1. The football field is a bad condition. It gets worse after the rain.
2. Susi got a D and Tina got an E in Math. They both got ..... marks, but Tina got a ..... mark than Susi.
3. This is not a good dictionary. But, mine is ..... than this one. It is cheaper.
4. Being silent is not always good. But saying bad words is even .....
5. The table cloth was not good even when it was new. It got ..... after I washed it.



## Associating

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



1. Max: "I have 10 books. My teacher has 20 books. My teacher has more books than me. I have **fewer** books than my teacher."
2. Yuni: "There are 10 students in the library in the morning. In the afternoon, there are only 5 students. There are **more** students in the morning, and **fewer** students in the afternoon."
3. Zulfikar: "My uncle is richer than my father. He has **more** money than my father. My father has **less** money than my uncle."
4. Ani: "There are 5 pockets on my bag, and 8 pockets on Andri's bag. My bag has **fewer** pockets, and Andri's bag has **more** pockets."
5. Agus: "Bread is not very sweet. Banana cake is very sweet. There is **more** sugar in banana cake, and there is **less** sugar in bread."

✓ Discuss with your teacher what you know about 'more', 'fewer', and 'less'!



## Associating

Now, complete the following sentences according to the speaker's statements.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.



1. Max is saying that his teacher has more books than him, and he has fewer books than his teacher.
2. Yuni is saying that there are \_\_\_\_\_ in the library in the morning, and there are \_\_\_\_\_ in the afternoon.
3. Zulfikar is saying that his father \_\_\_\_\_ his uncle, and his uncle \_\_\_\_\_ his father.
4. According to Ani, her bag \_\_\_\_\_ Andri's bag.
5. According to Agus, there is \_\_\_\_\_ in bread, and \_\_\_\_\_ in banana cake.



Then make 5 more sentences with 'more', 'fewer', and 'less' about real people, animals, or things you know well.  
Work with your group. If you have any problem, go to me.



## Associating

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



1. Balkis: "I think real flowers are more beautiful than paper flowers. Paper flowers are more beautiful than plastic flowers. So, real flowers are the most beautiful of all flowers."
2. Putu: "Heni is 165 centimeters tall. Susi is 158 centimeters tall. Ita is 150 centimeters tall. Heni is taller than Susi. Susi is taller than Ita. So, Heni is the tallest, and Ita is the shortest."
3. Tasia: "According to my sister, a big bus is more comfortable than a small bus. A mini bus is more comfortable than a micro bus. So, a big bus is the most comfortable of all."
4. Hendrik: "The snake is longer than the eel. The eel is longer than the earth worm. So, the snake is the longest, and the earth worm is the shortest."
5. Bayu: "My father always says that fresh fruit is more delicious than fruit juice. Fruit juice is more delicious than canned fruit. So, fresh fruit is the most delicious of all."
6. Hasim: "The hospital is 3 kilometers from my here, the bank is 4 km from here, and the post office is 5 km from here. The hospital is nearer than the bank, the bank is nearer than the post office. So, the hospital is the nearest, and the post office is the farthest."

✓ Discuss with your teacher how you say 'paling ...' to compare more than two things in English!



## Associating

Now, complete the following sentences according to the speaker's statements.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.



1. Rusdi is comparing real flowers, paper flowers, and plastic flowers. "Real flowers are more beautiful than paper flowers. Paper flowers are more beautiful than plastic flowers. So, real flowers are the most beautiful of all flowers."
2. Putu is comparing Heni, Susi, and Ita. "-----  
-----"
3. Tasia is telling us what her mother thinks about a big bus, a small bus, and a mini bus. "-----"
4. Hendrik is comparing the snake, the eel, and the worm. "-----  
-----"
5. Bayu is telling us what his father thinks about fresh fruit, fruit juice, and canned fruit. "-----"
6. Hasim is comparing the hospital, the bank, and the post office. "-----  
-----"



## Associating

Below are 6 sets of three objects with the corresponding qualities to compare. Compare the qualities of the three things in each set, with real purposes.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problem, go to me.



- 1. English, Mathematics, Science: easy / difficult  
*To me, English is easier than Science. Mathematics is more difficult than Science.  
So, English is the easiest one, and Mathematics is the most difficult one.*
- 2. The ocean, the sea, the river: deep / shallow
- 3. Gold, silver, bronze: expensive / cheap
- 4. The city, the town, the village: wide / narrow
- 5. Stone, wood, cotton: heavy / light
- 6. Chicken, fish, tofu: nice



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

✓ Now I know how to compare two object and more than two objects.

- a. To say 'lebih' in English, we use "-er/more ... than"
- b. To say 'paling' in English, we use "the -est/most ... of"



## Communicating

Think of real situations about people, animals, places, and things you know very well around you.

Write 5 short texts, each consisting of 5 or 6 sentences of comparison about the following themes.

Work with your group. If you have any problem, go to me.  
Your text will be more or less like this.



### Small is Beautiful

Our school is smaller than the other schools in my town. It is the smallest, but it is the best. It is cleaner and greener than the others. There are more trees and less waste. Our garden is also the most beautiful of all.

The themes:

1. Bigger is not always better
2. I'm proud of my mother
3. We have to work harder for our town!
4. I like my pet, but ....
5. Please, wake up my friends!

### Useful tips!

- ✓ This is an individual task. Each one of you should make 5 texts.
- ✓ Work with your group, so you can help each other.
- ✓ Use a good dictionary.
- ✓ Try your best. But if you need any help with a word, go to me or your friends.



## Communicating

Present your texts to two other groups in your class.



### Useful tips!

- ✓ Practice presenting all the 5 texts, one by one, with your group, meaningfully, loudly, correctly, and clearly.
- ✓ When you are ready, present them, one by one, to two other groups.
- ✓ Try your best. If you need any help with a word, go to me or your friends.



My Journal

In this chapter I learnt about..

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The parts that I enjoyed the most were...

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The difficulties that I had were...

-----

-----

What I have to do to be better?

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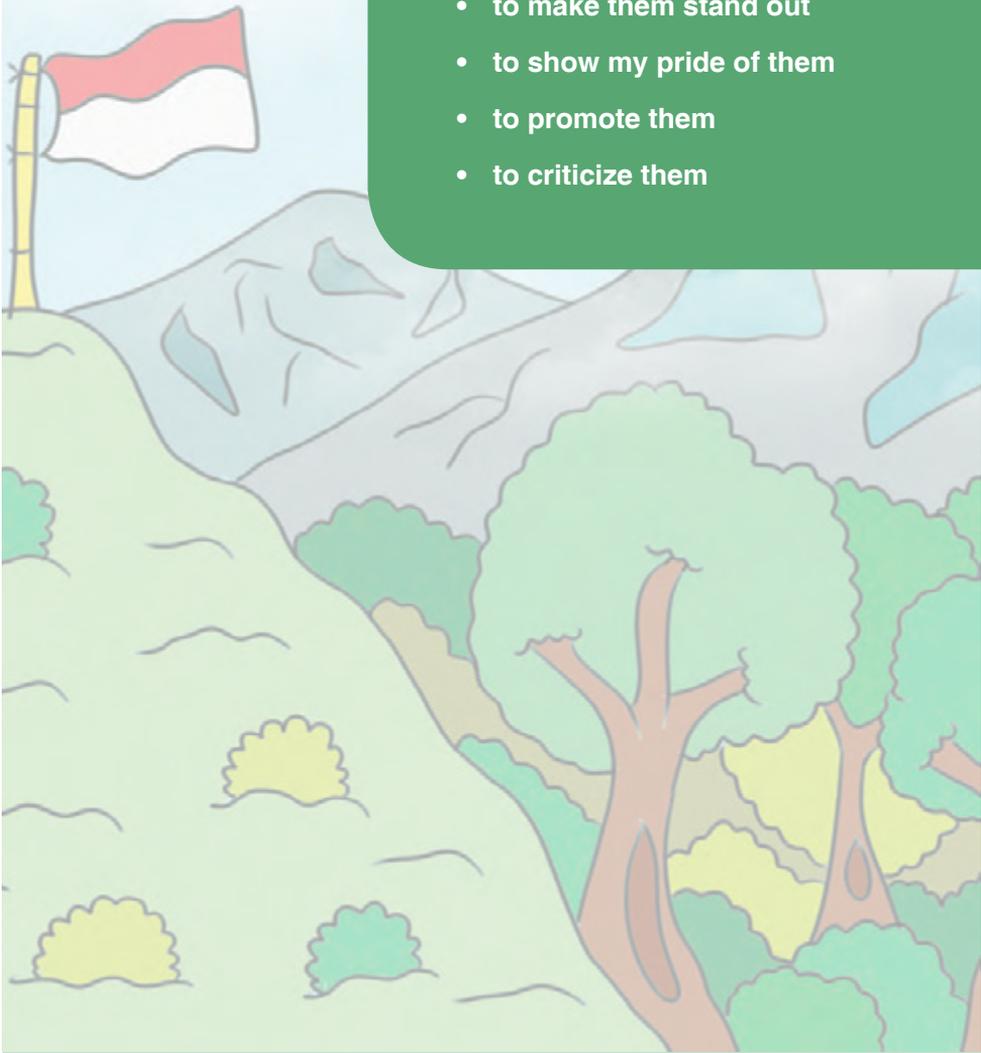
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# Chapter VIII

**I'm Proud of Indonesia!**

**In this chapter I will learn to describe people, animals, things in order :**

- to make them stand out
- to show my pride of them
- to promote them
- to criticize them





## Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Which one is your house?

Is it easy to find your house?

I think it is. I live in a new housing complex, so all the houses look the same. They have the same design, with a blue roof, and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.

Is it near the small bridge on Jalan Teratai?

Yes. My house is the one with a handycraft from Tana Toraja hanging on the front door. It is triangle with beautiful carving.

But when the door is open we cannot see it from the street, can we?

No. You are right. Okay. In front of my house there is also a big stone. Some children often sit and play there.

Ok. I'm sure we'll find it.





## Observing and Questioning

Do you see my notebook?



Do you see my notebook? I put it on my desk, but it is not there now?

What does it look like?

It's thick. It has a blue hard cover.

Does it have a pink ribbon separator? This one?

No. The ribbon is white. There is a sticker on the cover. It's shiny, white, round, with a picture of an orang-utan.

It must be that one over there, on the teacher's desk.

Yes, you are right. Thank you.





## Observing and Questioning



What do the shoes look like?

I went to the market. In the big shoe shop, near the barber shop, I saw very beautiful shoes. You must like them.

Really? In fact I need to buy plastic shoes. This is a rainy season. I need plastic shoes to go out when it is raining.

Yes, there are beautiful plastic shoes there. Different colours. Some have holes, some have flowers in the front, and some are plain. Nothing on them.

I need shoes with a strap, and open in the front, like sandals. It's always hot here, and my toes need air to breath.

I agree. I saw many sandals with a strap there. They have low heels, and they look comfortable.

Great. I'll go there tomorrow. Thanks.





## Observing and Questioning



What kind of T-shirt do you want?

I'll leave for Bali tomorrow. What souvenir do you want me to buy you?

Wow, thanks. That's very mindful of you. What if you buy me a T-shirt?

What kind of T-shirt?

I want a white T-shirt, with short sleeves. I like a sporty and casual one.

Alright. Do you want a plain one?

No, not a plain one. I want one with a picture, a small one, in the front. It should be a picture of anything about Bali.

Sure.





## Observing and Questioning

Complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe-shop, and the T-shirt Mr. Hidayat wants Mr. Gani to buy him.

The first one has been done for you. First, copy the example. Work with your group. If you have any problem, go to me.



1. Edo's notebook is \_\_\_\_\_, with \_\_\_\_\_. It has \_\_\_\_\_. There is \_\_\_\_\_ on the cover. It is \_\_\_\_\_, with \_\_\_\_\_.

*Edo's notebook is thick, with a blue hard cover. It has a white ribbon separator. There is a sticker on the cover. It is shiny, white, and round, with a picture of an orang-utan.*

2. Lina's house is in \_\_\_\_\_. The roof \_\_\_\_\_ blue. It has no \_\_\_\_\_. It is \_\_\_\_\_ and \_\_\_\_\_. There are two trees \_\_\_\_\_. One of them is \_\_\_\_\_. It is near \_\_\_\_\_. There \_\_\_\_\_ from Tana Toraja hanging \_\_\_\_\_ the front door. It is \_\_\_\_\_ with \_\_\_\_\_. There is a big stone \_\_\_\_\_ the his house. Some children often \_\_\_\_\_ and \_\_\_\_\_ there.

3. The big shoe-shop near \_\_\_\_\_ sells different models of \_\_\_\_\_. There are different \_\_\_\_\_ of shoes. Some shoes have \_\_\_\_\_. Some shoes \_\_\_\_\_ flowers in the front. Some shoes \_\_\_\_\_ plain. There are also shoes with \_\_\_\_\_, and open \_\_\_\_\_, like sandals. They \_\_\_\_\_ low heels. They \_\_\_\_\_ comfortable.

4. Mr. Gani wants a \_\_\_\_\_ T-shirt \_\_\_\_\_ short sleeves. It is a \_\_\_\_\_ and \_\_\_\_\_ one. He wants one with \_\_\_\_\_ about Ball \_\_\_\_\_.



## Observing and Questioning

I will lead you to reflect on what you are learning now.



With the table below, you can see that the description of Lina's house consists of (1) states of the objects and (2) activities of the objects.

Copy the table in your notebook. Then, do the same to look into the other descriptions.

States of or related to Lina's house

Names of objects	States	
all the houses	look	the same
they	have	the same design, with a blue roof, and no fence
they	are	white and grey
there	is	a tree in front of every house
we	have	two trees
one of them	is	a star-fruit tree
it	is	near the small bridge on Jalan Teratai
my house	is	the one with a handicraft from Tana Toraja hanging on the front door
It	is	triangle with beautiful carving
there	is	a big stone in front of my house

Activities related to Lina's house

Names of objects	Activities	
I	live	in a housing complex
we	cannot see	it when the door is open
some children	sit and play	there



## Collecting Information

Play the roles of the speakers in the pictures. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.



Beni is describing Simon to make him stand out, so that Udin can find him.

Which one is Simon?

Hallo. I'm in the bus terminal now, but I still cannot find Simon. What is he like?

He's tall. He's got a fair skin.

Many people are tall and have fair skin here. Is he wearing jeans?

No, he's wearing a uniform, black pants and a blue shirt with long sleeves.

I see three people wearing the same uniform.

He's a bit fat and chubby. He's wearing a black hat.

Oh ya, I see him now. He's walking toward me. He's carrying a back pack, isn't he?"

I think so. Ok, see you later.





## Collecting Information



Lina is describing Sofia to make her stand out, so that Siti can find her.

Which one is Sofia?

Hallo. I've received the family photo. Thank you very much. Which one is Sofia?"

Sorry I don't have the photo with me now. But, this may help. She's tall and thin.

I see three girls here, and they are all tall and thin. Is her hair straight and long, in a pony tail?

No, that's Rina, my niece. Sofia's hair is curly, usually in plaits. She has a fringe.

Two girls is wearing their hair in plaits. They both have a fringe too.

Right. Sofia's standing, not sitting. She's wearing a yellow night dress, with a picture of a sleeping baby.

Got it. Wow, that chubby little girl five years ago is now a beautiful slim girl?

Yes, she is.





## Collecting Information



Dayu is describing Mrs. Herlina to make her stand out, so that Lina can find her.

Which one is Mrs. Herlina?

Is our Science teacher, Mrs. Herlina, here? I've never met her.

Yes. She's here. But I don't know where she is now. She's in batik and black pants.

But, all the ladies here are wearing batik and black pants!

You are right. Sorry. Ah, there she is. She is the big lady with glasses. She sitting on the bench in front of the Principal's office.

Which one? Two ladies are big and wearing glasses. Is she wearing a scarf.

No, she is not. She's the one carrying a pink purse.

Alright. I'll meet her now.





## Collecting Information

The following texts are the descriptions given by Beni, Lina, and Dayu about Simon, Sofia, and Mrs. Herlina. But they are not yet punctuated nor written properly.

Rewrite them in good sentences. The first one has been done for you. First, copy the example.

Work with your group. If you have any problems, go to me.



1. simon is tall he has a fair skin he is wearing a blue shirt with long sleeves he is a bit fat and chubby he's wearing a black hat he's carrying a backpack

Simon is tall. He has a fair skin. He is wearing a blue shirt with long sleeves.

He is a bit fat and chubby. He's wearing a black hat. He's carrying a backpack.

2. sofia is tall and thin she has curly hair in plaits she has a fring she's standing not sitting she's wearing a yellow night dress with a picture of a sleeping baby she is not a little chubby girl she's a beautiful slim girl

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-----  
-----

3. mrs. herlina is a big lady with glasses she is wearing batik and black pants she is sitting on the bench in front of the principal's office she's not wearing a scraf she's carrying a pink purse

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



## Collecting Information

These students are saying good things about their objects because they are proud of them or love them.

Play the roles of the speakers in the picture. Say the speaker's sentences meaningfully, loudly, correctly, and clearly.

First, repeat after me.



My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.



I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.





## Collecting Information



I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.



Aunt Dina is very healthy. She is rarely sick. She is married and has two children. She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful. Oh ya, she exercises almost everyday. She works at a bank. It is almost 2 kms from her home. She has a motorcycle, but she goes to work on foot.



I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.



## Associating

What make the girls and the boys love their father/mother/English teacher/aunt/cat?

The first one has been done for you. First, copy the example.  
Work with me. If you have any problems, go to me.



1. Udin is saying that his father is a good man, because ...
  - *he loves his family,*
  - *he does not get angry easily,*
  - *he talks to his children about many things,*
  - *he and his mother often go out together to enjoy the evening,*
  - *he is friendly to the neighbours.*

2. Lina is saying that his father is a good man, because ...

-----  
-----

3. Dayu loves her Mom because ...

-----  
-----

4. Edo is proud of his English teacher because ...

-----  
-----

5. Benny thinks that her aunt, Dina, is a good example because ...

-----  
-----

6. Siti loves his cat, Manis, because ...

-----  
-----



## Associating

In the following texts, the students do not only say the good things about their objects. They also criticize them.

Play the roles of the speakers in the picture. Say the speakers' sentences correctly and clearly. First, repeat after me.



I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. *But*, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So the terrace is very crowded during the break.



I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. *But* I do not like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy and dirty. They also write bad words on the desks. During the class, they move around and they make a lot of noise.



Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He washes the toilets clean. I like him, because he is friendly, and he knows our names. *But* sometimes he is annoying. He often teases me, and laughs at me in front of my friends. He is sometimes fussy too. He tells us not to litter, again and again. He gets mad when we do not put our rubbish in the rubbishbin.





## Associating



My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. *But* I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is very sweaty after he plays football and he does not take to bath straight away. He drinkstoo much soft drinks. He does not like fresh water. I'm often worried about his health.



I like my hometown. It is cool and green. There are many new buildings. The streets and the markets are clean. There are many plants on the sides of the roads. *But* I don't like some things about my town. The traffic is rather dangerous. Some people drive too fast. Many young people ride carelessly. They stop in wrong places and often block the ways. You have to be very careful when you cross the road.



There is a lake near my hometown. It's very large and panoramic. The forest around the lake is very green and cool. *But*, I want to say some sad things about it. It is very dirty and the foods and drinks are very expensive. People litter everywhere because there are not many garbage bins there. The vendors leave their waste everywhere. Some wooden benches are broken, so we cannot sit on them.



## Associating

Use the table to list the things that the students like and do not like about the people and the things they are describing.

The first one has been done for you. First, copy the example.

Work with your group. If you have any problems, go to me.



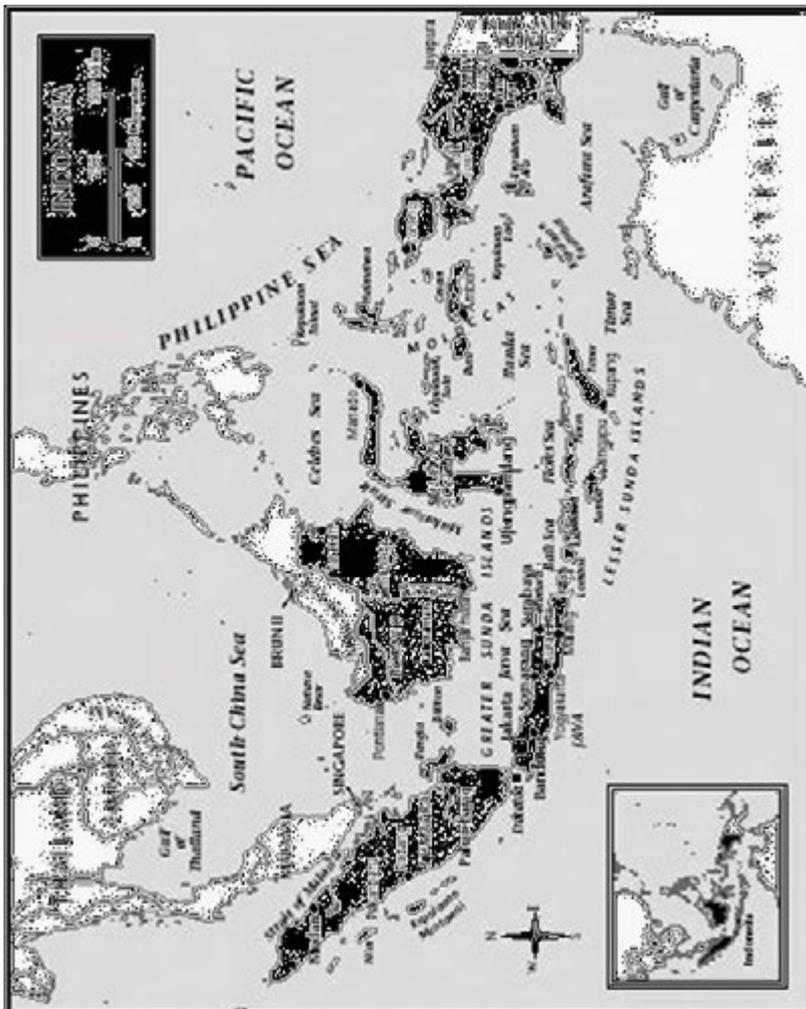
**What Siti likes and does not like about her school:**

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart.	The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big, but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.



## Communicating

The students are working on a project to write a text for the wall magazine. The teacher is helping them. Read what these students say. The map will help you to understand what they mean. Repeat after me to say the sentences correctly and clearly.



<http://www.everyculture.com/Ge-It/Indonesia.html> diunduh 25 Desember 2013



## Communicating

**We are all proud of Indonesia, aren't we?  
Let's describe it together!**



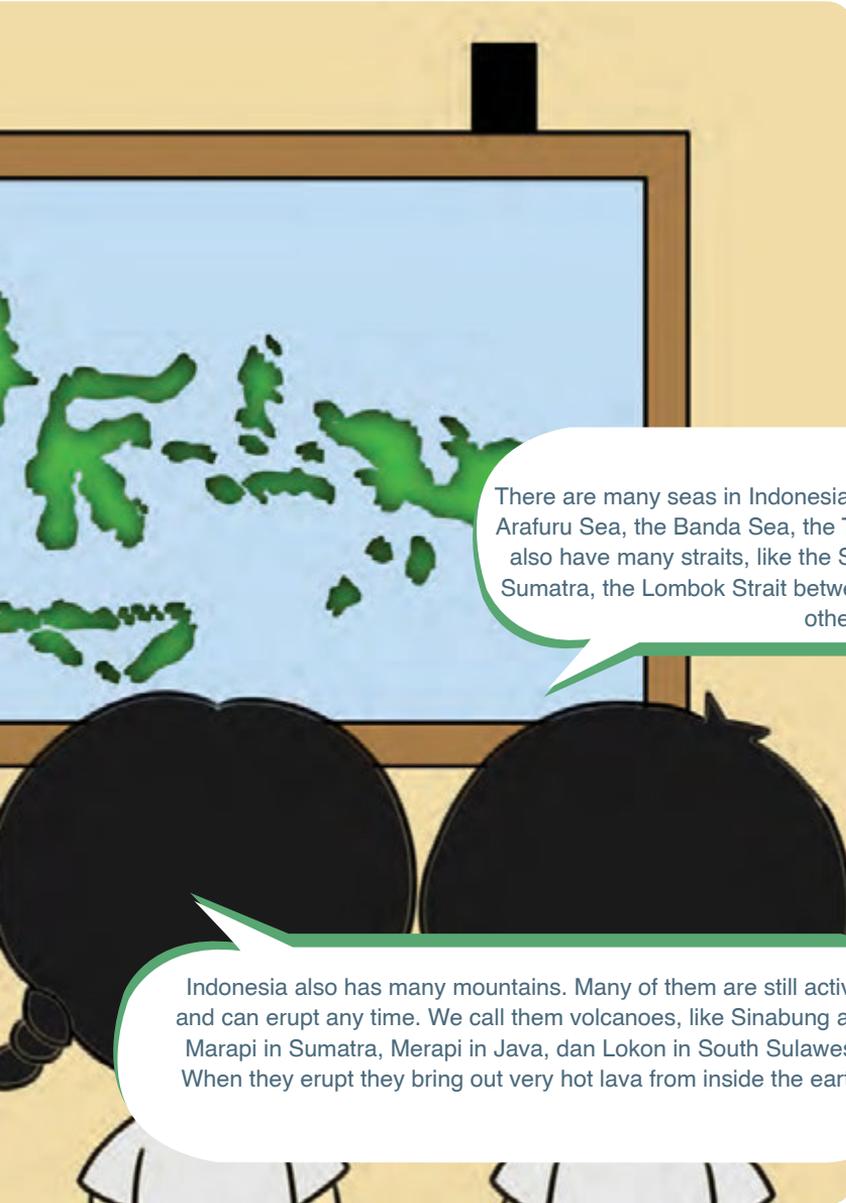
Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than seventeen thousand islands in Indonesia.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia in Java.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.



## Communicating



There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.



## Communicating

The students are proud of Indonesia. These are the features they are proud about this country:

- ✓ the location
- ✓ the size
- ✓ the archipelago
- ✓ the population
- ✓ the islands
- ✓ the waters
- ✓ the mountains and volcanoes
- ✓ the climate



Please find the details of what they say about each feature. The facts about the location has been listed here for you. Examples are given to you. First, copy the example. Work with your group. If you have any problems, go to me.

### The Location

1. It is between two continents, Asia and and Australia, and between two oceans, the Pacific Ocean and the Indian Oceans.	Nina
2. Indonesia is on the equator.	Yulius



## Communicating

These students also say good things about our country. Repeat after your teacher to say the sentences correctly and clearly.



The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.



Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.



Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.



Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.



## Communicating

Complete the sentences with what Hetty, Puji, Silvia, Danu, and Agus are saying.

One example has been given to you. First, copy the example. Work with your group. If you have any problems, go to me



- 1. Udin is showing her pride of Indonesia's land. This is what she is saying: "The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, kangkung and many others."
- 2. Lina is very proud of Indonesia's local fruits. This is what he is saying: "----"
- 3. Dayu is talking about Indonesia's spices. This is what he is saying: "----"
- 4. Siti is proud of Indonesia's sea animals. This is what he is saying: "----"
- 5. Beni is talking about Indonesia's farm animals. This is what he is saying: "----"
- 
-



## Communicating

The students then put their ideas together on paper. Look at what they have done! The title is “I’m Proud of Indonesia”. If you and the other students in your class work together, you can also do a big thing!



### I’m proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatra, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia. Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, , kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, corriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don’t eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

**Class VIII B, SMP Muda Berkarya, Bandung  
January 2014**



## Communicating

Now, describe your school. Work in a group of five. Each one of you should contribute at least five sentences. Then, put the ideas together on paper. Give it a title.

Hand-write it on a piece of paper, in your very neat, accurate, and clearhand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct.

You may put pictures or stickers to make it more beautiful.

Don't forget to write the names of the authors (you and the other members of the group), at the bottom of the paper!

If you have any problems, go to me.





My Journal

In this chapter I learnt about..

-----  
-----

The parts that I enjoyed the most were...

-----  
-----

The difficulties that I had were...

-----  
-----

What I have to do to be better?

-----  
-----

# Chapter

# IX

## When I was a child

**In this chapter I will learn to communicate states and events in the past in order:**

- to share the information with others
- to explain why things happened





## Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences meaningfully, loudly, correctly, and clearly. First, repeat after me.



This is me when I was a baby. I was three point four kilograms and fifty two centimeters long. Now I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I had no hair. Now I have long hair.



This is me and and this is Rani in Grade VII. We were not close friends at that time. We did not study together. We never played together. Now we are best friends. We study together, play together, and cry together, too.



What are you carrying?



They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to givethem to Ucok, my younger cousin.

Hey, look! They are playing marbles. It was my favorite game in primary school. I played marbles everyday. But now I never play marbels anymore. I have so many things to do at home and at school. Did you play marbles too?"



Yes, I did. But I did not do it very well. I always lost the game.



## Observing and Questioning

You did not like Math in primary school?



No, I did not like Math because the teacher did not explain it clearly. But now it is my favourite subject because Mr. Sihombing explains it clearly.

Is Edo here?



No. He is sick. He caught the flu yesterday. He walked home when it was raining hard.

Are you going to eat your lunch now?



No! It is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten.



You know I never come late to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.



## Observing and Questioning

Now write down in your notebook the speaker's statements about themselves in the past and at present. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct.

The first two have been done for you.

First, copy the example in your notebook.

Work with your group. If you have any problems, go to your teacher.



Students	In the past	Now
Dayu	- She was a baby.	- She is an SMP student (a teenager).
	- She was 3.4 kg.	- She is 50 kg.
	- She was 52 cm.	- She is 150 cm tall.
	- She was bald.	
	- She had no hair.	- She has long hair.
Siti and Rani	- They were not close friends.	- They are best friends.
	- They did not study together.	- They study together.
	- They never played together.	- They play together.
		- They cry together, too.

Self evaluation!

What do your teacher and friends say about your sentences?

a. Of all sentences I have written, ..... are wrong.

b. The problems with my sentences (or, I have no problems):

.....

c. What I have to do to be better (or, I'm fine):

.....



## Observing and Questioning

Now copy the table of words below in your notebook. The words are those verbs in the speakers' statements written in underlined and bold letters. Say each word correctly when you are copying them.

Work with your group. If you have any problem, go to me



to-	Present	Past	-ing
to be	is	was	being
to be	am	was	being
to be	are	were	being
to have	have	had	having
to study	study	studied	studying
		did ... study	
to play	play	played	playing
to cry	cry	cried	crying
to carry	carry	carried	carrying
to collect	collect	collected	collecting
	do ... collect		
to give	give	gave	giving
to go	go	went	going
to look	look	looked	looking
to play	play	did ... play	playing
to do	do	did	doing
		did ... do	
to lose	lose	lost	losing
to like	like	liked	liking
		did ... like	
to explain	explain(s)	explained	explaining
		did ... explain	



## Observing and Questioning

to catch	catch	caught	catching
to walk	walk	walked	walking
to rain	rain	rained	raining
to eat	eat	ate	eating
to have	have	had	having
		did ... have	
to wake	wake	woke	waking
to go	go	went	going
to do	do	did	doing
to know	know	knew	knowing
to come	come	came	coming
to get	get	got	getting
to attend	attend	attended	attending



## Observing and Questioning

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



- ✓ I know that I'm now learning to \_\_\_\_\_
- ✓ I know that a verb has \_\_\_\_\_ different forms.
  - a. the Past form has -ed in the end of the word,  
for example: \_\_\_\_\_
  - b. some Past verbs have different vowels/sounds from those in the Present forms,  
for example: \_\_\_\_\_
  - c. some Past verbs have totally different forms from the Present forms.  
for example: \_\_\_\_\_
- ✓ I know that
  - d. we use the Past form for \_\_\_\_\_
  - e. we use the Present form for \_\_\_\_\_



## Collecting Information

Dayu is learning to write about herself. She is doing it little by little everyday. Now, she has 8 entries. Read each entry correctly and clearly. First, repeat after me.



### Day 1

When I **was** a baby, when I **could not do** anything, my parents and my elder brother **took** care of me. My brother is five years older than me. I **didn't sleep** with my mum. I **slept** in a baby cot in my parents bedroom. My brother **slept** in his own room. My mum **breastfed** me for two years.

### Day 2

When I **cried**, they **calmed** me down. When I **was** afraid of something, they **comforted** me. My dad often carried me around in the morning sun. When I **got** older, they **spoonfed** me. I **played** with my brother. I **was** naughty, but he never **got** angry with me. He **was** very patient with me.

### Day 3

I **started** my kindergarten when I **was** five years old. I **did** my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy **was** near my home. I **walked** to my kindy with my mum or my sister. Sometimes I **went** with my dad on his motorcycle.

### Day 4

In the classroom, my teacher read us stories. We **sang** happy songs, we **coloured** pictures, and we **played** with dough and colorful paper. In the playground, we **played** sliding, we **ran** around, and we also **played** hide-and-seek.



## Collecting Information

### Day 5

I **started** my primary school when I **was** seven years old and **finished** when I **was** twelve. I also **walked** to school, because my school **was** only 200 meters from my home. I **went** to school with my brother or with my friends. Sometimes my dad **took** me to school on his motorcycle. Sometimes I **walked** to school by myself.

### Day 6

I **learned** many new things in primary school. I **learned to write** and **to read** in Grade 1 and Grade 2. My favourite teacher **was** Mrs. Ningrum. She was very smart. She **taught** us traditional dances and songs. She also **taught** us to plant trees and take care of the garden. One day she **took** us to the local library to borrow books.

### Day 7

I **have** many sweet memories in my primary-school. My friends and I often **teased** Pak Min, the janitor. We **hid** his broom, his duster, his mop, and his bucket. But he never **got** angry. My Physical Education (PE) teacher, Mr. Laode, often **took** us to walk around the hills and along the river near our school. We **took** a rest under the trees when we **were tired**.

### Day 8

I **learned to ride** on a bicycle in the school yard in the afternoon after school. And then I **could ride** in the small streets in the neighbourhood, with my friends. My friends and I often **spent** hours chatting in the small green yard near the Kelurahan office. The boys **climbed** the big trees. We also **swam** in the river. It **was** still very clean at that time. It **is** very dirty now.

Now work with your group and read each entry to one another. Make sure you read them correctly and clearly. Correct any mistakes you hear.





## Collecting Information

Write down in your notebook Dayu's statements about her in the past.

The first one (*Dayu when she was a baby*) has been done for you.

First, copy the example in your notebook.

Work with your group. If you have any problems, go to your teacher.



### ● DAYU WHEN SHE WAS A BABY

- 1. She could not do anything.
- 2. Her parents and her elder brother took care of her.
- 3. She didn't sleep with her mum.
- 4. She slept in a baby cot in her parents' bedroom.
- 5. Her brother slept in his own bedroom.
- 6. Her mum breastfed her for two years.
- 7. When she cried, her parents and her brother calmed her down.
- 8. When she was afraid of something, they comforted her.
- 9. Her dad often carried her around in the morning sun.
- 10. When she got older, they spoonfed her.
- 11. She played with her brother.
- 12. She was naughty, but her brother was very patient with her.
- 

### Now do the same with

1. Dayu when she was in kindergarten
2. Dayu when she was in primary school
3. Dayu's sweet memories in the primary school



## Collecting Information

Self evaluation!

What do your teacher and friends say about your sentences?

d. Of all sentences I have written, ..... are wrong.

e. The problems with my sentences (or, I have no problems):

.....  
-----  
-----

f. What I have to do to be better (or, I'm fine):

.....  
-----  
-----



## Collecting Information

Copy the table of words below in your notebook. The words are those verbs in Dayu's statements written in underlined and bold letters. Say each word correctly when you are copying them. Work with your group. If you have any problem, go to me.



to-	Present	Past	-ing
to take	take	took	taking
to sleep	sleep	slept	sleeping
to breastfeed	breastfeed	breastfed	breastfeeding
to calm	calm	calmed	calming
to comfort	comfort	comforted	comforting
to spoonfeed	spoonfeed	spoonfed	spoonfeeding
to start	start	started	starting
to read	read	read	reading
to sing	sing	sang	singing
to colour	colour	coloured	colouring
to run	run	ran	running
to learn	learn	learned	learning
to teach	teach	taught	teaching
to borrow	borrow	borrowed	borrowing
to tease	tease	teased	teasing
to hide	hide	hid	hiding
to ride	ride	rode	riding
to spend	spend	spent	spending
to climb	climb	climbed	climbing
to swim	swim	swam	swimming



## Associating

In the following entries, Dayu is comparing her states and activities in the past and at present. Read each entry correctly and clearly. First, repeat after me.



### Day 9

Now, here I **am** in this SMP. Last year I **was** in Grade VII, and now I am in Grade VIII. This school is two kilometers from my home. I **learned** many new things in Grade VII. It **was** my first time to go to school on my bike. I **met** boys and girls from different parts of this town. I was very happy when I first **wore** my blue-and-white uniform.

### Day 10

Last year **was** my first time to learn English. I **learned to greet** other people in English, **to introduce** myself in English, and **to ask** and **answer** questions in English. We also **learned to describe** our family, our friends, and our school in English. I **sang** my first English song. I also **read** my first English story.

### Day 13

We **have** no helper, so my mum, my dad, my sister, and I **do** the chores ourselves. We **make** the bed. We **wash** and **iron** our clothes. We also **dust** the furniture. We **sweep** and **mop** the floor everyday. I often **go** to the shop **to buy** sugar, soap, oil, salt, rice, vegetables, fruits, and so on.

### Day 14

In the past only my mum **cooked** for us. Now, my brother and I often **cook** for the family. We **fry** eggs and make fried rice or noodles. When I **lost** something, everybody else **found** it for me. Now, when I **lose** something, I **find** it myself.



## Associating

Copy the table of words below in your notebook. The words are those verbs in Dayu's statements written in underlined and bold letters. Say each word correctly when you are copying them.

Work with your group. If you have any problem, go to me.



to-	Present	Past	-Ing
to learn	learn	learned	learning
to meet	meet	met	meeting
to wear	wear	wore	wearing
to greet	greet	greeted	greeting
to introduce	introduce	introduced	introducing
to ask	ask	asked	asking
to answer	answer	answered	answering
to describe	describe	described	describing
to sing	sing	sang	singing
to do	do	did ... do	doing
to join	join	joined	joining
to practise	practise	practised	practising
to work	work	worked	working
to make	make	made	making
to wash	wash	washed	washing
to iron	iron	ironed	ironing
to dust	dust	dusted	dusting
to sweep	sweep	swept	sweeping
to mop	mop	mopped	mopping
to buy	buy	bought	buying
to cook	cook	cooked	cooking
to fry	fry	fried	frying
to lose	lose	lost	losing
to find	find	found	finding



## Associating

Now, fill in the table with facts about Dayu in the past and at present. Some sentences have been done for you. First, copy the examples in your notebook.



AS A STUDENT IN GRADE VII	NOW AS A STUDENT IN GRADE VIII
- She was in Grade VII last year.	- She is in Grade VIII now.
- She learned many new things.	- She ..... the captain of her
- She rode to school on her bike for the first time.	class, Class VIII B.
- She met boys and girls from different parts of the town for the first time.	- She ..... little time for herself
- She ..... very happy when she ..... the blue-and-white uniform for the first time.	- She ..... scouting twice a week, on Monday and Thursday.
- She ..... English for the first time last year.	
- She ..... to greet other people in English.	
- She ..... to ask and answer questions in English.	
- She ..... to describe her family, her friends, and her school in English.	
- She ..... her first English song.	
- She ..... her first English story.	
- She ..... not a class captain.	
- She ..... not ..... many things for her class.	
- She ..... the Scout	



## Associating

- She ..... her first English story.	
- She ..... not a class captain.	
- She .....not..... many things for her	
class.	
- She ..... the Scout	

WHEN SHE WAS SMALL	NOW AS A TEENAGER
- Her school ..... near her home.	- Her school ..... 2 kilometers
	from her home.
- Other people ..... many things	- She ..... many things to other
for her.	people.
- She ..... most of the time.	- She ..... most of the time.
- She .....not..... the chores.	- She ..... the chores.
- She .....not..... the bed.	- She ..... the bed.
- She .....not..... the furniture.	- She ..... the furniture.
- She .....not..... the clothes.	- She ..... her clothes.
- She .....not..... the clothes.	- She ..... the clothes.
- She .....not..... the floor.	- She ..... the floor everyday.
- She .....not..... the floor.	- She ..... the floor everyday.
- She .....not..... to the shop.	- She ..... to the shop.
- She .....not..... for the family.	- She ..... for the family.
- When she ..... something,	- When she ..... something,
everybody else ..... it for me.	she ..... it herself

✓ Discuss with me what you know and what you do not know how to express past and present states and activities.



## Associating

Below is another way of saying a state and an event in the past. First, play the roles of the speakers in the picture. Say the speakers' sentences correctly and clearly. First, repeat after me.



When did you get the flu?



When I was walking from school yesterday. It was raining hard.

Dayu called you this morning, but you did not answer it.



Really? Maybe I was still sleeping and did not hear the phone.

Did you meet and talk to Lina?



No, she was crying. She looked very sad when she left the Principal's office. I do not know why.

Why was Mrs. Murni angry?



We did not listen when she was reading us the story.



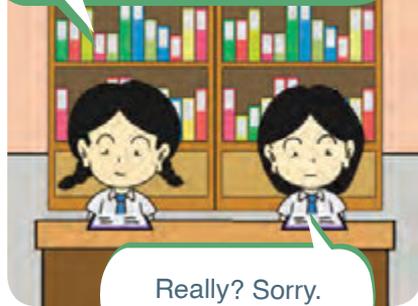
Associating

What's wrong?



I saw many caterpillars over there when I was watering the garden.

I saw you when you were crossing the street. I called you but you did not hear me.



Really? Sorry.

How did she hurt her forehead?



She bumped her head on the table when she was running after the ball.

Who did you my book to?



I gave it your aunt. I met her when she was feeding your brother, Budi, in the front yard.



## Associating



You know what. I found this cute healthy cat when he was hiding under a garbage truck a month ago. It was very thin, hungry, and dirty.

How did you get that bad scar on your knee?



I tripped over something and fell when I was running to catch the bus.

Now work with your group and read each entry to one another. Make sure you read them correctly and clearly. Correct any mistakes you hear.





## Associating

Complete the following sentences with the facts stated by the speakers.

The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.



1. Siti got the flu when she was walking home from school yesterday. It was raining hard.
2. Edo did not hear the phone because .....
3. Benny did not talk to Lina because .....
4. Mr. Murni was angry with the students because .....
5. Siti was shaky because .....
6. Lina saw Dayu when .....
7. Udin's niece fell and hurt her forehead when .....
8. Benny gave the book to Dayu's aunt when .....
9. Dayu found the cat when .....  
it was very thin, hungry, and dirty.
10. Udin's brother tripped over something when .....  
he fell and got the scar.



## Communicating

Now, work with your group and write similar sentences. Each one you will write 5 sentences about any events or activities you and other people around you *actually* did or experienced in the past, and tell *why*, *how*, or *when* they happened.

Two more examples are given below. First copy the examples. Work with your group. If you have any problems, go to me.



- 1. I got this scar on my cheek when I was running after Roni. I bumped into the door.
- 2. My sister, Rini, did not go with my family to the festival because she was working hard for her final exam.
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_



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

✓ Now I know how to express states or events in the past

- a. We use the Past forms of the verb (word of activity or state)
- b. A state or an event in the past can be related to another event that was happening at the same point of time.
- c. I have learned many new words too! The words are in my real life.



## Communicating

Work in a group of five.

Each one of you should contribute at least five sentences. Then, put the ideas together on paper. Give it a title.

Hand-write it on a piece of paper, in your very neat, accurate, and clearhand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct.

You may put pictures or stickers to make it more beautiful.

Don't forget to write the names of the authors (you and the other members of the group), at the bottom of the paper!

If you have any problems, go to me.



### Useful tips!

- ✓ This is an individual task.
- ✓ Just like Dayu, do it little by little. One short entry at a time. Don't forget to put a date on every entry.
- ✓ Write your entries in your notebook in neat and accurate hand-writing. Make sure your punctuation marks and spelling of the words are correct.
- ✓ Use the words in this chapter. You may need your dictionary to help you with new words.
- ✓ Work with your group, so you can help and correct each other.
- ✓ Try you best. But if you need any help, go to your teacher or your friends.

Read your entries to 3 friends from other groups.  
Read each entry correctly and clearly.





My Journal

In this chapter I learnt about..

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The parts that I enjoyed the most were...

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The difficulties that I had were...

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What I have to do to be better?

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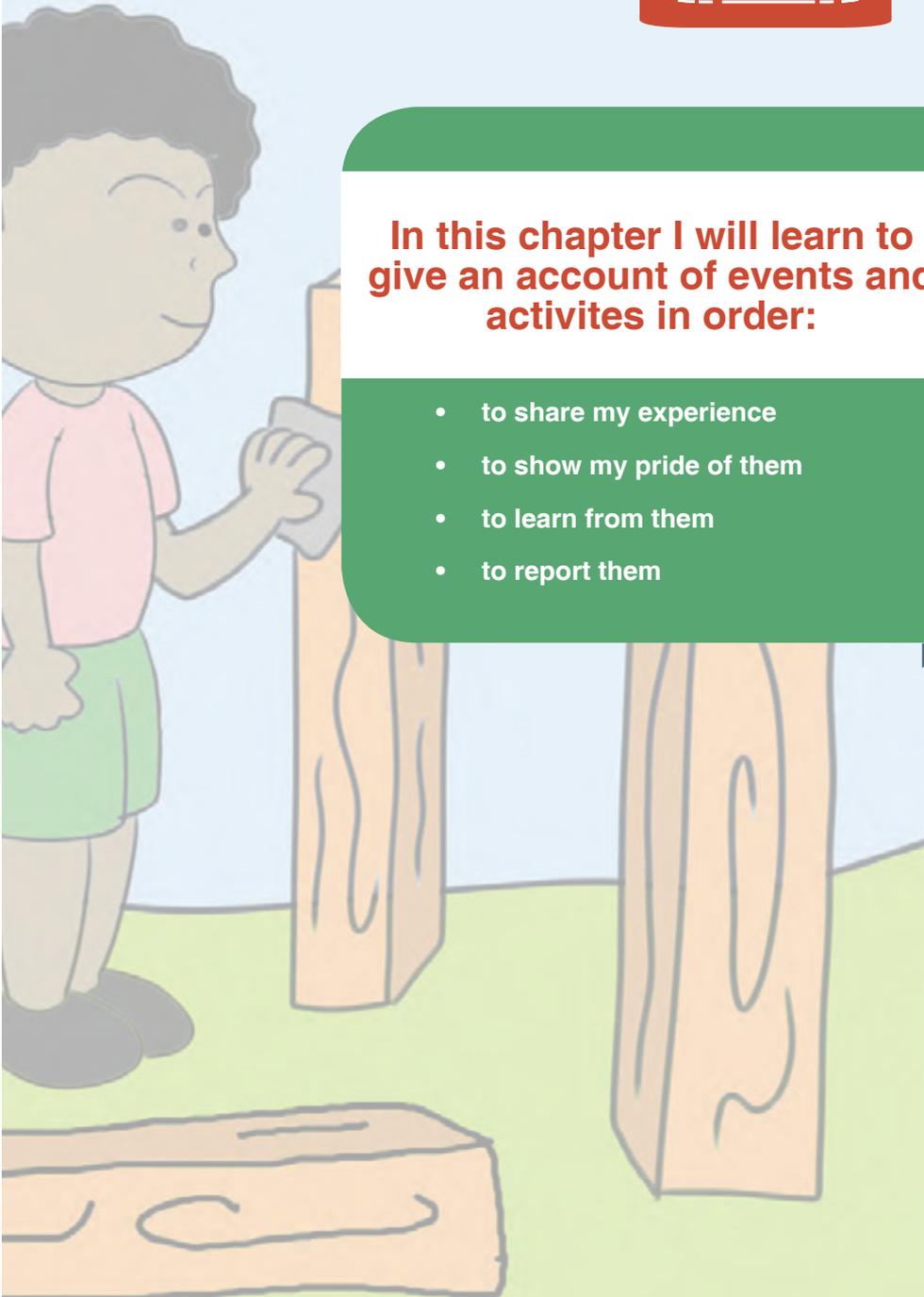
# Chapter

# X

**Yes, we made it!**

**In this chapter I will learn to give an account of events and activities in order:**

- to share my experience
- to show my pride of them
- to learn from them
- to report them





## Observing and Questioning

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.

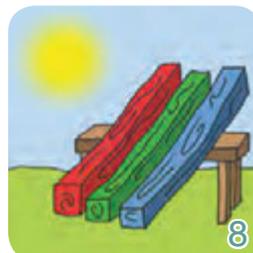


- Edo: "Let's work together to plan our texts to tell our experience?"
- Udin: "Okay. I'll tell how my brother and I made the garden benches."
- Edo: "I'll tell how we won the First Prize of the Classroom Competition. What about you Lina?"
- Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"
- Edo: "Let's start with Udin's story. First, how did you and your brother have the idea of making garden benches?"
- Udin: "My father cut down the old manggo tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."
- Lina: "What did you do?"
- Udin: "We told Dad that we wanted to make garden benches from the wood. He agreed and he would help us."
- Edo: "What did your father do to help you?"
- Udin: "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height."
- Lina: "And after that?"
- Udin: "After that we rubbed them with sandpaper to make them smooth. Then we dried them in the sun for one week."
- Edo: "When they were dry, what did you do?"
- Udin: "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days."
- Lina: "Okay. Now let's help Udin write his experience in a good order."



Observing and Questioning

Below are eight pictures that illustrate how Udin and his brother made the garden benches.





## Observing and Questioning

In your notebook, write Udin's statement(s) that match each one of the pictures.

The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.



1. Picture 1: My father cut down the old manggo tree behind our house three weeks ago.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## Observing and Questioning

The next one below is their discussion to help Edo to tell how his class won the First Prize of the Classroom Competition. Play the roles of the speakers in the picture. Say the speakers' sentences correctly and clearly. First, repeat after me.



- Lina: "Now, let's help Edo tell how our class won the First Prize of the Classroom Competition. First, how did you know the competition?"
- Edo: "The principal announced the Classroom Competition on Monday in the Flag ceremony."
- Udin: "Okay. What did you do then?"
- Edo: "When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs."
- Lina: "And then?"
- Edo: "In the afternoon, we talked and agreed to come on Saturday to fix them."
- Lina: "What did we bring to work on Saturday?"
- Edo: "On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on."
- Udin: "What did the students do with the desks and chairs?"
- Edo: "Some of us washed the desks and the chairs. Some furnished them. Some fixed the legs."
- Lina: "So, we won the competition!"
- Edo: "Yes. Now our desks and chairs are clean and strong. And we won the First Prize of the Classroom Competition."



Observing and Questioning

Below are six pictures that illustrate how their class worked together for the Classroom Competition.





## Observing and Questioning

In your notebook, write Udin's statement(s) that match each one of the pictures.

The first one has been done for you. First, copy the example.  
Work with your group. If you have any problems, go to me.



1. Picture 1: The principal announced the Classroom Competition on Monday in the Flag ceremony.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Observing and Questioning

Edo and Beni have put what they said on paper. Now they are presenting their experiences in front of the class. Say their sentences correctly and clearly. First, repeat after me.



I heard that you made garden benches.  
How did you make them?

My brother, Rizal, and I made the garden benches when my father cut down the old manggo tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told Dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that Rizal and I rubbed them with sandpaper to make them smooth. After that we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days.





## Observing and Questioning



Congratulations! I'm happy for you. Edo, you will tell how your class won the Classroom Competition?

Yes, Sir. We won the Classroom Competition because we worked hard. The principal announced the Classroom Competition on Monday in the Flag ceremony. When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them. On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on. Then, some of us washed the desks and the chairs. Some furnished them. Some fixed the legs. Now, we have brand new desks and chairs.





### Observing and Questioning

Work with your group. Practice telling Edo's and Beni's experiences. Then, act as if you were Udin and Edo. Don't read or look at the texts. Use the picture set as a guide. Do it picture by picture. While you are saying each part, point to the corresponding picture.



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

- ✓ I know that I'm now learning to.....
- ✓ I know that experience consists of .....
- ✓ I know that the events and happening have to be presented .....
- ✓ I know that to tell an experience you can start with .....
- ✓ I know that we use ..... to state the past events or happenings.



## Collecting Information

Beni is telling Udin that he slept only for three hours last night. Say the speakers' sentences correctly and clearly. First, repeat after me.



You look tired and sleepy. Why?

I only slept for three hours last night. At ten we heard a cry from Mrs. Wayan's home. She is our nextdoor neighbour. She's 70 years old and very weak. She lives alone. We went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital. My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then he said Mrs. Wayan had to stay in the hospital. When she was already in the ward, we went home. It was 2 a.m.



**A careful analysis into the text will show you that the experience consists of five events or happening**



1. Mrs. Wayan got an accident.
2. Beni's family came to Mrs. Wayan's home.
3. Beni's family took her to hospital.
4. Mrs. Wayan had to stay in the hospital.
5. Beni's family went home.



## Collecting Information

Now, find the sentence(s) that state(s) each event or happening. Write your answers in your notebook. The first one has been done for you. First, copy the examples.

Work with your group. If you have any problems, go to me.



I only slept for three hours last night

1. Mrs. Wayan got an accident  
*At ten we heard a cry from Mrs. Wayan's home. She is our nextdoor neighbour. She's 70 years old and very weak. She lives alone.*

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Collecting Information

Dayu is telling Siti her sister's funny experience. Say the speakers' sentences correctly and clearly. First, repeat after me.



You said your little sister did something funny this morning. What is that?

Yes, last Saturday, my little sister, Dina, did something funny. She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday. She took a very quick bath, got dressed, took her bag, and ran off to school. She did not even have breakfast. After walking for five minutes she noticed that no other children were going to school. Soon she realized it was Saturday! So, she walked back home.

We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed! My naughty sister!



A careful analysis into the text will show you that the experience consists of five events or happening



1. Dina forgot it was Saturday.
2. Dina did her routines before school, except having breakfast.
3. Dina began to realize it was Saturday.
4. We were all amused.
5. Dina got back to bed.



## Collecting Information

**Now, find the sentence(s) that state(s) each event or happening. Write your answers in your notebook. The first one has been done for you. First, copy the examples.**

**Work with your group. If you have any problems, go to your teacher.**



Last Saturday, my little sister did something funny

1. Dina forgot it was Saturday.  
*She got up very late, at six. She ran fast to the bathroom. She thought she would be late to school. She forgot it was Saturday.*
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



Work with your group. Practice telling Beni's and Dayu's experiences. Then, act as if you were Beni and Dayu. Don't read or look at the texts. Use the outline as a guide. Do it one by one.



## Associating

Lina is telling her experience when she got a scar on her face.

There are three events of happenings in her story. But the three parts are not in good order. Nor are the sentences in each part. Put them back in good order and write the whole text in your note book.

Work with your teacher. If you have any problems, go to me.



Part ?

- Suddenly I felt very hot on my cheek.
- I forgot that I was holding a hot spatula.
- But, thank God, my sister was unharmed.
- The hot spatula was on my cheek.

Part ?

- Without thinking, I caught her.
- Suddenly I saw my little sister, Fika, who was then two and a half years old.
- She almost hit her head on the frying pan.
- She was running fast to me.

Part ?

- I was helping my mum in the kitchen.
- This is how I got the scar on my face.
- When I was in Grade III, I had a little accident.
- We were making fried rice for breakfast.



## Associating

Do the same with Siti's experience having a tour to a village when she was in Grade III. Put the sentences and the parts in order, and hand-write the whole text in your note book.

Work with your group. If you have any problems, go to me.



Part ?

- When we got there, some farmers were milking the cow.
- On Sunday morning, very early before sunrise, we walked to the farm.
- After we milked the cows, we had breakfast. We had very nice hot milk for breakfast.
- They told us to try it, but it was not easy.

Part ?

- Then we went home.
- After breakfast we helped the farmers.
- I will never forget the trip to the farm.
- Some of us helped them to feed the cows, and some of us helped the farmers wash the cows.
- At 10, we took a rest.
- They gave each of us a big glass of cold fruity yoghurt.

Part ?

- We got there in late afternoon on Saturday. It was almost sunset.
- When I was in Grade VI, my class had a tour to a small village.
- We spent the night in a big house.
- We visited a cow farm.



## Communicating

Work with your group. Act as if you were Lina and Siti. Don't read or look at the texts. Do it part by part. Help each other. Correct any mistakes you hear.



Now, it is your turn to tell your own experience. Write more or less 6 sentences about each theme below.

1. An experience that changed my life
2. My funny experience

Work together with your group, and help each other. Hand-write it on a piece of paper, in your very neat, accurate, and clearhand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct.

Present your experience to the other groups in your class. Correct any mistakes you hear.





My Journal

In this chapter I learnt about..

-----  
-----

The parts that I enjoyed the most were...

-----  
-----

The difficulties that I had were...

-----  
-----

What I have to do to be better?

-----  
-----

# Chapter

# XI

Don't forget it, please!

**In this chapter I will learn how to write a short messages, and make a notices, in order:**

- to get what I want
- to make other people do what I want



## Observing and Questioning

Read the short messages correctly and clearly.  
First, repeat after me.



My mom was invited to a teacher training for one week in Jakarta. Before she went there, she wrote many notes for us, on a piece of paper and then stuck the paper on the board in the living room.



- Wash the dishes straightaway after you finish eating.
- Sweep the floor twice a day, in the morning before you go to school and in the afternoon.
- You can play games, but make sure you do your homework first.
- Turn off the lights before you go to bed.
- You have a lot of fruits in the refrigerator. Eat enough fruit and vegetable everyday.
- Don't forget to water the plant in the afternoon!
- Always have breakfast before you go to school.
- Dry the towels on the line after you take a bath.
- Don't make a mess. Put your dirty clothes in the basket.
- Make sure the backdoor is locked before you go to bed.
- Don't forget to close the windows before you leave the house.
- Make the bed every morning!
- Mop the floor at least every two days.



## Observing and Questioning

You know that the messages are not in good order. Now, group them according to the time beni has to do the activities. Prepare small pieces of paper of four different colours: pink, blue, green, and yellow.



- **The activities to do in the morning on the blue paper.**
- **The activities to do in the afternoon on the green paper.**
- **The activities to do in the evening or at night on the pink paper.**
- **The activities to do at any time of the day on the yellow paper.**

One activity has been done for you. First, copy the example.

To do in the morning:

1. Sweep the floor twice a day, in the morning before you go to school and in the afternoon.
2. \_\_\_\_\_
3. \_\_\_\_\_

To do in the afternoon:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

To do in the evening/at night:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

To do any time of the day:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Observing and Questioning

Below are some other messages. But they are not yet punctuated nor written properly. Rewrite them in good sentences. The first one has been done for you. First, copy the example. Work with your group. If you have any problems, go to me.



1. mom i'm sorry i did not have time to wash the dishes before I went to school this morning i'll do it when I get home this afternoon  
Mom, I'm sorry I did not have time to wash the dishes before I went to school this morning. I'll do it when I get home this afternoon.
2. dad i am going to dayu's house we are going to do our homework i'll get home before six
3. dad i'm sorry i broke my door i fell on the door when i tripped over the stool would you fix it for me please
4. rina our group has to describe the back yard of the school we have to hand-write it on a piece of paper then we have to put it on the wall magazine
5. dad happy birthday i'm sorry i was still fast asleep when you left for work this morning thanks for being the best father i love you dad
6. tom it is our turn to cook the dinner for the family today we have a lot of eggs a cabbage carrots shallots and tomatoes what if we make fried rice and scrambled eggs
7. grandma we will have a party to thank god for our new house on sunday will you stay with us for the whole weekend
8. winda i made a pudding last night you should have some with your breakfast it's in the fridge i put a lot of fruit in it



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

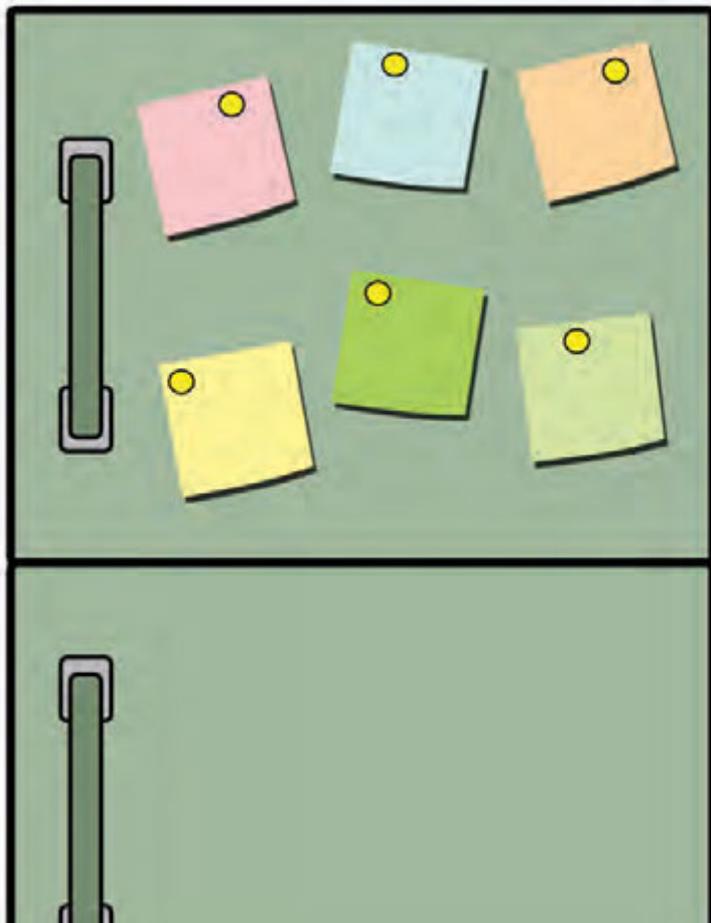
✓ I know that I'm now learning to .....

✓ I know that a good message is ..... and .....



## Collecting Information

On the refrigerator there are some blank pieces of paper. Please write a note on each of them for your brother, sister, or parents about anything. Work with your group. If you have any problems, go to me.





## Collecting Information

Udin and Edo are texting each other. Read the short messages correctly and clearly. First, repeat after me.



Hey, I got a message.





## Collecting Information



Have you ever texted your friends in English? You should try it! Work in pairs. Text each other, about each of the following.

1. a plan to ride on a bicycle to exercise on the weekends
2. a plan to watch a video together in the afternoon
3. a plan to do the Math homework together
4. a plan to visit a sick friend in the hospital
5. a plan to return a book





## Associating

We have learned to write personal messages. Below are some messages for general audience. We call them notices. Read the short notices meaningfully, loudly, correctly, and clearly. First, repeat after me.



- A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.
- We will have all the exams next week. Don't make too much noise while the exams are in progress.
- Our class will have a walk to the bush next Saturday. We will start from the school at 6am. Make sure you join the long walk. Don't forget to bring a big bottle of fresh water.
- All students of Grade 8 will have a study-tour at the end of the year, in November or December. Start saving up.
- Prepare yourself for the English Story Reading Competition. June, 23-25 2014. All are welcome!
- Don't forget we will have a Clean-up Day next Friday. Attendance is compulsory. Your class teacher will tell you what to bring to the event.



## Associating

Hand-write each of them on a piece of paper. At the top of the paper write the title "NOTICE". Under the notice, on the right side of the paper, write down the date when you write it. Then, put your name and signature under the date.

One example is given here. First, copy the example. Work with your group. If you have any problems, go to me.



### NOTICE

A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.

14 August 2013

[signature]

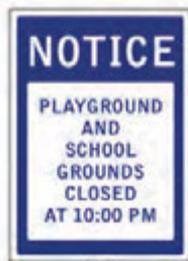
Yuni,

OSIS Chairman



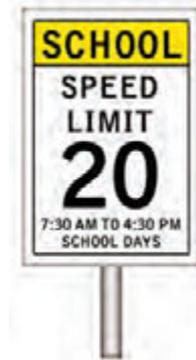
## Associating

Below are other forms of notices we often at school.  
Read the short messages correctly and clearly.  
First, repeat after me.





Associating





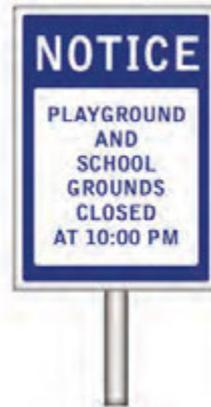
## Associating

We have learned to write personal messages. Below are some messages for general audience. We call them notices. Read the short notices meaningfully, loudly, correctly, and clearly. First, repeat after me.



For example:

1. This notice is possibly:
  - At the gate of the school
  - On the playground
  - On the school ground





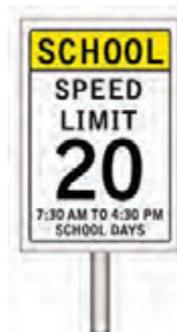
## Associating

Work with your group. Each group is to make three (3) similar notices for your school. The letters should be big enough to be seen from the distance.

You can make notices other than those above. You can also change the design.

Use used paper such as last year's callender to make the notices. You help save the earth by recycling.

If you have any problems, go to me.





## Communicating

Write a short message related to each of the notices above.  
Work with your group. If you have any problems, go to your teacher.



For example:



You can play in the school ground. But you must not bring your dog with you.

Cheers,  
Irfan

Mom, when you see the Principal today, please turn off your hand phone.

Love,  
Yuni



Communicating

My Journal

In this chapter I learnt about..

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-----

The parts that I enjoyed the most were...

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The difficulties that I had were...

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What I have to do to be better?

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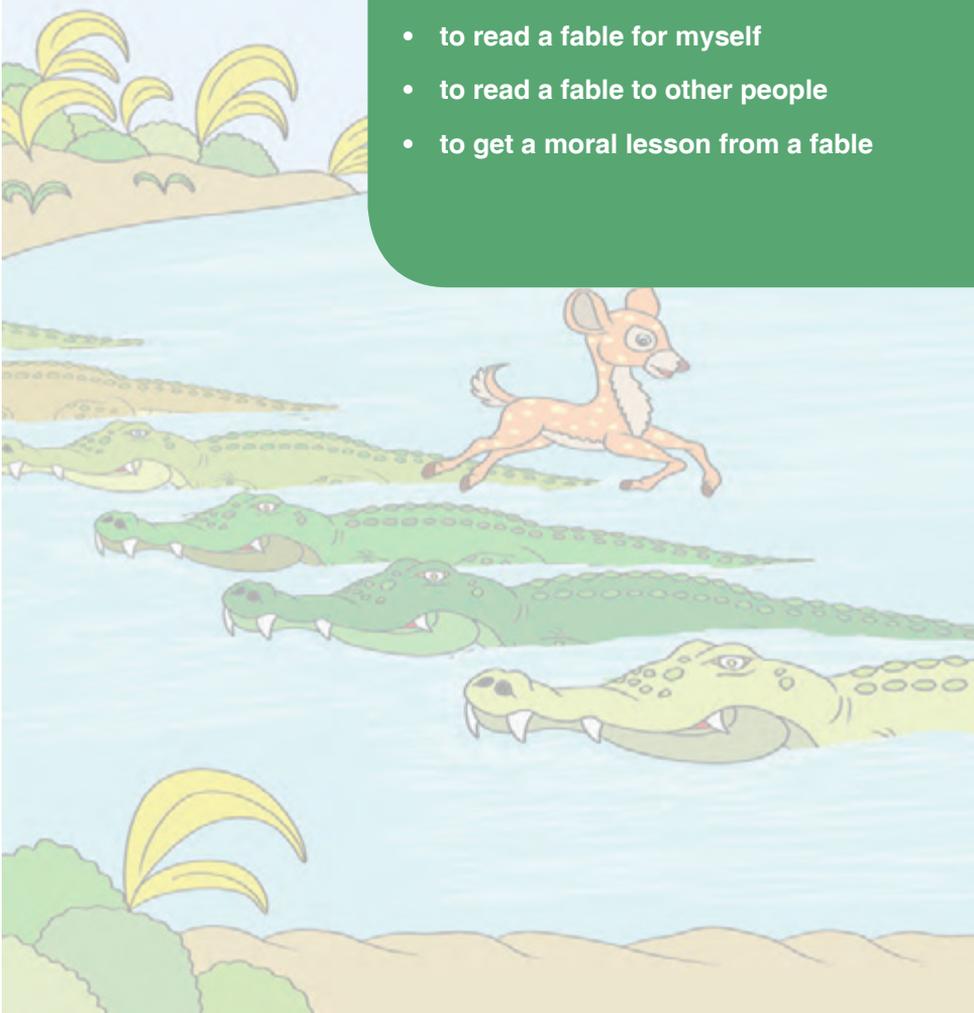
# Chapter

# XII

## Mousedeer and Crocodile!

### In this chapter I will learn:

- to listen to a fable
- to read a fable for myself
- to read a fable to other people
- to get a moral lesson from a fable





## Observing and Questioning

### Listening to the Story

I will read you a fable. The title is "Mousedeer and Crocodile." Listen carefully. I will ask you to repeat after him/her, sentence by sentence. I will also invite you to talk about the story. If you have any problem, ask me for help.



What can we learn from the story?

1. What can we learn from Mousedeer?
2. What can we learn from Crocodile?
3. Is it good to cheat to get what you want?
4. What would you do if you were Mousedeer?
5. What would you do if you were Crocodile?

### Writing the story



One of you will write the complete story on the board. Follow him/her and do the same in your notebook, in neat and accurate hand-writing. Don't miss any information. Make sure your punctuation marks and spelling of the words are correct. Work with your group. If you have any problem, go to me.



## Collecting Information

It is your now turn to practice reading “Mousedeer and Crocodile” correctly and clearly.



In your group, practice reading the story to each other. Take turns. Correct any mistakes you hear.

Getting the gist of the story  
The questions below will lead you to make a summary of the story.  
The first one has been done for you. First, copy the example.  
Work with your group. If you have any problems, go to me.



1. Who is the story about?
2. What did Mousedeer want to do?
3. Why couldn't he do it?
4. How did he think the crocodiles could help him?
5. What did Mousedeer tell Crocodile?
6. What did Crocodile tell all the other crocodiles to do then?
7. When they were already in a line, what did Mousedeer do?
8. Finally, could he get to the other side of the river safely?

The story is about Mouse-deer and Crocodile. Mouse-deer wanted to ...

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## Collecting Information

Listening to "A Wolf in Sheep clothing"

I will read you the story. While s/he is reading it to you, close the book. Listen to me carefully.

I will invite you to repeat after me, sentence by sentence. I will also invite you to talk about the story.

Take an active part in the activity.



### A WOLF IN SHEEP CLOTHING

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.



## Collecting Information

As you see, the story consists of three paragraphs. Now, read it carefully. Find from each paragraph the sentence(s) that belong(s) to each part of it.

Two parts of the first have been done for you. First, copy the examples.

Work with your group. If you have any problems, go to me.



### The first paragraph

1. The story is about a big wolf.  
*There was a big wolf.*
2. He wanted to steal a sheep but he couldn't.  
*He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away.*
3. He could not wait any longer.
4. He found a way to get in.

### The second paragraph

1. He only wanted to eat lambs.
2. He did something and then he could eat a lamb.
3. He ate too many lambs and got very fat.

### The third paragraph

1. The shepherd was going to have a party.
2. He needed a very big sheep for the party.
3. He chose the biggest sheep, but he did not know that it was a wolf.
4. The wolf could not save himself.
5. He was finally killed.



## Associating

Mousedeer and Crocodile and A Wolf in Sheep Clothing are a kind of story called a 'fable'.

To understand a fable, you can ask similar questions. Now, read the fables again, and you can easily find the answer to each question.

Work with your group. If you have any problems, go to me.



1. Who is the story about?

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2. What did Mousedeer/the wolf want to do?

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3. Why couldn't Mousedeer/the wolf do it?

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4. Did Mousedeer/the wolf find an honest way to do it?

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5. What did Mousedeer/the wolf do to get what he wanted?

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6. Does each story have a happy or sad ending?

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## Communicating

It is your now turn to practice reading the story meaningfully, loudly, correctly, and clearly. First, repeat after me.



In your group, practice reading the story to each other. Take turns, and help each other. Correct any mistakes you hear.



Communicating

In this chapter I learnt about.. My Journal

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The parts that I enjoyed the most were...

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The difficulties that I had were...

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What I have to do to be better?

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**Let's Enjoy the Song!**

**Here, I will learn:**

- get the message of a song.





## Observing and Questioning

Let's enjoy the song!



# The More We Get Together

Traditional American Song

**Allegro**

The more we get to - ge - ther, to - ge - ther, to - ge - ther. The more we get to - ge - ther, the

7  
hap - pi - er we'll be. For your friends are my friends and my friends are

12  
your friends. The more we get to ge - ther, The hap - pi - er we'll be.

*The more we get together, together, together.  
The more we get together, the happier we'll be.  
For your friends are my friends and my friends are your friends,  
The more we get together the happier we'll be.*



Let's make a little circle dance by joining hands and walking around to the beat of the song, first to the left then change to the right.  
For 'the more we get together' we come towards the middle of the circle and with hands still joined, raising them in the air.  
Then fall back again into the circle.  
For 'your friends are my friends, etc.', each student, points to a friend and to oneself before starting the whole circle again.



## Collecting Information

When you sing the song, you can also clap, hop, shake, or even wiggle. Let's rewrite the song and change the word get with clap, hop, shake, and wiggle in neat and accurate hand-writing on your notebook. Make sure your punctuation is correct.



Clap

*The more we clap together, together, together.*

*The more we clap together, the happier we'll be.*

*For your friends are my friends and my friends are your friends.*

*The more we clap together the happier we'll be.*

Hop

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Shake

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Wiggle

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Associating

What message do you learn from the song?



The song tells us ...

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My Journal

In this chapter I learnt about..

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The parts that I enjoyed the most were..

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The difficulties that I had were..

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What I have to do to be better?

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## Classroom Language for Students

<b>Questions to ask your teacher</b>	
<b>English</b>	<b>Bahasa Indonesia</b>
How do you spell...?	<i>Bagaimana Anda mengeja ... ?</i>
"What does... mean?"	<i>Apa arti dari kata ... ?</i>
How do you pronounce.../this word?	<i>Bagaimana cara Anda mengucapkan kata ... / kata ini?</i>
Is this a noun or a verb/an adjective or an adverb?	<i>Apakah ini adalah kata benda atau kata kerja/ sebuah kata sifat atau kata keterangan?"</i>
Does ... mean the same as ...?	<i>Apakah memiliki arti yang sama dengan ?</i>
What's the difference between ... and ...? (in meaning/pronunciation/spelling)	<i>Apa perbedaan antara ... dan ... ? (dalam arti, pengucapan, atau cara mengeja)</i>
Can you repeat that please?	<i>Dapatkan Anda mengulanginya?</i>
Can you say that one more time please?	<i>Dapatkah Anda mengucapkannya sekali lagi?</i>
Can you play the CD one more time?	<i>Dapatkah Anda memutar CD-nya sekali lagi?</i>
What does _____ stand for?	<i>Apa arti dari kata ... ?</i>
Which syllable/ word is stressed?	<i>Suku kata/kata mana yang memiliki penekanan?</i>
How many syllables does it have?	<i>Berapa banyak suku kata yang dimilikinya?</i>
Sorry I missed the last class.	<i>Maaf, saya tidak masuk di pertemuan sebelumnya.</i>
Can you tell me which part I missed?	<i>Dapatkah Anda memberi tahu bagian mana yang saya lewatkan?</i>
What was the homework?	<i>Apa pekerjaan rumah (pada pertemuan yang lalu)?</i>
What should I do to catch up?	<i>Apa yang dapat saya lakukan untuk mengejar ketertinggalan?</i>
Sorry, I'm late.	<i>Maaf saya terlambat.</i>
How can I improve my speaking/listening/ fluency/vocabulary?	<i>Bagaimana saya dapat meningkatkan kemampuan berbicara/mendengarkan/ kelancaran/kosa kata?</i>

<b>Telling your teacher about classroom problems</b>	
<b>English</b>	<b>Bahasa Indonesia</b>
I'm afraid I can't see the board/read that word/ hear the CD/understand the last part.	<i>Maaf, saya tidak dapat melihat papan tulis/ membaca katanya/mendengar CD/ mengerti bagian terakhir.</i>
I can't understand that grammar.	<i>Saya tidak dapat mengerti tata bahasa itu.</i>
I can't understand the difference between those two (words/sentences/examples/ tenses).	<i>Saya tidak mengerti perbedaan antara kedua bagian ini (kata/kalimat/contoh/ tenses).</i>
I can't understand that person's accent/that joke.	<i>Saya tidak dapat mengerti aksen orang ini/ candaan ini.</i>
We don't understand how to play the game.	<i>Kami tidak mengerti bagaimana harus bermain permainan ini.</i>
What should we do?	<i>Apa yang harus kami lakukan?</i>

<b>When playing games with your partner</b>	
<b>English</b>	<b>Bahasa Indonesia</b>
Who wants to go first?	<i>Siapa yang akan pergi terlebih dahulu?</i>
After you.	<i>Silakan kamu duluan.</i>
Ladies first.	<i>Perempuan terlebih dahulu.</i>
It's your turn./You're next.	<i>Silakan giliranmu./Kamu selanjutnya.</i>
Who's next?/Whose turn is it?	<i>Siapa selanjutnya?/Bagian siapa sekarang?</i>
Can you pass me the dice/pack of cards/ worksheet please?	<i>Dapatkan kamu memberikanku dadu/ setumpuk kartu/lembar kerja?</i>
Do you understand what we have to do?	<i>Apakah kamu mengerti apa yang harus kita lakukan?</i>
Can you explain the grammar/game/ vocabulary for me?	<i>Dapatkan kamu menjelaskan tata bahasa/ permainan/kosa kata untuk saya?</i>

<b>To continue conversations with your partner</b>	
<b>English</b>	<b>Indonesian</b>
Really?/That's interesting. Tell me more.	<i>Benarkah?/itu sangat menarik. Beri tahukan saya lebih banyak.</i>
Why do you think so?	<i>Mengapa kamu berpikir seperti itu?</i>
Do you want to ask me a question?	<i>Maukah kamu menanyakan beberapa pertanyaan?</i>

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