

APPENDICES

Appendix I: Transliteration of Qur'an Verse

Surah	Translation	
	English	Indonesian
Verse 2 of second chapter (Al-Baqarah)	“This is the Book about which there is no doubt, a guidance for those conscious of Allah”	Kitab (Al-Qur'an) ini tidak ada keraguan di dalamnya; (ia merupakan) petunjuk bagi orang-orang yang bertakwa

Appendix II: The Common European Framework of Reference for Languages –
levels and skills: Summary grid

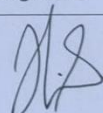
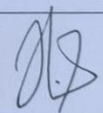

CEFR A2	
LISTENING	<ul style="list-style-type: none"> – Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). – Can catch the main point in short, clear, simple messages and announcements.
SPEAKING	<ul style="list-style-type: none"> – Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. – Can handle very short social exchanges, even though they can't usually keep the conversation going of their own accord. – Can describe in simple terms aspects of their background, immediate environment and matters

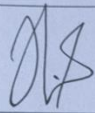


	in areas of immediate need.
READING	<ul style="list-style-type: none"> – Can read very short, simple texts. – Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables. – Can understand short simple personal letters.
WRITING	<ul style="list-style-type: none"> – Can write short, simple notes and messages relating to matters in areas of immediate need. – Can write a very simple personal letter, for example thanking someone for something. – Can fill in forms with personal details, for example entering a name, nationality and address on a hotel registration form.

Appendix III: Consultation Notes



CONSULTATION NOTES

Date	Notes	Signature
21 November 2024	<ul style="list-style-type: none"> Revise the title from the old one to the new one Use content analysis-based research so that the research time can be more flexible 	
19 December 2024	<ul style="list-style-type: none"> Consult the outline for Chapters 1 to 3 	
3 March 2025	<ul style="list-style-type: none"> Place the page number at the beginning of each chapter at the bottom center Revise the Qur'anic verse; use a verse or hadith that is more relevant to the research topic Add a note indicating the source from which the table was adapted (Chapter 3, rubric checklist section). 	

7 May 2025	<ul style="list-style-type: none">• Arrange the position of figures to make them neater• Add explanations for each skill in Chapter 4	
28 May 2025	<ul style="list-style-type: none">• Add suggestions for students in Chapter 5• Use APA 7 style for references.	
10 June 2025	<ul style="list-style-type: none">• Final consultation: review Chapters 1–5	

Appendix IV: Sample Pages – Chapter 1


• Listening



Section 2 - Listening

Unit 1. Bekantan

- a. Listen to Audio 1.1. Andre and Monita are talking about Bekantan's physical features. Then, fill in the gaps. See the **Word Box**.

Bekantan	
	<ul style="list-style-type: none"> Bekantan is a reddish-brown monkey with a long and big nose. Its _____ is about 6-22 kilograms. Its height is around _____ to _____ cm. _____ means a long-nosed monkey. Bekantan is a type of _____. Its scientific name is _____.

Source: PublicDomainPictures/pixabay.com
Worksheet 1.1

- b. Listen to Audio 1.2. Andre and Monita are talking about the habitat of Bekantan. Then, read statements in Worksheet 1.2. Write T if the statement is true and F if it is false. See the **Word Box**.

- b. Listen again to Audio 1.3. Put the ideas in the correct groups based on the dialog above.

Bekantans' behaviors	1) Go down to the forest floor 2) _____ 3) _____
Bekantans' diets	4) Young leaves 5) _____ 6) _____

Worksheet 1.3

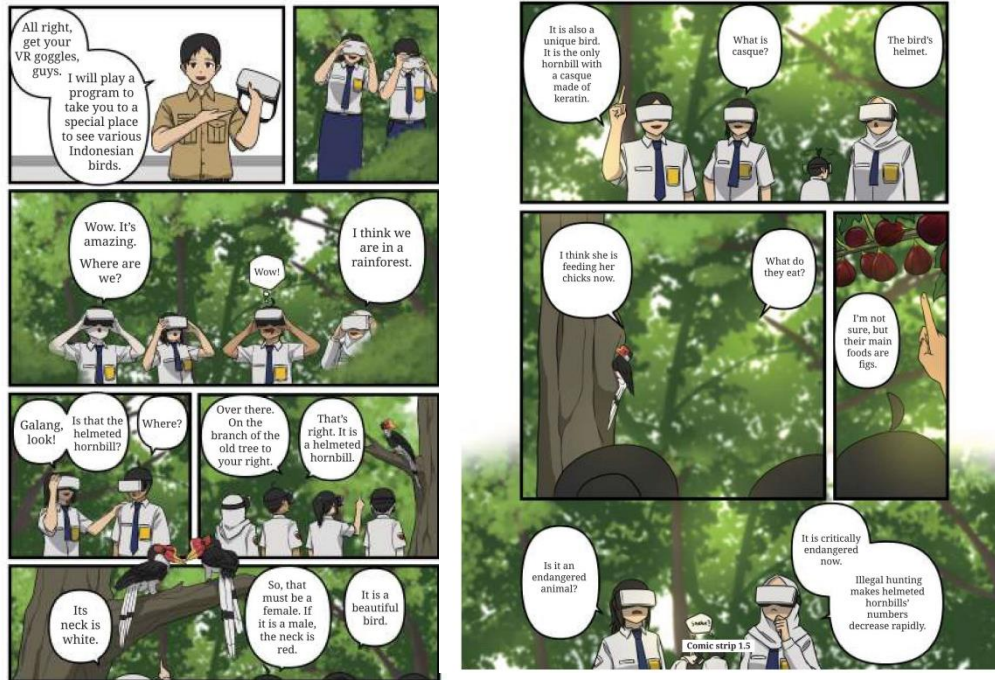
- c. Listen to Audio 1.4. Andre and Monita are talking about Bekantans' predators. Then, put the Bekantans' predators and threats in the order that you hear them in the dialog. See the **Word Box**.



Section 2 - Listening

Unit 3. Indonesian Birds

- a. Listen to Audio 1.6. Galang, Andre, Monita, and Pipit are watching some birds using a Virtual Reality (VR) headset. They bring their notebooks, and pens. Listen to them talking about the birds that they observe. Then, answer the questions.



- b. Listen to Audio 1.6 and tick the correct picture of the bird based on the description.



Picture 1.9 Helmeted Hornbill
Worksheet 1.19

• Speaking



Section 8 - Fun Time

Unit 3. Indonesian Birds

Play a guessing game by following the instructions below.

1. Make a group of five or six.
2. Prepare a list of words related to the bird's body parts.
3. The first group chooses another group to guess a word from the list.
4. The first group should give the first letter of the word for the clue. The first group should also give a description of the word (It can be the function of the body part).
5. The opponent's group must try to guess the body part using the clues in 10 seconds.
6. If the opponent group can guess the word, the opponent team gets 10 points. If they fail, the first group gets 10 points.
7. After that, the second group does the same thing to play the game.
8. The team who gets the most points wins the game.

• Reading

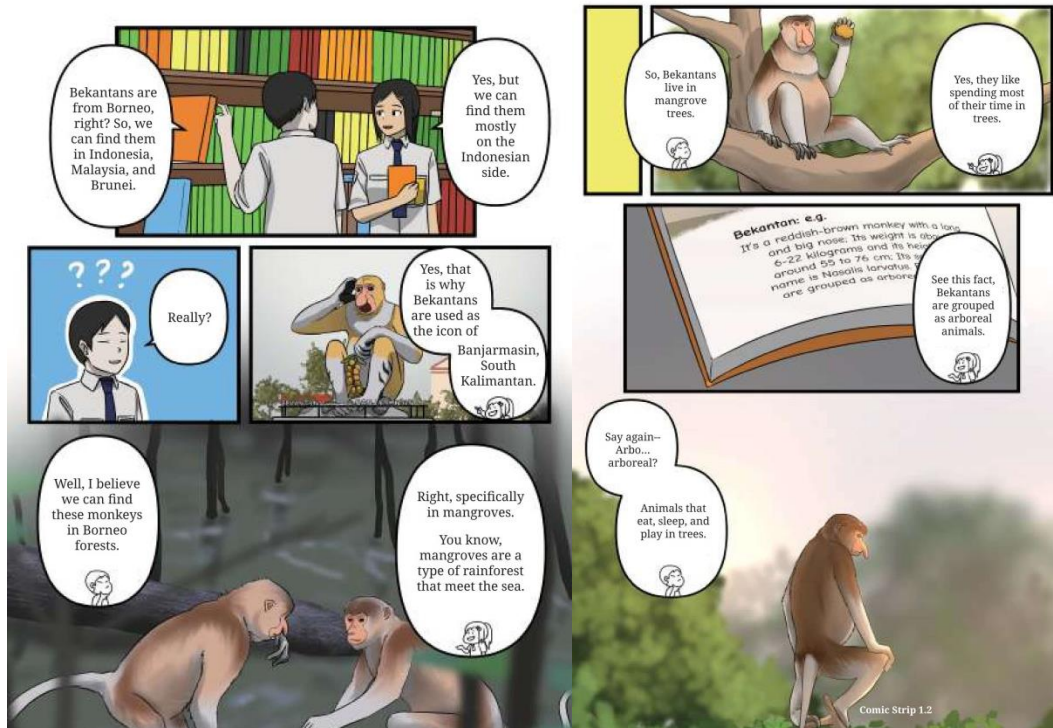
Part 1 What's in a name?
This is *Bekantan*

The comic strip consists of several panels. In the first panel, a boy and a girl are in a library. The girl is reading a book and says, 'Monita, what are you reading?'. The boy replies, 'Bekantan.' The next panel shows the girl looking at a picture of a Proboscis monkey in a book. She says, 'I think I am going to talk about this primate for my Science project next week!'. The boy points to the book and says, 'Cool! It's the reddish-brown monkey with a long and big nose, right?'. The girl responds, 'Yes. And Bekantan is quite big. Its weight is about 6-22 kilograms and its height is around 55 to 76 cm. Interestingly, its tail is almost as long as its body!'. The boy then says, 'What a tail! Hey, look... The book says Bekantan is a Proboscis monkey.' The girl asks, 'Pardon? What monkey?'. The boy explains, 'Proboscis monkey. It means a long-nosed monkey.' The girl thinks, 'Hmm... an interesting name but hard to say.' The boy adds, 'It also has another name, *Nasalis larvatus*.' The girl says, 'Wait... I should take notes. Bekantan is a type of primate. Its common name is pro...'. The final panel shows the girl writing in a notebook. She says, 'Bekantan is a type of primate. Its common name is pro-'. The boy says, 'Proboscis monkey.' The girl concludes, 'Right, thanks. Proboscis monkey. And its scientific name is *Nasalis larvatus*.'

Comic Strip 1.1

Part 2 Habitat

Where does it live?



Part 4 Predator and threat

Bekantan is endangered





Section 4 - Viewing

Unit 2. Orangutan and Gorilla

- a. Study the information about orangutans in Indonesia below. Then, answer the questions.



Picture 1.7 Orangutan's Population and Habitat

Source: <https://www.mongabay.co.id/2017/09/04/konservasi-orangutan-masih-hadapi-kendala-apa-saja/>



Section 5 - Your Turn: Reading

Unit 2. Orangutan and Gorilla

- a. Read the words. Discuss the meanings of the words with your classmates. You can also check your dictionary.

Table 1.4 Possessive adjectives

vegetarians	decrease
tropical	have
scientific	live
become	eat

b. Read and fill in the blanks with the words in 5a.

Gorillas

Gorillas are the largest apes in the world. Gorillas are our closest cousins because they share 98.3% of their genetic code with humans. Their _____ name is *Gorilla beringei beringei*.

Gorillas have broad shoulders and chests, human-like hands, small eyes, and hairless faces. They _____ black skin and hair. Their nostrils are large. Gorillas have behaviors and also emotions. They can laugh and show their sadness.

Gorillas only live in _____ forests of Africa. We can find gorillas in the rain forests of Cameroon and Congo.

Gorillas are _____. They eat leaves, shoots, and stalks. They also sometimes _____ fruits.

Gorillas _____ in a family group of 6 until 30. The group is led by a group leader. The leader is called a silverback. The leader is a male gorilla who will be a leader for years.

The females _____ mature when they are seven until eight years old. Gorillas give birth to only one baby every four to six years. It makes the gorilla's population _____ every year. They are now endangered species.

(Adapted from: Gorilla | Species | WWF (worldwildlife.org))



Section 3 - Reading

Unit 3. Indonesian Birds

a. Mind Map of Cendrawasih.



Cendrawasih

kuritafsheen77/Freepik.com

Origin: Eastern Indonesia, Papua New Guinea and Eastern Australia

Diet: fruits and arthropods

Physical traits: bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'.

Threats: natural devastation and illegal hunting, reproduction cycle

- Writing



Section 5 - Report

Unit 3. Indonesian Birds

- a. Look at the steps of writing a report in the left column. Put the steps into a good order by numbering the boxes. Then, match the steps with the correct description in the right column by drawing lines.

Gathering Information	We collect information by reading references and making observations.
Organizing Information	We categorize our information into relevant groups
Writing the draft	We write the report into a draft.
Revising and Editing the draft	We check our draft. Then, we revise and edit our drafts.
Publishing your work	We publish our written report as a printed assignment to submit to our teacher. We can also publish our work on social media.

Worksheet 1.23

- b. Galang and friends are preparing a report about birds. What do you think they should do at every step of making the report? Write them.

Gathering information:

Organizing information:

Writing the draft:

Revising and editing the draft:

Publishing the work:

Worksheet 1.24

**Section 9 - Enrichment**

Unit 3. Indonesian Birds

Choose one of the two options below to make a post in your social media. Then, see how many 'likes' you get from your post and your friends' comments about your post.

1. Post a picture of a local bird and make a short report about the bird as a caption.
2. Post a short video of a local bird and make a spoken report about the bird.

Appendix V: Sample Pages – Chapter 2

• Listening

- c. Listen to Audio 2.3 and complete the dialogue in Worksheet 2.7 with the correct words in the box.

visited	saw	notice
ate	tasted	

- d. Listen again to Audio 2.2 and Audio 2.3 again. Fill in the table using information from the two dialogues. The first row has been done for you.

First area	Monita saw a tree with a unique name.
Second area	
Third area	
Fourth area	

Worksheet 2.8

Worksheet 2.21



Section 7 - Fun Time: Bingo Game

Unit 2. What an Experience!

- a. Copy the following 4 X 4 squares in your books.

- b. Make four lines: _ _ _ _
- c. Copy the following words into the squares randomly.
- itinerary
 - embarked
 - decided
 - departed
 - tour
 - arrived
 - hiked
 - explored
 - trekking
 - premises
 - hill
 - picked up
 - reward
 - once
 - harbor
 - excited
- d. Listen to your teacher. Your teacher will say the words randomly. Cross out the words that you hear. When you have crossed four words in a row (horizontally, vertically, or diagonally), write the following letters on the lines: B, I, N, G, O.
- e. When you have the complete letters, shout: BINGO.

- Speaking



- a. Find the meanings of the words with your classmates. Then, match the words with the suitable situation in Comic Strip 2.2

1. walk	4. get into	8. flowers
2. observe	5. see	9. clipboard
3. take notes	6. gate	10. bus
4. label	7. trees	11. herbal plants

Worksheet 2.2



Comic strip 2.2 A trip to a national park

- c. Interview a classmate about an excursion at Lestari National Park following the map. Make a question list before you interview your friend. Number one has been done for you as an example.

1. Example:

Question: Where did you gather with your friends before the excursion trip?

Answer: We gathered at Lestari National Park gate. It is number 1 on the map.

2. Question: _____
Answer: _____
3. Question: _____
Answer: _____
4. Question: _____
Answer: _____
5. Question: _____
Answer: _____
6. Question: _____
Answer: _____
7. Question: _____
Answer: _____

Worksheet 2.10

- Reading



- a. Read the itinerary below and complete the text on the next page. Remember to use the connectors.

Time	Activity
05.00	go to Wae Rana beach
07.00	have breakfast
07.30	go shark diving
11.30	have lunch followed by free time
13.30	have nature & wildlife tours – go to Rangko Cave
15.00	go to Padar Island
17.00	go home

Last semester, my school held an excursion to explore Labuan Bajo. It was a full day trip. Labuan Bajo is a hidden paradise situated in eastern Indonesia. We departed from school early in the morning so we could do many activities.

The first place we visited was Wae Rana beach. It is a small beach, located between Binongko beach and Wae Cecu beach. We enjoyed the sunrise there. Too bad, people were not aware of the cleanliness. Litter was everywhere. The sunrise was beautiful, though. After enjoying the sunrise, we _____ (1) breakfast. After we finished our breakfast, we _____ (2).

It was the first time for me to see sharks of all kinds. We could also see the underwater creatures, like bright coral, manta rays, turtles, seahorses, and fish.

In the afternoon, we _____ (3). The food was delicious. We had our free time after lunch. Some of us took some rest, some others explored the place. Our next activity was going to Rangko Cave. There, we _____ (4). We enjoyed the beautiful cave shaped by nature. We also swam in the pool inside the cave. The water was so clear that you could see the rocks under water.

Before we _____ (5) home, we went to Padar Island. We wanted to see the landscape in panoramic view, so we hiked for about 30 minutes to reach the peak. It was tiring, but the view was breathtaking. Padar Island is unique because it has several beaches with different colors.

Exploring Labuan Bajo with all the activities made me realize that our country is "a country of treasures". I felt so happy that I could enjoy all the activities that the package offered.

Worksheet 2.18

- a. Read the text below and identify the main idea of each paragraph.

Paragraph	Text
1	My last holiday was really unforgettable. My school took the students to Sumbawa. Our teachers told us that it was an event to end the semester. They booked a two-day tour for us and the next two days were really fun.
2	The next morning, after we finished our breakfast, the tour agent picked us up from the hotel. We embarked for Poto Tano harbor West Sumbawa. The trip took about 1 hour and 30 minutes. Once we arrived there, we explored Maluk Beach. I learned how to surf there. It was fun although I failed many times standing on the board. We had lunch at a local restaurant and took some rest before we went to Mantar Peak. We really enjoyed the sunset. The sunset was amazing! It was true what people say that this place was like "the land in the clouds". I could enjoy the beautiful sky covered with orange color. When the sky got dark, we went to the village to have dinner and stay overnight in a traditional house in Mantar.
3	We woke up early the second day. We didn't want to miss the agenda on that day. We enjoyed the sunrise at Mantar Peak before we went back to the village to have breakfast. The sunrise gave us an amazing view. We had a trip to Kenawa Island and went trekking to Kenawa hill after breakfast. The guide that accompanied us explained the necessary information regarding the island. Then, we went to Poto Tano harbor to embark for Kayangan harbor, East Lombok.
4	The tour was tiring but I learned something new. I was so happy. It was so memorable for me.

- b. Match the sentences with the paragraphs. Number 1 has been done for you.

- | | |
|---|-------------|
| 1. The time when the writer had the holiday. | Paragraph 1 |
| 2. The writer enjoyed the sunrise. | _____ |
| 3. The writer got the information about Kenawa island. | _____ |
| 4. The writer tried many times to stand on a surfboard. | _____ |
| 5. The writer enjoyed the orange sky. | _____ |
| 6. The writer felt happy about the tour. | _____ |

Worksheet 2.20



Section 8 - Enrichment

Unit 2. What an Experience!

- Read a review about some famous places in Indonesia. You might want to check on:
<https://traveltriangle.com/blog/beautiful-places-in-indonesia/>
- On a scale of 1 - 5 stars, rate the place(s) based on the review.
- Write your review whether you agree or disagree with the writers. Post your review on the wall.
- Your teacher will give each of you five star-shaped stickers.
- Go around and read your friends' reviews. If you think that the reviews make you want to go to the places, post the sticker.



Section 2 - Reading

Unit 3. My Underwater Adventure

- Draw a line to match the words and the pictures.



Picture 2.9 Snorkeling



a mask
or goggles



a snorkel



fins

- Writing



Section 7 - Your Turn

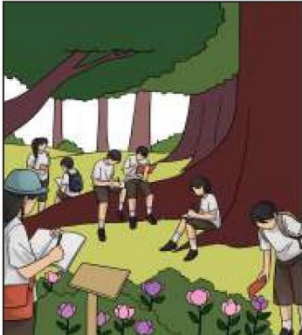
Unit 1. Going to a National Park

- a. Look at the report about students' excursion to a national park. Then, make questions for the answers. Number one has been done for you.



Biomerdeka
@biology_SMPMerdeka
SMP Merdeka had an excursion to Lestari National Park.

@aku_ika
.....
@biology_SMPMerdeka
We went there on 4 May 2021
@ray_imut
.....
@biology_SMPMerdeka
They brought a clipboard because they need to write some notes about the plants.



Biomerdeka
@biology_SMPMerdeka
We were having fun at Lestari National Park #biology #excursion #yay

@aji_uniyu
.....
@biology_SMPMerdeka
We took notes of trees' flowers' and plants' names.
@mahmud9
.....
@biology_SMPMerdeka
We drew our favorite flowers and their parts.

- d. Based on your answers in part c, make a report about SMP Merdeka excursion. Tell your report in front of the class. Follow the model.

Students at SMP Merdeka gathered at the gate of Lestari National Park.

They _____



Section 8 - Enrichment

Unit 2. What an Experience!

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Section 4 - Writing

Unit 3. My Underwater Adventure

- Look at the features of a recount in the left column. Then, draw a line to match the features with the correct description in the right column.

Features of a recount	Description
Title	In this part, we write the chronological steps of our recount. We must write the events in time order as they happened. We can also include senses: see, hear, smell, taste, touch.
Orientation	This is where we end our recount. We write the concluding statement about our entire experience, including our thoughts and feelings about it.
Record of events	This is the very first thing to appear on our recount. However, we can leave a line for it and write it once we've finished writing our recount.
Comment	This is the introduction of our recount. We write the background information by giving answers to the 5 'W' questions including What? When? Where? Who? Why?

Worksheet 2.27



Section 5 - Writing

Unit 3. My Underwater Adventure

- Look at the pictures of Andre's 2-day trip to Putri Island at Thousand Islands as a reward for his participation at a kite festival in Jakarta. Complete the descriptions using the words in the box. One word may be used more than once.

went	arrived	observed	discovered
had	caught	took	visited
walked	departed	returned	



Section 6 - Your Turn: Writing

Unit 3. My Underwater Adventure

- a. Planning and brainstorming
 1. Choose one most memorable trip you have ever had with your family, especially a beach trip, a river trip, or a waterfall trip.
 2. Find pictures you took during the trip to help you remember the whole experience.
 3. Browse the internet to help you find more information about the place you visited.
- b. Outlining and drafting
Write an outline for your recount.

Title	What would be the title of your recount?
Orientation	What was the event?
	Where did it happen?
	When did it happen?
	Who was there with you?
	Why was the event happening?



Section 8 - Enrichment

Unit 3. My Underwater Adventure

Turn the recount you composed above in Section 6 into one of the following options:

- a. A wall mag
Rewrite your recount on a piece of paper and decorate it. Post it onto a school bulletin board (wall magazine) so that your classmates and schoolmates can read it.
- b. A blog post
Simply copy and paste your recount text into a blog. Then, share the link to your blog with your teacher, your classmates, and or with your social media friends.
- c. A slideshow video
Make a slideshow of pictures from your family trip and add your voice retelling the story you had during the trip. You can add music to your slideshow if you want to. Finally, upload your slideshow to your online platform and let your friends watch it.

Appendix VI: Sample Pages – Chapter 3

- Listening

- b. Listen to Audio 3.2 about the story of Andre and Princess Suripit (Part 2). Complete the story by choosing the correct words from the box.

“Welcome to Mangrovian.” greeted a (1) _____ voice he knew so well, the guardian of Mangrovian Kingdom, Princess Suripit. Andre tried hard to focus on her tall figure. His eyes were still (2) _____ from the brightness that brought him to this mobile game. It’s silly but not (3) _____ at all!

“Ah, am I dreaming?” Andre finally broke the silence. He expected that Princess Suripit would be gone. She just (4) _____ and gave him gestures to follow her. Strangely, Andre’s feet just followed her steps even though he didn’t want to. Then he realized he was not wearing his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he (5) _____ a knight outfit.

Princess Suripit said again, “It seems like a dream. But, you are not dreaming.”

soft	giggled	dirty	run	tall
follow	sore	was wearing	silly	
laughed	funny	sad		



Section 5 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to audio 3.4 about the story of Andre and Princess Suripit (Part 4). While you are listening, read along the text below and circle the words in brackets based on what you hear.



Picture 3.3 Andre and Princess Suripit Going to the Dark Forest

“Prince Andre, this is an old (map/mat) that can guide us to the location of the rare orchid.”

We must reach the top of Dragon Hill where there lived a (dragon/wagon) that guards the orchid.”

“And what should we do to take the orchid from it?”

“It’s simple, you just make the dragon busy and I will take the (orchid/orbit),” said Princess Suripit.

Princess Suripit and Andre then walked to the dark forest.

They finally arrived at the top of the Dragon Hill. They saw a (save/cave) up there.

“I believe the orchid is inside the cave,” said Princess Suripit.

“Then, what are we waiting for? Let’s go into the cave now.”

- b. Listen to Audio 3.4 again. Draw an arrow based on the story (Part 4).
Number one has been done for you.



Worksheet 3.7

- Speaking



Make a dialogue between Andre and the dragon. Then, act it out.

At the end of the story, Andre was chased by the dragon. If the dragon could talk, what would it say to Andre? Make a dialogue between Andre and the dragon with your friend. Look at the example:





Section 8 - Enrichment

Unit 1. Andre and Princess Suripit

Option 1: a story

Think about a story that you heard or read. Then explain:

1. What was the title of the story?
2. What characters were in the story?
3. What were the problems they had?
4. What did they do to solve the problems?
5. What did you like about the story?

Option 2: a mobile or an online game

Think about a mobile or an online game that you like to play. Then explain:

1. What was the name of the game that you played?
2. What characters were in the game?
3. What were the ranks in the game?
4. What rank were you?
5. What did you do to achieve the rank?
6. What strategies were necessary to play to win the game?



Section 7 - Enrichment

Unit 3. The Multiverse Story of Timun Mas

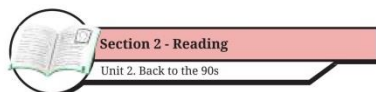
- a. Read the story in unit 1, 2 and 3 again. Do you like the ending of the story? Let's create a new one.

Here are the scenes to remind you:

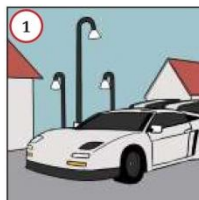


- b. Present the ending of your story to the class. Compare your ending with your friend.

- Reading



- a. Look at the pictures. Predict the sequence of events in the story. Number one has been done for you.



Worksheet 3.10

Time Travel Car

It was a fine evening when Monita read her new novel in her bedroom. Suddenly, she saw a green flash outside her room. Monita opened the curtain of her bedroom window. It was then, she felt shocked. The bright green light actually came from a flying car. Monita panicked. She then went outside her room to look for her parents. But nobody was home.

She gathered her courage and went outside. "Hello..." said Monita slowly. She thought to herself, who is that inside the car. There was no answer. Monita approached the car. "Aaaaa!" shouted Monita when the car's door suddenly opened. Monita looked inside the car but nobody's there.

Then, she heard the car saying, "Get in!" Monita jolted. The car sounded once again, "Come on, Monita. Get in!"

Driven by her curiosity, Monita then got into the car. It was not an ordinary car. It looked sophisticated. There were a lot of colorful buttons on the dashboard panel. One big red button was located at the center of the panel. "Push the red button to start," said the car. Monita was shocked, but she was not scared. Then, she pressed the red button.

After Monita pressed the red button, the engine started. "Buckle up!" said the car. Then, there was a notice on the screen. Monita fastened her seatbelt. The engine revved, and moved slowly. After a few meters, it started to run faster. Then, the car flew! Monita shouted. She was scared, but also excited. When the car was flying, a flashy green light surrounded it. The car moved very fast. Monita felt dizzy and then, everything went black.



Section 5 - Reading

Unit 2. Back to the 90s

- a. Read the story of Time Travel Car (Part 3) to answer the questions that follow.

Because Monita was causing a ruckus, she was put in the security office. The security officer asked Monita to sit on a chair. He then asked a few questions to Monita.

The security officer asked Monita where she lived.

"I live in Banjarmasin. My house is not far from SMP Merdeka," answered Monita.

"There is no SMP Merdeka here," replied the officer.

"That's because SMP Merdeka was established in 2014."

"That's impossible. This is 1992!" said the officer

But the security officer smiled. Maybe he thought Monita was crazy. After that he asked Monita whether she wanted some water or not. Monita shook her head. She said that she just wanted to meet the professor.

The security officer then asked Monita where her parents lived. Monita said that she did not know where her parents lived in 1992.

The security officer then asked Monita why she wanted to meet the professor.

"I want to know how to get back to 2022."



Section 8 - Enrichment

Unit 2. Back to the 90s

Read a story about an adventure. You can read from a book, an internet source etc. Or, you can watch a short movie about an adventure. Then, draw a sketch about the most interesting scene in the story and after that retell the story to your classmates.

- Writing



Section 4 - Writing

Unit 3. The Multiverse Story of Timun Mas

A narrative entertains through dealing with unusual and unexpected development of events. Narrative often conveys messages about how people find solutions to their problems.

Table 3.1 Stages of a narrative text

Stages	Description
Orientation	<ul style="list-style-type: none"> Describes the setting in time and place Introduces the main characters or narrator
Complication	<ul style="list-style-type: none"> Describes a sequence of events that may begin in a usual manner but then change to include events that are unusual or problematic Characters may express their reaction to or evaluation of these events
Resolution	Deals with the attempts to solve or overcome the problem
Coda	Optional stage giving an overall evaluation of the events; may state how the character(s) have changed or what has been learned.



Section 5 - Your turn: Writing

Unit 3. The Multiverse Story of Timun Mas



Comic Strip 3.1

Appendix VII: Sample Pages – Chapter 4

- Listening

- d. Listen to Audio 4.2 about Galang and his friends' project and then answer the questions. Number one has been done for you.



Picture 4.3 Galang and His Friends' Project

- Monita** : Okay, so we agreed to make a wall decoration from plastic bottles and caps. I've got an idea with the caps.
- Galang** : What is it? Tell us.
- Monita** : This is the thing that we are going to sell (showing the bottle cap fish).
- Andre** : A fish?
- Made** : It does look like a fish. What is it made of?
- Galang** : Yeah, what is it made of?
- Monita** : Well, this fish is made of a circular plastic cap. The cap is the head and the body of the fish. There is a toy eye on the cap. The body of the fish is also painted. The tail is made of triangular paper.
- Made** : I see.
- Monita** : Then we glue them onto blue paper. We can add some green ornaments from paper as the plants.
- Andre** : Ah, I got it. Well, that's one idea. Galang, have you got another idea?



Section 4 - Your Turn

Unit 1. Look at my creation

Listen to Audio 4.3 Andre is describing his robotic arm. Then, answer the questions that follow. Number one has been done for you.



Picture 4.4 Andre and His Robotic Arm

Good morning, my friends. I'm going to show you what I have created from used materials. I call it "The Robotic Arm". This arm is made of cardboard, straws, elastic, and strings. With this arm, you can take things without really touching them.

The arm is just like our hand. I can say that it is the extension of our lower arm. We put it on our wrist. There is a piece of elastic to hold the robotic arm. It is designed to follow our hand's movement. The strings are attached to our fingers so we can move the robotic arm easily. We move the fingers by pulling the strings.



Section 5 - Listening

Unit 1. Look at my creation

Listen to Audio 4.4. Made is talking about his creation. Then, answer the questions that follow. Number one has been done for you.



Picture 4.5

Good morning, everyone. Here's my creation, a plastic lantern (showing the plastic lantern). This lantern is not just like a common lantern, but I made it special. It is a round colorful lantern. I made it from a plastic bottle that I cut and shaped into a round lantern.

As you can see, there is a light bulb inside the lantern. I put the light bulb near the neck of the bottle so the lantern could be brighter. There is also a string to hang the lantern. The string goes through the hole that I made. I decorated it with ribbons and painted the lantern to make it more beautiful and colorful.

- Speaking



Section 7 - Fun Time

Unit 2. They're on sale!

- a. You are going to play a shopping game. You need to buy some items. Each of you gets 50,000 rupiahs. Spend your money wisely and get all the items.

Buy the following items:

2 pencils

1 eraser

1 ruler

3 notebooks

2 pens

- b. Your teacher will ask some of you to be the sellers. Find the best shops to buy the items.

Remember that all shops have limited stocks.

- Reading



Section 2 - Reading

Unit 2. They're on sale!

Read the comics on the next page, and answer the questions that follow. Number one has been done for you.

Situation: Galang was selling his preloved items at his school's marketplace. He was busy replying to chats from some people. They would like to know the details



Preloved School bag
Rp. 50.000

For sale!
20 L Capacity 6 compartments total
padded straps
2 items left grab both at a special price

Ask Seller

Cart



Section 3 - Reading

Unit 2. They're on sale!

Read the following text and answer the questions that follow. Number one has been done for you.

Galang was at the school bazaar. The bazaar was held to raise funds for Bhinneka Orphanage. He participated in the event by selling his preloved items, which were in a good condition. They were a pair of sneakers, two backpacks, a pair of jeans, a T-shirt, and a shirt.

Galang's sneakers were in two different tones. The soles and the shoelaces were yellow. The upper parts were gray and made of canvas. Distinctive logos were embossed on the canvas. The size of the sneakers was 41. He was trying to sell them for 50,000 rupiahs.

There were two backpacks; one was big and the other was small. The big one had six compartments. Two main compartments, two front pockets and two side pockets. It was mostly black with some blue. The blue color was for the side pockets. In contrast, the small one had four compartments; two main compartments and two side pockets. It came in black only. Galang wanted to sell them for 50,000 rupiahs each. However, he would sell them for 80,000 rupiahs.

Galang felt excited about the school bazaar. Galang hoped to get 100,000 rupiahs for his preloved clothing items. He would donate all his money to the orphanage near his school.



Section 5 - Viewing

Unit 2. They're on sale!

- a. Look at the poster and the table below. Match the pictures with the correct statements in the table. Draw lines. Number one has been done for you.

Picture no.	Meanings
#1 Rp 40.000 each 50% off for the second purchase	Get two items for 60,000 rupiahs.
#2 was Rp 100.000 now Rp 30.000	Get the item for as low as 10,000 rupiahs.
#3 Rp 100.000 Rp 50.000 Rp 50.000	Get the item as you wish at a special price.
#4 Rp 8.000 each 70% off	You can save 70% for the items.
#5 start from Rp 10.000	You can purchase the item and pay only 20% of the price.
#6 by request	Get additional items when you purchase the item.

- Writing



Section 7 - Your Turn: Present

Unit 1. Look at my creation

You have learned about some used materials from the previous activities. Now, create something new from a used material you can find around your house. Use your imagination. If you think it is difficult to make the thing, you can draw it. The following questions might help you talk:

1. What is it called?
2. What is its function?
3. What is it made of?
4. What is the size, the color, and the shape of it?

Use the adjectives from Section 3 to describe the craft that you made. To prepare for your talk, you can write a script. Then, sit in a group of four to talk about it.

Notes: If you have not got any idea, you can describe things that Monita and her friends have made. Pick one of the things from the previous sections. Practice the monologue. Give a presentation in front of the class or video record your presentation.

Your Script

Worksheet 4.9



Section 8 - Enrichment

Unit 2. They're on sale!

- a. Your school is going to hold a bazaar. You and your friends are going to sell some items made from recyclable materials or preloved goods.
- b. Make a poster about the items your group is going to sell. In your poster, you must include:
 1. Pictures of the items you are going to sell;
 2. The prices;
 3. Promo (discounts).
- c. Put your poster on the wall.



Section 4 - Writing

Unit 3. Let's Donate

- a. Look at the features of a descriptive text in the left column. Then, draw a line to match the features with the correct description in the right column.

Features of a recount	Description
Title	This is the opening paragraph. In this part, we usually introduce the topic that will be described or it's called a topic sentence.
Identification	This is the very first thing to appear in our descriptive text. However, we can leave a line for it and write it once we've finished writing our descriptive text.
Descriptions	This paragraph concludes the main topic, summarizes various points made in the text, and leaves the readers with something to think about.
Conclusion	These are the body paragraphs of the text. In this part, we describe particular things in detail which include their qualities or characteristics. More body paragraphs may be added as needed.

Worksheet 4.25



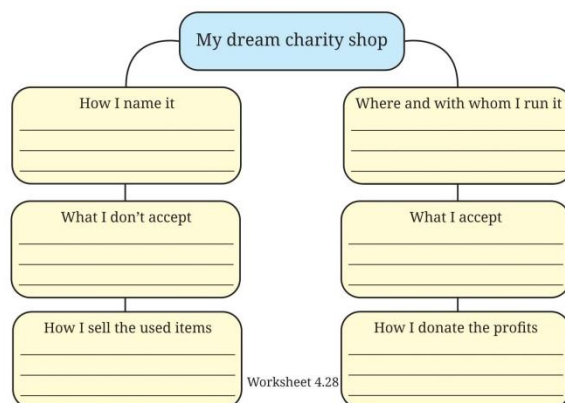
Section 6 - Your Turn

Unit 3. Let's Donate

Write a description of your dream charity shop. Follow the steps (a - d).

- a. Planning and brainstorming

Complete the following mind map.



Worksheet 4.28



Section 7 - Fun Time

Unit 3. Let's Donate

Play the following fun activity.

In this fun activity, you will associate words with adjectives and compare your answers with your partners. Follow the following steps:

1. Go through the questions on Worksheet 4.31 and write something associated with each adjective.
 - a. What do you associate the following adjectives with? Write your answers in the "I think of" column.

What do you associate the following adjectives with?	I think of	My partner thinks of
used		
small		
regular		
low-priced		
illegal		
unsafe		
unhealthy		
hungry		
disabled		
generous		

Appendix VIII: Sample Pages – Chapter 5

• Listening



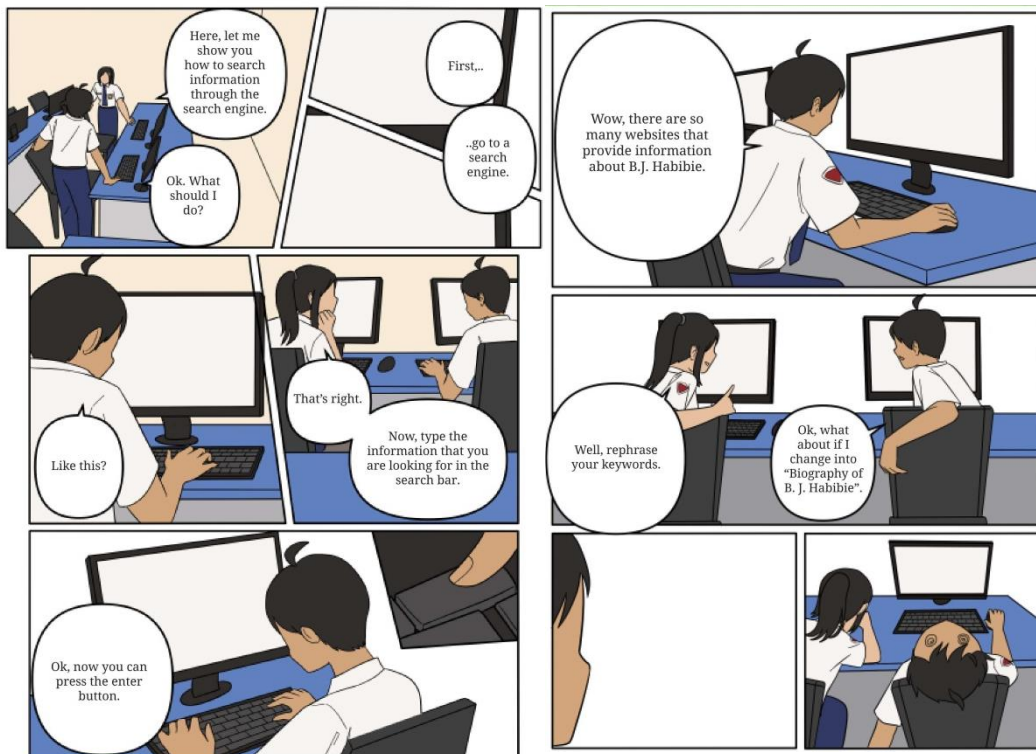
Section 2 - Listening

Unit 1. Digital Life

a. Listen to Audio 5.1, then answer the questions.



b. Listen to Audio 5.2, then answer the questions.





Section 3 - Listening

Unit 1. Digital Life

- a. Listen to Audio 5.3 and practise the dialogue with your friend.

Hmmm... Which one should I choose? There are more than three million results here.

Why should I do that?

You should do that in order to avoid using false information.

I'm sorry ...

Well, first you can check the date of the article.

... but I'm not sure that I understand.

What else should I do?

You can check the date

If it is out of date then you should not use it.

Check the source of the information.

Sorry, I'm not sure that I know what you mean.

Oh, I see. Let me check it first.

After that, use the article that gives you full information.

You can check whether the website is from an official organization or not.

For example, the website ending .gov means that it is operated by the government.

Alright. Thank you Monifa.

Anytime.

• Reading



Section 5 - Reading

Unit 2. Staying safe in the digital world



Picture 5.5 Identity Theft

- a. Look at this wordle and write down what you know about the words in the space provided below. You may use Indonesian. Number one has been done for you.



1. attachments: any kind of file we add or send with an e-mail message.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Worksheet 5.17



Online safety word search.

Find the hidden words. The words can be horizontal, vertical, and diagonal.

Then, write the words in the box.



Privacy

Worksheet 5.22

**Section 2 - Reading**

Unit 3. Turn back hoax!

Read the following text and answer the questions.

STEPS TO SPOT FAKE NEWS**1. Be Critical**

Every time you read, see or hear a piece of news you must ask questions – and lots of them! For example, you can ask: who said it?; what did they say?; where did they say it?; when did they say it?; why did they say it?; or how did they say it? These questions are a good starting point to make sure that we can verify the trustworthiness of a news source.

2. Check the source

When you see news on the internet, you should check the website address. You should identify the URL address based on the type. For example, the popular .com ending usually belongs to a commercial site which means that the website's main purpose is to sell goods or services. A website ending in .edu is used by educational institutions.

3. Check if it is current

In the old times, we read news from newspapers or watched them on TV. Daily newspapers and TV broadcasts are somewhat disposable. However, news articles published online can remain out there in the virtual world permanently. So, it is important to always check the publication dates of the news article. Usually, you can find it under the article's title. If you find news in social media, you may find a repost or re-share of old news articles. You should check when the article was initially published and if the story has been modified or updated since that original publication.

4. Ask the experts

When you are not sure about some news, try to ask the experts in the field. These experts can be parents, teachers, librarians, researchers, scientists, and journalists. Overall, you need to be critical about any stories or news that you see on the internet.

Adapted from: <https://literacyideas.com/how-to-spot-fake-news/>



Section 3 - Viewing

Unit 3. Turn back hoax!

Look at the infographic. Then, write the steps of filtering news based on the information in the infographic. You may complete the steps by following the YES or NO arrows. When you are done, read your friends' steps. See if they use the same flow as yours.



Section 7 - Your Turn

Unit 3. Turn back hoax!

- a. Planning and brainstorming
 Match the paragraphs with the headings provided in the box.

How to be an expert fact-checker

Professional fact-checkers are people who make sure newspaper articles and magazine stories are correct before they are published. These are a few tips to know if what you're reading is for real.

Type the exact same title of the story into a search engine. If the story isn't real, websites may pop up right away that call it out as fake.

Big news stories will be covered by most major news organizations. If a story seems hard to believe, and it only pops up in one or two places, that's a warning sign that something's wrong.

- Writing



Play the Search Engine Race

1. Prepare your smartphone and your internet connection. You can also use the laptop or PC at the computer lab.
2. Open your internet browser
3. Your teacher will give you ten questions, for example: Who was the inventor of scissors?
4. Find the answer from the search engine.
5. Write your answers on a piece of paper.



6. The winner is the fastest student that can answer all the questions correctly.



Section 8 - Enrichment

Unit 2. Staying safe in the digital world

Online safety bookmarks

- a. Write down five things you can do or have done to stay safe when using the Internet.



Picture 5.8
Worksheet 5.23

- b. Turn your list into bookmarks. You can create a bookmark using an online design tool. See the example on the right.
- c. Print out your bookmark and exchange it with your classmates. Alternatively, you can just share your bookmark online with your social media friends.



Picture 5.9 Online Safety Bookmark



Section 4 - Writing

Unit 3. Turn back hoax!

Sometimes we need to talk about a process or a procedure to achieve a certain goal. A procedural text contains the following elements.

Table 5.2 Elements of a procedural text

Procedural text	
The goal of the activity	An indication of what you are trying to do or make
Materials	A list of materials (or ingredients/ equipment etc.) needed to achieve the goal
Steps	The sequence of steps that need to be followed

In Section 2, we learn that a procedural text contains steps in achieving one goal. For example: Steps to spot fake news. In the text, the steps are mentioned using numbers 1, 2, 3 and 4. Alternatively, we can use other sequencing indicators such as:

- First, second, third, fourth and so on.
- First, then, next, after that and so on.

To mention the last step, we can use finally or lastly.



Section 6 - Fun Time: Real or Fake?

Unit 3. Turn back hoax!

Real or fake?

Let's play a game.

1. This is a team game. Divide the class into groups of four or five.
2. Each group should prepare four pieces of paper. On each piece, students can write a goal of an activity. For example, you can write: making a kite, making a fried banana, painting our room, etc.
3. Roll up the paper and put them into one container.
4. One student will take a rolled paper and make a description about the goal written on the paper. The student can make a hyperbolic description for the other students to guess the goal written on the paper. For example

Making a kite

5. For this name, students can make a description such as:
 - It is a super fun activity.
 - Prepare a two-kilometer long string.
 - Get a big piece of paper.
 - Prepare some paints or markers to draw pictures
6. Other students should try to guess the goal of activity written on the rolled paper.

b. Outlining

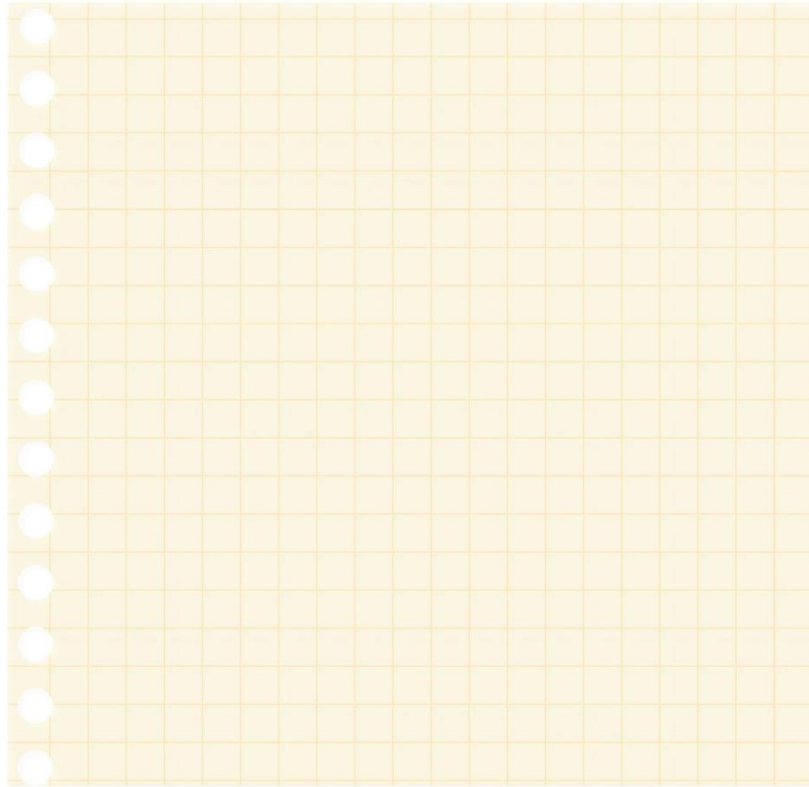
Write the steps that you would do to check whether the news is real or fake. You can choose one piece of news in the box.

News 1	News 2	News 3
Stop using chopsticks to save the trees!	Pandas are no longer endangered.	Indonesian students do not have to go to school on Saturday.

Title	What would be the title of your procedural text? _____
Goal	What is the goal of your writing? _____
Materials	How do you achieve this goal? _____
Steps	Step 1 Write the main idea of the first paragraph _____ _____
	Step 2 Write the main idea of the second paragraph _____ _____

d. Writing and editing

Write your procedural text here.



Worksheet 5.30

**Section 8 - Enrichment**

Unit 3. Turn back hoax!

Turn back hoax campaign!

In small groups, create a poster to promote the awareness of checking facts.

1. With your classmates, find and read some news in online media that use clickbaits.
2. Verify whether the news is real or fake.
3. Based on the news that you have read, create a poster to encourage students to check facts before they share them.

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Ahmad Rijali