



# ENGLISH FOR JUNIOR HIGH SCHOOL



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## **PREFACE**

English instruction in Junior High School (SMP) represents the foundational stage in linguistic education and is a mandatory component of the curriculum. Consequently, educational institutions dedicated to the instruction of English have developed their own curricula. Nonetheless, educators are compelled to exercise creativity and enhance the pre-existing curriculum. This necessitates the formulation of comprehensive lesson plans, educational materials, and innovative teaching methodologies. Moreover, educators are responsible for cultivating the proficiency of their teaching staff, enabling them to effectively facilitate the teaching and learning process.

"English Guidance For Teachers" emerges as a culmination of my pedagogical experience in teaching English at the junior high school level. Teaching English in the junior high school milieu calls for the creation of lesson plans and instructional materials tailored to the unique needs of Indonesian students and educational contexts.

The outlined objectives within the lesson plans must be both attainable and quantifiable, supported by materials that facilitate English language acquisition. "English Guidance For Teachers" has been meticulously designed with the aim of fostering effective communication between junior high school students, their educators, and peers. Initially, the emphasis centers on honing listening and speaking skills. Once fluency in spoken English is attained, the pedagogical approach transitions to an interactive method encompassing reading and writing skills.

"English Guidance For Teachers" is meticulously crafted to imbue language learning with authenticity. Instructors employ apt language choices to engender captivating lessons, thereby ensuring that students acquire language proficiency through iterative practice, ultimately enabling them to communicate with increased confidence. To facilitate the effective instruction of English, educators require pedagogical materials that foster a deeper understanding of the language.

Sincerely,

Peondarium

Writer & Editor

## **ABOUT POENDARIUM TEAM**

Peondarium is an English learning group that was formed in 2023. This group was established in response to an assignment from one of our professors who teaches the Curriculum Development course, Mr. J. This decision came about due to numerous issues in English language education at the junior high school level, including concerns related to curriculum and teaching methods.

The primary objective of this group is to improve English language education at the junior high school level. This endeavor begins with the development of a curriculum that is appropriate for children, contextual, and enjoyable. The four language skills, namely listening, speaking, reading, and writing, are integrated into this curriculum.

The curriculum engages students in the stages of presentation, practice, and production, making the learning process more structured and measurable. Under the guidance of Mr. J, this curriculum has been implemented for a year and has shown positive results. Students have become more active in the well-designed learning process, while paying attention to the development of learners.

Subsequently, the Peondarium team felt the need to create an English Guidance For Teachers book as an effort to make teaching English at the junior high school level more effective. With the presence of this book, it is expected to provide benefits and ease in teaching English at the junior high school level. Although this book may not be perfect, the group is always open to constructive criticism and suggestions to improve this book in the future.

## **FRAMEWORK**

**Course Title: English for Young Learners**

**Course Duration: 3 weeks (15 meetings & 1 × 50 minute )**

**Course Objectives:**

- Introduce fundamental English vocabulary and grammar concepts.
- Develop basic listening, speaking, reading, and writing skills.
- Foster a love for the English language and its culture.

**Week 1-2: Let's Get Started!**

- Greetings: Hello, Hi, Good morning.
- Basic classroom commands: Sit down, Stand up, Listen.
- Colors: Red, Blue, Green, Yellow.
- Shapes: Circle, Square, Triangle.

**Week 3-4: My Family and Friends**

- Vocabulary: Family members - Mom, Dad, Brother, Sister.
- Describing family members: She is my sister. He is my dad.
- Questions and answers: Who is this? This is my mom.

**Week 5-6: Our Daily Routine**

- Vocabulary: Wake up, Brush teeth, Eat breakfast.
- Telling time: o'clock and half-past.
- Talking about daily activities: I wake up at 7 o'clock

**Week 7-8: Fun Hobbies and Leisure Activities**

- Vocabulary: Play soccer, Draw, Dance, Sing.
- Talking about favorite activities: I love drawing.
- Expressing preferences: I prefer reading books.

**Week 9-10: In the Classroom**

- Vocabulary: Pencil, Book, Desk, Teacher.
- Giving and following instructions: Draw a circle. Open your book.
- Describing the classroom: The teacher's desk is big.

**Week 11-12: Yummy Food and Drinks**

- Vocabulary: Apple, Banana, Pizza, Juice.
- Expressing likes and dislikes: I like pizza. I don't like broccoli.
- Ordering food and drinks: Can I have a hamburger, please?

**Week 13-14: Animals and Nature**

- Vocabulary: Dog, Cat, Tree, Flower.
- Describing animals: The cat is small and fluffy.
- Talking about the weather: It's sunny today.

**Week 15: Review and Assessment**

- Revision of course content.
- Speaking and listening assessment: Describe your family.
- Reading and writing assessment: Write a short paragraph about your favorite hobby.
- Certificate presentation.

**Assessment:**

- Weekly participation and engagement: 20%
- Quizzes and homework assignments: 30%
- Speaking and listening assessments: 20%
- Reading and writing assignments: 30%

**Materials:**

- Textbook: English for young learners.
- Worksheets and handouts with colorful illustrations.
- Flashcards, visual aids, and interactive apps.
- Audio materials for listening practice.
- Interactive games and activities: Bingo, flashcard memory game, storytelling.

**Grading:**

- Weekly participation and engagement: Encourage participation through fun activities and rewards.
- Quizzes and homework assignments: Assess vocabulary and grammar retention.
- Speaking and listening assessments: Assess oral communication skills.
- Reading and writing assignments: Evaluate reading comprehension and basic writing skills.

**Note:** Adapt this syllabus to your students' specific needs and language proficiency levels. Keep lessons interactive, incorporating songs, games, and stories to engage young learners effectively.

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## UNIT 1

Greeting, Basic Classroom Commands, Colors, Shapes >> (1-2)




**We will learn:**

**Use of greeting expressions in daily life. Not only that, students also learn how to understand various commands in the classroom, and can name colors and shapes in English.**



## Learning Objectives

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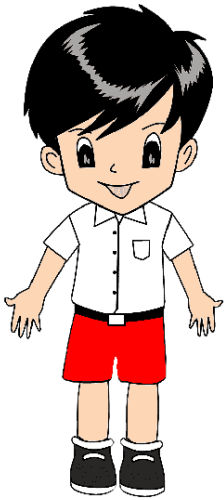
## A. Greeting



Sumber: [supersimpleonline.pinterest](https://supersimpleonline.pinterest)

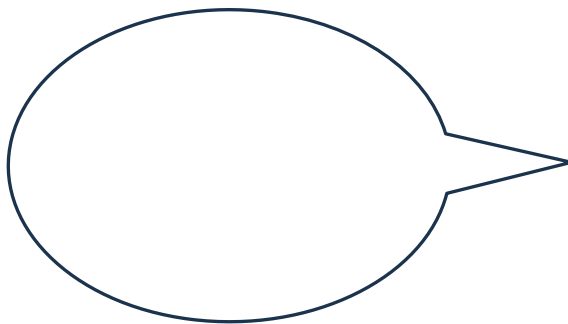
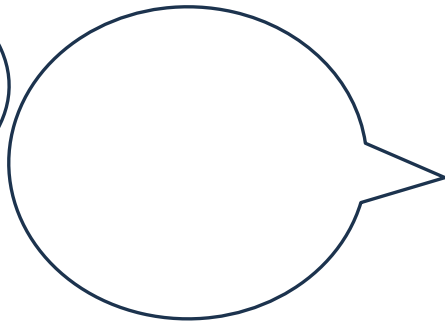
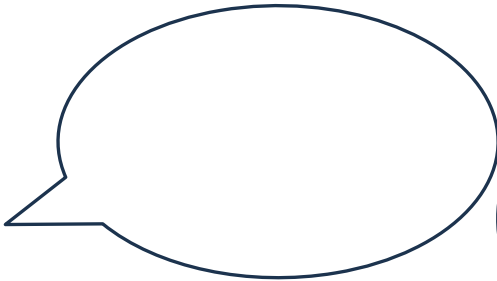
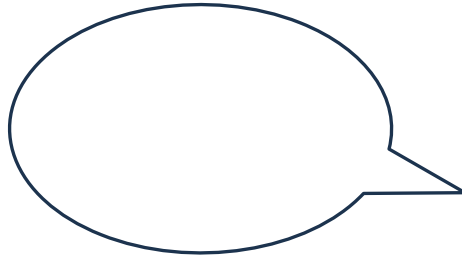
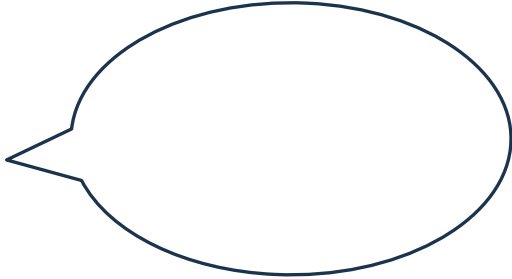
Greetings In our diverse world, people greet each other in many different ways. Let's learn about some common greetings from around the world! Before we start to learn them, it is essential to learn the types of greeting itself, here we go!

**Type of greeting :**



- Hello ! good morning! / Good Morning sir! = Hallo! Selamat pagi/Pagi Sir!
- How are you ? = Bagaimana kabarmu?
- I am glad to see you Ms. Mila Mila = Saya senang bertemu dengan Anda, Nona Mila
- See you later ! = Sampai jumpa lagi!
- Hi, my name is Juliana. Nice to meet you = Hai, nama saya Juliana. Senang berkenalan dengan Anda
- Hey, allow me to introduce myself. I'm Sahrul = Hei, izinkan saya memperkenalkan diri. Saya sahrul
- Greetings! Let me introduce myself – I'm Imas = Assalamualaikum! Izinkan saya memperkenalkan diri - saya Imas
- Hello there, I'd like to introduce myself as Umam = Halo, saya ingin memperkenalkan diri sebagai Umam

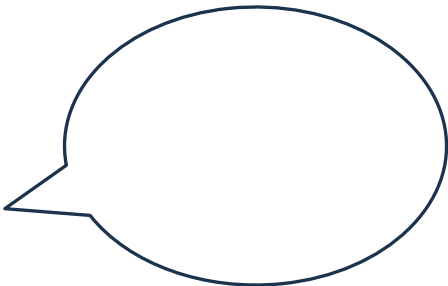
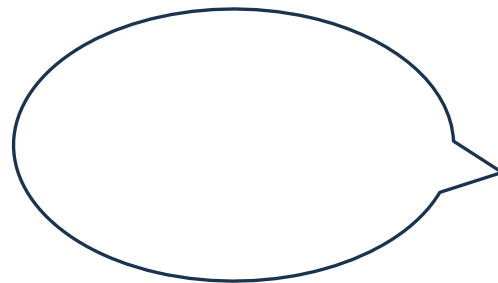
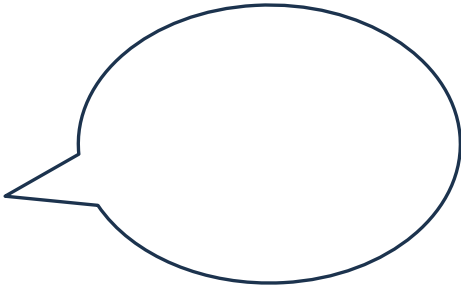
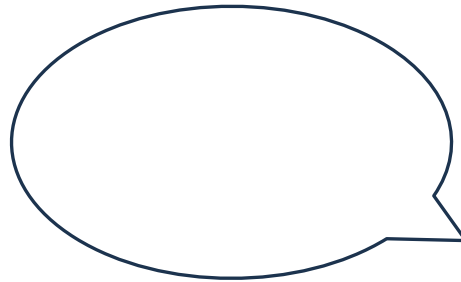
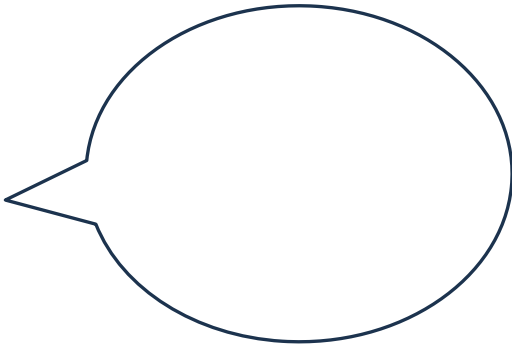
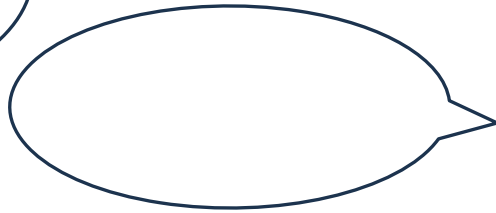
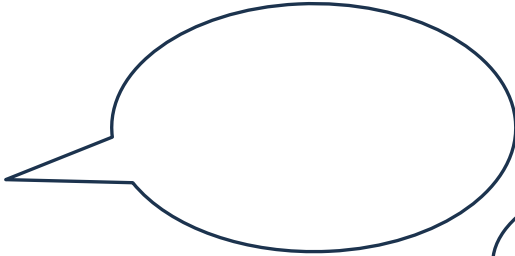






- Hi ! what's up ? = Hai! apa kabar?
- What news ? How is everything ? = Ada kabar apa? Bagaimana semuanya?
- Good to meet you girl ! = Senang bertemu denganmu, gadis!
- Hello! Long time no see. What's up? = Halo! Sudah lama tidak ketemu. Ada kabar apa?
- Hello, how are you? = Halo, apa kabar?
- Hey, what are you doing? = Yo, bagaimana keadaannya?"
- Yo, how's it going? = Halo! Sudah lama tidak ketemu. Ada kabar apa?"
- Hello! Long time no see. What's up? = Halo! Sudah lama tidak ketemu. Ada kabar apa?"





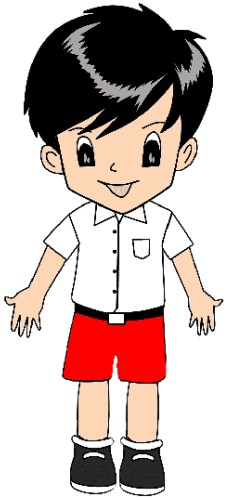


## Exercise

### **Answer the following questions correctly!**

1. Write different greetings on cards (e.g., "Hello," "Hi," "Good morning," etc.). Have kids pick a card and act out the greeting without speaking while others guess.
2. Play a "Simon Says" game with greetings. For example, "Simon says, wave and say 'Hello!'" or "Simon says, give a high five and say 'Hi!'"
3. Create pairs of matching greeting cards (e.g., picture of a wave with "Hello" written). Kids have to find the matching pairs by connecting the greetings to the corresponding actions.
4. Invent a simple song where kids can sing different greetings and perform accompanying gestures.
5. Create bingo cards with various greetings in each square. Call out actions or show pictures, and kids mark the corresponding greeting on their cards.
6. Set up a role-play station with a pretend "door" and have kids take turns being the greeter and the one entering, using different greetings.
7. Read a short story where characters use different greetings. Pause and ask kids to mimic the greetings.
8. Divide kids into teams. At a distance, place cards with greetings. One from each team runs to the cards, picks one, and performs the greeting to their team.
9. Provide materials for kids to make a greeting puppet. They can use it to act out different greetings in a playful way.
10. Form a circle and have each child say a morning greeting to the person on their right. Rotate until everyone has greeted each other.

## Observing & Asking



## CONVERSATION

Yoga : Hi ! what's up ?

Ratih : Yes, I am well, and happy. How about you?

Yoga : I'm good, but I'm a little upset.

Ratih : Why are you upset?

Yoga : because my pocket money is missing 5 thousand Rupiah.

Ratih : You have to be patient, oh yeah what's your name?

Yoga : My name is Yoga and you?

Ratih : I'm Ratih

Yoga : where are you come from?

Ratih : i'm from Sesela, and you?

Yoga : I'm from Midang.

Ratih : waah, it's close to my village.

Yoga : Of course, tomorrow we will play together if there is a chance yeah.

Ratih : Okay, umm mr, Yoga what grade are you in?

Yoga : I'm in sixth grade of elementary school.

Ratih : Really? I'm also in sixth grade. I'm a new student and a transfer from ampenan school.

Yoga : umm yeah, I hope we can meet in the same class Miss Ratih.

Ratih : Yes, I think so mr, yoga.





## EXERCISE

**Complete the sentences below with the conversation above!**

Yoga : “ \_\_\_\_\_ “

Ratih : “ Yes, I am well, and happy. How about you? “

Yoga : “ \_\_\_\_\_ “

Ratih : “ Why are you upset? “

Yoga : “ \_\_\_\_\_ “

Ratih : “ You have to be patient, oh yeah what's your name? “

Yoga : “ \_\_\_\_\_ “

Ratih : “ I'm Ratih, umm mr, Yoga what grade are you in? “

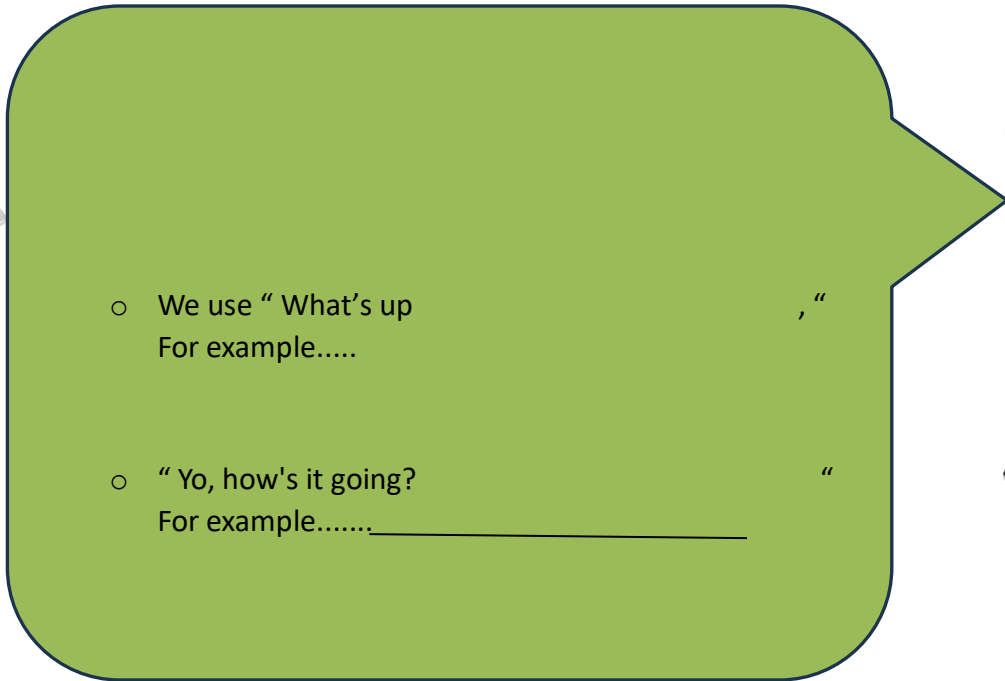
Yoga : “ \_\_\_\_\_ “

Ratih : “ Really? I'm also in sixth grade. I'm a new student and a transfer from ampenan school. “

Yoga : “ \_\_\_\_\_ “

Ratih : “ Yes, I think so mr, yoga. “

## Reflecting



- We use " What's up , "  
For example.....
- " Yo, how's it going? "  
For example.....\_\_\_\_\_



## B. Basic Classroom Commands



Sumber : [preddyesville.com/pinterest](https://preddyesville.com/pinterest)

Teaching basic classroom commands is essential for effective classroom management. These commands will assist the teacher have a good communication with their students in the class especially in elementary class.



## Here are basic classroom command

Sit down ! =

Stand up ! =

Raise your hand ! =

Listen..! =

Speak softly (ask the students to speak with lower = voice)

Be quite ! ( ask the students to calm down when = noisy class)

Come here (To ask your student to come to you) =

Go back to you seat =

Listen Carefully (A command to get students to pay= attention to what the teacher is saying.)

Duduklah!

Berdiri!

Angkat tanganmu!

Dengarkan!

Bicaralah dengan lembut (mintalah siswa untuk berbicara dengan suara yang lebih rendah)

Tenanglah! (meminta siswa untuk tenang ketika kelas berisik)

Kemarilah (Untuk meminta siswa Anda datang kepada Anda)

Kembali ke tempat duduk anda

Dengarkan dengan seksama: Perintah untuk meminta siswa memperhatikan apa yang dikatakan guru.





Well guys. Please take a look at the conversation below to help you understand basic commands.



## Conversation

Characters:

Teacher (T): Mrs. Anderson

Student (S): Emily

T: Good morning, class! Today, we're going to learn some basic commands for our classroom.

S: Good morning, Mrs. Anderson! What are we going to learn?

T: First, let's talk about entering the classroom. What should you do when you come in?

S: Um, should I say "hello" to you, Mrs. Anderson?

T: Yes, Emily! Saying "hello" or "good morning" is a great start. Now, when it's time to begin our lessons, what do you think you should do?

S: Should I sit at my desk and listen?

T: Exactly! When it's lesson time, please take your seat and listen. Now, what if you need to ask a question or answer one?

S: Can I raise my hand?

T: Yes, that's perfect! Raising your hand lets me know you have something to say. Now, let's talk about when it's time to leave the classroom. What should you do?

S: Should I ask for permission and wait for your response?

T: Exactly, Emily! Always ask for permission before leaving the classroom, and wait for my response. Finally, what should you do at the end of the day before leaving?

S: Um, should I make sure my area is clean and tidy?

T: Yes, that's right! Keeping your area clean is a wonderful habit. Great job, Emily! These are some essential commands for our classroom.

S: Thank you, Mrs. Anderson! I'll remember them

## Exercise

Remember: It's important to practice these commands every day to make our classroom a great place for learning and cooperation!

### 1. Entering the Classroom:

Question: What should you do when you enter the classroom?

Answer: Say "hello" or "good morning" to the teacher.

### 2. Beginning Lessons:

Question: What should you do when it's time for lessons?

Answer: Take your seat and listen attentively.

### 3. Asking Questions:

Question: How can you let the teacher know you have a question or want to answer one?

Answer: Raise your hand.

### 4. Leaving the Classroom:

Question: What should you do when you need to leave the classroom?

Answer: Ask for permission and wait for the teacher's response.

### 5. End of the Day:

Question: What should you do before leaving the classroom at the end of the day?

Answer: Make sure your area is clean and tidy.

### 6. Bonus:

Question: Why is it important to follow these commands in the classroom?

Answer: Following these commands helps create a respectful and organized learning environment.

## C. Colours and Shapes



Sumber: freepik

It is essential to understand and know the colours and Shapes in English, that knowledge will assist the students to understand and identify the colours and Shapes they look in their daily day.



**Colors:**



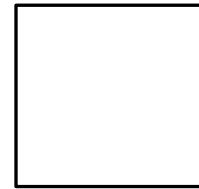
**Red**



**Green**



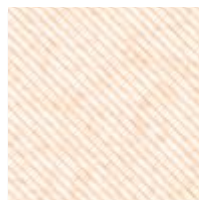
**Black**



**White**



**Blue**



**Yellow**



**Purple**



**Grey**

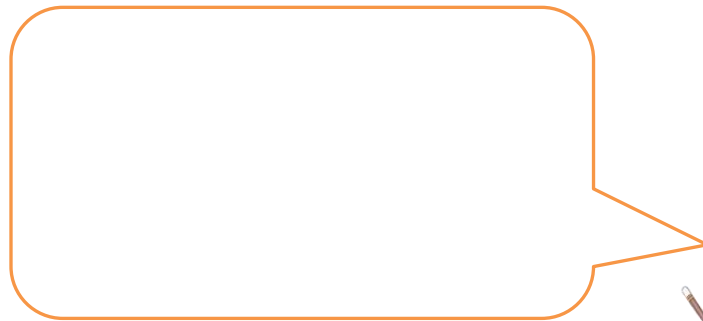
**Example :**

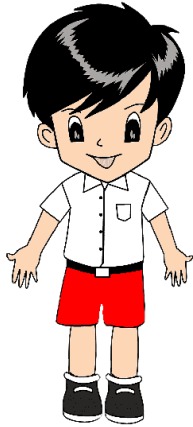
- What colour is this pen ? = it is red.
- What colour is the sky? = the sky is blue
- Do you like the pink cake? = yes, I like it so much.
- What are your favourite colours? = my favorite colours are black and grey
- Where is the purple book ? = It is on the Table
- I like to see the green house, it is beautiful
- Do you like the black jacket ? = No, I don't like black jacket

Shapes :



Sumber: [jagoan bahasa inggris.com](http://jagoanbahasainggris.com)





Well guys. Please take a look at the conversation below to help you understand colours.

### Conversation

Characters:

Teacher (A): Mr. El ganto

Student (B): Wilson

A: Hi! Do you know how to use colors in HTML?

B: Not yet. How do you do that?

A: First, we can use color codes directly, for example, #FF5733 for orange.

B: Easy to remember. Any other way?

A: Yes, we can also use color names like "red" or "blue". HTML is quite flexible in this regard.

B: Great, I'll try creating a webpage with interesting colors. Thank you!

## EXERCISE

1. Read and memorize the vocabulary above!
2. Try to construct 5 sentences using the vocabulary above!
3. Fill in the dots with the meaning of the sentence
  - Be quite ! .....
  - Raise your hand ! .....
  - Go back to you seat .....
  - Speak softly .....
  - Listen Carefully .....
4. What's your favorite color?
5. Mention the colors you know?

Reflecting

Guys, We will reflect on our learning by making some groups, and we will discuss to complete the statements in the box.



- We say "Listen \_\_\_\_\_ ,"  
For example.....
- " Speak softly \_\_\_\_\_ "  
For example.....



## UNIT 2

### Family and Friends >> (3-4)



We will learn:





Empty rectangular speech bubble with a tail pointing to the left.

Empty rectangular speech bubble with a tail pointing to the left.

Empty rectangular speech bubble with a tail pointing to the left.

## A. Family Members :

### Here is the name of family

Mother : ibu

Father : bapak

Grandfather : kakek

In-laws : Mertua

Spouse : pasangan

Mother-in-law : Ibu mertua

Brother : saudara laki-laki

Father-in-law : Ayah mertua

Sister : saudara Perempuan

Godparents : Wali

Elder brother : kakak laki-laki

Sister-in-law : Saudara ipar (perempuan)

Elder sister : kakak perempuan

Brother-in-law : Saudara ipar  
(laki-laki)

Younger brother : adik laki-laki

Stepfather : Ayah tiri

Younger sister : adik Perempuan

Stepmother : Ibu tiri

Uncle : paman

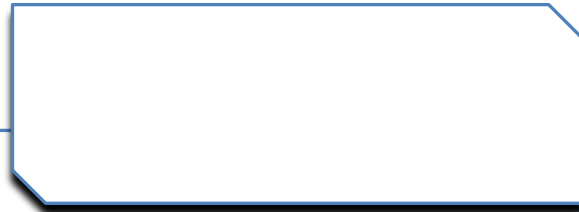
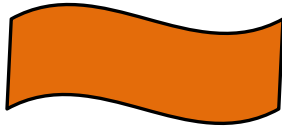
Half-sibling : Saudara tiri (setengah  
saudara)

Stepmother : Ibu tiri

Half-sibling : Saudara tiri (setengah  
saudara)

Orphan : Yatim piatu

Cousin : misan



Nephew : keponakan (lk)

Niece : keponakan (pr)

Daughter : anak perempuan

Boy : anak laki-laki

Sibling : saudara

Baby : Bayi

Toddler : Balita

Teenager : Remaja

Adult : Dewasa

Twin : Kembar

Foster parents : Orangtua asuh

Guardian : Wali

Nanny : Pengasuh anak

Extended family : Keluarga besar

Family tree : Pohon keluarga

Descendant : Keturunan

Ancestor : Nenek moyang

Adoption : Adopsi

Sibling rivalry : Persaingan antar saudara

Ancestry : Silsilah keluarga

Adoption agency : Lembaga adopsi

Family heritage : Warisan keluarga

Family support : Dukungan keluarga

Family dynamics : Dinamika keluarga

Family history : Sejarah keluarga

Family bonds : Ikatan keluarga

Family gathering : Pertemuan keluarga

Family reunion : Reuni keluarga

Family values : Nilai-nilai keluarga

Family traditions : Tradisi keluarga

Family structure : Struktur keluarga

Family life : Kehidupan keluarga

Family responsibilities : Tanggung jawab keluarga

Family conflict - Konflik dalam keluarga

Family communication - Komunikasi dalam keluarga

Family tree chart : Tabel pohon keluarga

Family gathering : Kumpul keluarga

Family traditions : Tradisi keluarga

Family values : Nilai-nilai keluarga

Nuclear family : Keluarga inti

Blended family : Keluarga campuran

Maternal : Ibu (sebagai sisi ibu)

Family budget : Anggaran keluarga

Family time : Waktu bersama keluarga

Family outing : Liburan keluarga

Family chores : Tugas-tugas rumah tangga

Family meal : Makan malam keluarga

Family bond : Ikatan keluarga

Family history research : Penelitian  
sejarah keluarga

Family therapist : Terapis keluarga

Family counseling : Konseling keluarga

Family traditions : Tradisi keluarga

Family values : Nilai-nilai keluarga

Family rituals : Ritual keluarga

Family gatherings : Pertemuan keluarga



**Creating simple sentences in English is quite easy. Here is a step-by-step guide:**

**First step**



**Second step**



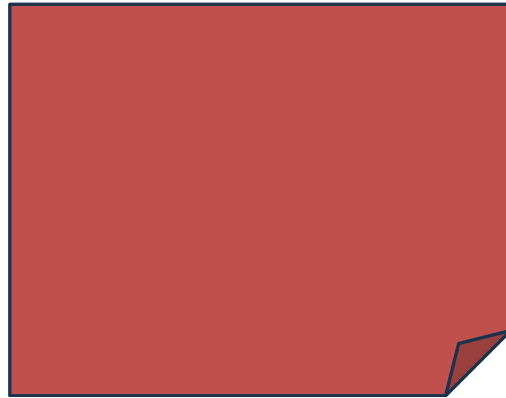
**Third step**



**Fourth step**




### Fifth step



Well, you already know the steps to make a sentence right. now let's look at the examples of correct sentences below!



- 
1. He plays tennis. (S+V+O)
  2. The cat likes milk (S+V+O).
  3. My friend is a doctor. (S+To Be+Articles+O)
  4. Do you like chocolate? (V+S+O?)
  5. Run! (V+!, this means command)
  6. Who is this? = it is my father
  7. Where is your mom? = my mom is at my house
  8. Who is in the class? = there is my younger sister in the class
  9. Do you love your family? = yes, I love them very much
  10. Is it your phone? = yes, that is my phone



## B. Describing Family Members

### Family

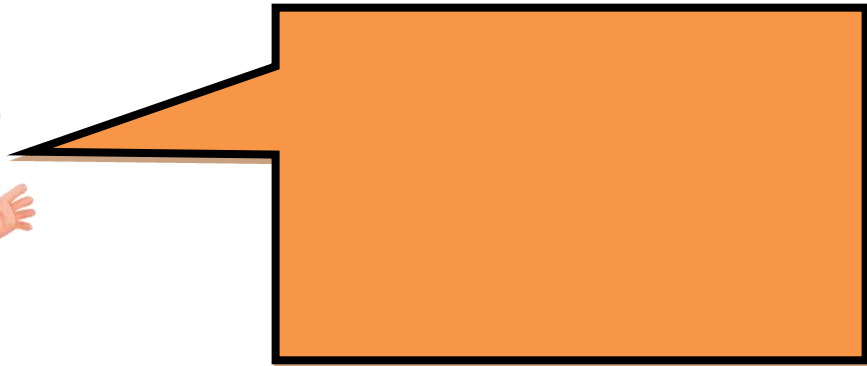


**Image, 1.** Depicts a family out for a walk.

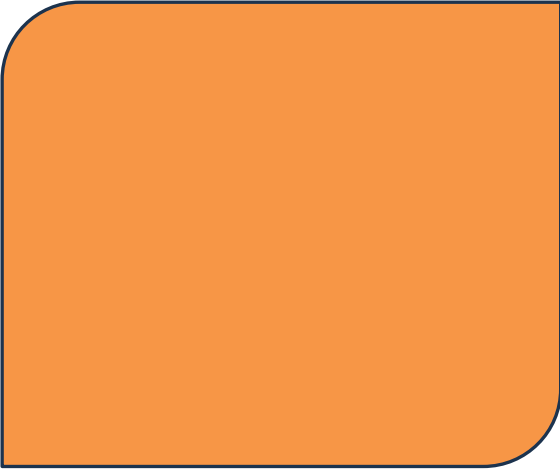
Describing family members is the process or act of providing information or details about who is included in one's family. It involves naming family members, such as parents, siblings, spouses, children, grandparents, and others. This explanation can be used to identify or introduce family members to others or to explain family dynamics to someone who may not be familiar with the family.

Simply Explaining family members is when telling about who is in one's family, such as parents, siblings, children, and so on. This is useful for introducing the family to others or explaining the family to those who don't know much about them.

Well guys, explaining your family can be done in a simple way. Here are some steps you can follow:



**First Step**



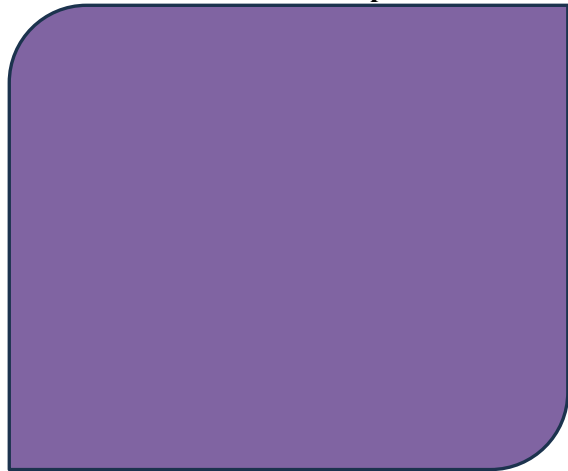
**Second Step**



**Third Step**



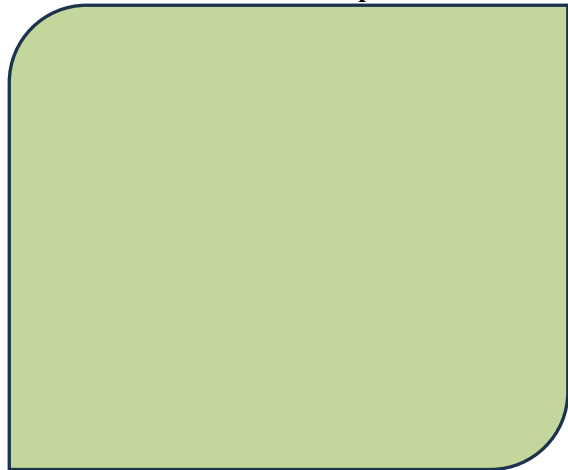
**Fourth Step**



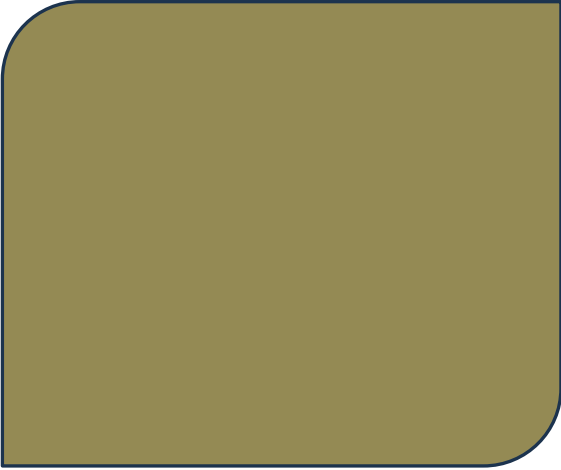
**Fiveth Step**



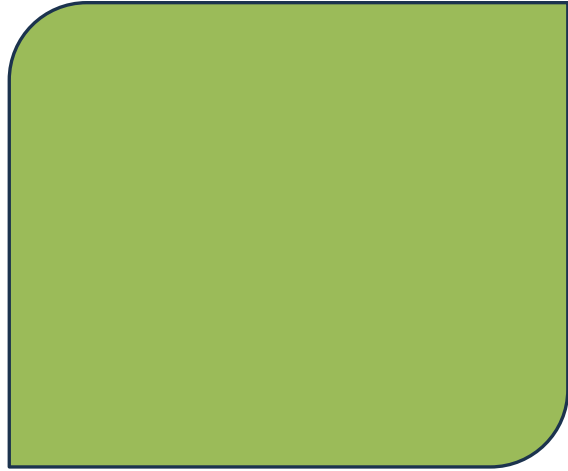
**Sixth Step**



**Seventh Step**



**Eighth Step**



**Remember to speak with affection and appreciation towards your family when describing them to others. This will help others better understand and appreciate your family relationships. For example:**



Hallo ! I am Diana, I am the second child from Three siblings, I have a younger brother his name is James, and have elder sister her name is Rara. In live in my house with my family, there are my mother, father two siblings, my grandfather and grandmother, beside my house there is my uncle and aunt's house, they have two child and they are my nephew and niece. I love my family, because we always play together every day.

Hii...! I'm going to tell you about my family, let me introduce my name first, my name is Umam, my family is very nice, we live in a big house. In my family, there are 6 family members. First, there is the mother who is very kind. Then there is the father who always protects them. Then, there is the first brother who always teaches me, and the second brother who is always firm and smart, then there is me who is always cheerful and playful. There is also Sandi, my little sister who is very sweet. We like to do many things together. We like to gather in the family room, communicate with each other, and also sometimes we play. Sometimes, we go on vacation together for adventure. My family is very close to each other. we always give support and love to each other. That's what makes the relationship in our family very close and can be a special and happy family.



## Exercise

### **Answer the following questions correctly!**

1. Draw your family tree, including names and simple illustrations of family members.
2. Provide materials for making friendship bracelets. Discuss the importance of friends while creating these colorful accessories.
3. Create pictures of your family members using basic shapes. For example, use circles for heads, rectangles for bodies, etc.
4. Create bingo cards with pictures or names of family members and friends. Call out names, and kids mark the corresponding spaces.
5. Interview a family member or friend to learn more about them. You can then share interesting facts with the group.
6. Provide magazines, scissors, and glue. Kids can cut out pictures or words that represent qualities of a good friend and create a friendship collage.
7. Write family members and friends' names on cards. You can take turns acting out or miming the person while others guess who it is.
8. Storytime: "My Special Day with Family, write or draw about a special day spent with their family or friends. Share these stories in a group.
9. Create pairs of cards with pictures of family members and their names. Play a matching game where kids find the matching pairs.
10. Sit in a circle and have each child share something they appreciate about a family member or friend.

## Question and Answer

### Exercise 1

**Answer the questions below based on the paragraph above!**

1. How many siblings does Diana have in her family?
2. What is the name of Diana's younger brother?
3. Who are the family members who live in Diana's house?
4. Does Diana have any uncles and aunts? How many children do they have.
5. Why does Diana love her family so much?

### Exercise 2

**Answer the questions below based on the paragraph above!**

1. How many members are there in Umam's family?
2. How is the first brother in Umam's family?
3. How would you describe yourself, Umam?
4. What does Umam's family usually do together at home?
5. Why are the relationships in Umam's family considered very close and special?

## Exercise

**Draw lines to match the family member with their description. Color the pictures after completing the match-up.**

Family Members:

Mom

Dad

Sister

Brother

Grandpa

Grandma

Descriptions:

The person who tells you bedtime stories.

The person you play with at the park.

The person who makes delicious cookies.

The person you go to when you need a hug.

The person who helps you with homework.

The person who takes you on fun outings.

Have fun matching and coloring!





Guys, We will reflect on our learning by making some groups, and we will discuss to complete the statements in the box.

○ Someone say "Family is \_\_\_\_\_"  
, "

For example.....

○ " My mother is \_\_\_\_\_"  
"

For example.....



## UNIT 3

### OUR DAILY ROUTINE >> (5-6)



We will learn:



Daily routine refers to activities we commonly do every day, starting from waking up, taking a shower, eating, going to school, playing, and going to sleep again. In this lesson, students will be taught how to describe their daily activities, and the vocabulary below will help them put words correctly in English

**A. Vocabularies:**

Vocabulary	Meaning	Vocabulary	Meaning
Get up	Bangun	Clean up	Membersihkan
Get up early	Bangun pagi	Hang out	Nongkrong
Get up late	Bangun telat	Break fast	Sarapan
Wash the face	Membasuh muka	Lunch	Makan siang
Wash the hair	Keramas	Dinner	Makan malam
Brush the teeth	Gosok gigi	Take a rest	Istirahat
Take a bath	Mandi	Show	Menunjukkan
Take a ritual ablution	Wudhu	Add	Menambah
Stand in line	Ngatri	Connect	Menyambung
Have a dawn prayer	Sholat subuh	Laugh	Tertawa
Have a midday prayer	Sholat zuhur	Push	Mendorong
Have an afternoon prayer	Sholat asar	Pull	Menarik
Have a west prayer	Sholat magrib	Learn	Belajar
Have an evening prayer	Sholat isya	Run	Berlari
Have an optional prayer	Sholat sunnah	Hide	Menyembunyikan
Change	Mengganti	Disturb	Mengganggu
Catch	Menangkap	Comb	Menyisir
Cheat	Meniru	Use	Menggunakan
Check	Memeriksa	Need	Membutuhkan
Discuss	Membahas	Wanna	Ingin
Do	Melakukan	Ask	Meminta
Escape	Kabur	Give	Memberi

Force	Memaksa	Receive	Menerima
Fell	Merasa	Borrow	Meminjam
Hate	Membenci	Land	Meminjamkan
Make	Membuat	Bring	Membawa
Meet	Bertemu	Wait	Menunggu
Think	Berpikir	Remember	Mengingat
Wear	Mengenakan	Look at	Melihat
Say	Mengatakan	Look after	Merawat
Work	Bekerja	Look for	Mencari
Sweep	Menyapu	Mop	Mengepel
Take a nap	Tidur siang	Paint	Mengecat
Put	Menaruh	Move	Pindah
Create	Menciptakan	Burn	Membakar
Choose	Memilih	Arrange	Menyusun
Combine	Menggabungkan	Create	Menciptakan

Example :

Bangun tidur kuterus mandi, tidak lupa menggosok gigi..

Kamu pasti tau, dong lirik lagu di atas? Yes, itu merupakan lirik yang diambil dari salah satu lagu anak tentang daily activity di pagi hari.

Kali ini, kita akan belajar melalui kosakata tentang daily routines.

Contoh Daily Activities di Rumah

1. Waking up: Bangun tidur

Does she usually wake up early on weekends? (Apakah dia biasanya bangun pagi di akhir pekan?)

2. Brushing teeth: Menyikat gigi

Although he is tired, Rian brushes his teeth before going to bed. (Meskipun lelah, Rian menyikat gigi sebelum tidur.)

### 3. Making bed: Merapikan tempat tidur

After they wake up, the children make their beds. (Setelah bangun, anak-anak merapikan tempat tidur mereka.)

### 4. Taking a shower: Mandi

Why don't you take a shower in the evening? (Kenapa kamu tidak mandi di malam hari?)

### 5. Eating breakfast: Sarapan

The whole family eats breakfast together on Sundays. (Seluruh keluarga sarapan bersama pada hari Minggu.)

### 6. Cleaning the house: Membersihkan rumah

She doesn't like cleaning the house, but she does it anyway. (Dia tidak suka membersihkan rumah, tetapi dia melakukannya juga.)

### 7. Washing dishes: Mencuci piring

Can you help me wash the dishes after dinner? (Bisakah kamu membantu saya mencuci piring setelah makan malam?)

### 8. Doing laundry: Mencuci baju

If it rains, they won't do the laundry. (Jika hujan, mereka tidak akan mencuci baju.)

### 9. Cooking: Memasak

While her mother is cooking, Siti helps to prepare the vegetables. (Sementara ibunya memasak, Siti membantu menyiapkan sayuran.)

10. Reading a book: Membaca buku

What kind of books do you read before going to bed? (Buku jenis apa yang kamu baca sebelum tidur?)

11. Sweeping the floor: Menyapu lantai

Although the floor is clean, Dinda sweeps it every day. (Meskipun lantainya bersih, Dinda menyapunya setiap hari.)

12. Taking out the trash: Membuang sampah

Do you usually take out the trash in the morning or in the evening? (Apakah kamu biasanya membuang sampah di pagi atau sore hari?)

13. Watering the plants: Menyiram tanaman

The plants will die if no one waters them. (Tanaman akan mati jika tidak ada yang menyiraminya.)

14. Vacuuming: Menggunakan vakum (untuk membersihkan debu)

Don't you vacuum the carpets once a week? (Bukankah kamu menggunakan vakum pada karpet seminggu sekali?)

15. Ironing clothes: Menyetrika baju

He irons his clothes while watching TV. (Dia menyetrika bajunya sambil menonton TV.)

16. Feeding pets: Memberi makan hewan peliharaan

We must not forget to feed the pets before leaving the house. (Kita tidak boleh lupa memberi makan hewan peliharaan sebelum meninggalkan rumah.)

17. Checking emails: Memeriksa email

Have you checked your email this morning? (Apakah kamu sudah memeriksa emailmu pagi ini?)

18. Gardening: Berkebun

They don't do any gardening during the rainy season. (Mereka tidak berkebun saat musim hujan.)

19. Folding clothes: Melipat pakaian

Even though it's boring, Tari folds her clothes neatly after washing them. (Meski membosankan, Tari melipat pakaiannya rapi setelah mencucinya.)

20. Shopping for groceries: Belanja bahan makanan

Does your family shop for groceries weekly or monthly? (Apakah keluargamu berbelanja bahan makanan mingguan atau bulanan?)

21. Paying bills: Membayar tagihan

If you don't pay the bills on time, the services may get disconnected. (Jika kamu tidak membayar tagihan tepat waktu, layanannya bisa terputus.)

22. Baking: Membuat kue

Although they're not professional bakers, my sisters enjoy baking cookies on weekends. (Meski bukan tukang roti profesional, adik-adik saya menikmati membuat kue kering di akhir pekan.)

23. Exercising: Berolahraga

When do you usually exercise, in the morning or in the evening? (Kapan kamu biasanya berolahraga, di pagi hari atau di malam hari?)

24. Tutoring children: Mengajar anak-anak

My mother tutors my brother in mathematics after dinner. (Ibu saya memberi les kepada adeknya dalam matematika setelah makan malam.)

25. Repairing things: Memperbaiki barang

He is good at repairing things around the house. (Dia pandai memperbaiki barang di sekitar rumah.)

26. Watching the news: Menonton berita

It's essential for them to watch the news every day to stay informed. (Sangat penting bagi mereka untuk menonton berita setiap hari untuk tetap mendapat informasi.)

27. Changing bed sheets: Mengganti seprai

We change the bed sheets every other week. (Kami mengganti seprai setiap dua minggu sekali.)

28. Meditating: Meditasi

Why don't you try meditating before going to bed to help you sleep better? (Kenapa kamu tidak mencoba meditasi sebelum tidur untuk membantu tidurmu lebih baik?)

29. Writing a diary: Menulis diary.

Although she is busy, she never forgets to write in her diary. (Meski sibuk, dia tidak pernah lupa menulis di diarynya.)

30. Going to bed: Tidur

What time do you usually go to bed on weekdays? (Jam berapa kamu biasanya tidur pada hari kerja?)



## B. TELLING THE TIME

1:00 – it's one o'clock.	1:30 – it's half past one.
1:05 – it's five past one.	1:35 – it's twenty-five to two.
1:10 – it's ten past one.	1:40 – it's twenty to two.
1:15 – it's quarter past one.	1:45 – it's quarter to two.
1:20 – it's twenty past one.	1:50 – it's ten to two.
1:25 – it's twenty-five past one.	1:55 – it's five to two.

We use AT + TIME when giving the time of a specific event.

- The class starts at ten o'clock.
- The flight leaves at ten to three.

We use IT IS or IT'S to answer the question that asks for the time right now.

- What time is it? It is half past two.
- What's the time? It's twenty-five to four.

### There are commonplace methods of telling the time

- 1) Say the hour first after which the mins. (Hour + mins)  
6:25 - it's six twenty-five  
8:05 - it's 8 O -5 (the O is stated just like the letter O) nine: eleven - it's 9 eleven  
2:34 - it is thirty-four
- 2) Say the minutes first after which the hour. (minutes + past / TO + Hour)  
For mins 1-30 we use past after the minutes.

For mins 31-59 we use TO after the mins.

2:35- it's twenty-five to a few

11:20- it is twenty past eleven

4:18- it is eighteen past four

8:51- it's nine to nine

Note :

- When it is 15 minutes past the hour we usually say: (a) zone beyond  
7:15- it is (a) region past seven
- when it's far 15 minutes earlier than the hour we commonly say: 1 / 4 to  
12:45- it's (a) region to 1
- whilst it is 30 minutes past the hour we commonly say: half past  
3:30- it's 1/2 beyond 3 (but we can also say 3-thirty)

- **O'clock**

We use o'clock while there aren't any minutes.

10:00 - it is ten o'clock

5:00 - it's five o'clock

1:00 - it's one o'clock

Once in a while it's far written as 9 o'clock (the quantity + o'clock) 12:00

For 12:00 there are 4 expressions in English.

1. twelve o'clock
2. noon = midday
3. Night time
4. Midnight

### C. Talking about daily activities

Daily activities are the daily actions and routines in a person's life, such as eating, sleeping, working, and socializing. These vary for each individual and are important in the organization of daily time. Understanding a person's daily activities provides insight into how they spend their time and manage their lives.

Well. Let's look at an example of a talking daily activity below!!!



Good morning! How is your morning routine today?



Good morning! My morning is pretty ordinary. I wake up at 6:30, brush my teeth, and take a quick shower. Then I make coffee and have a light breakfast.



Sounds like a good start to the day. After that, do you go to work?



Yes, I do. I leave for work around 7:45 and take the subway. I usually listen to podcasts during the ride to make it more interesting.





That's a great way to utilize your time. What's your work day like?

My workday is pretty busy. I have meetings in the morning, reply to emails and work on various projects. I usually take a short break at noon for lunch.



What did you have for lunch today?

I bought a sandwich from a nearby deli and ate it at my desk while working on some reports. It was a quick and easy option.



After work, do you have any evening plans or activities?

Today I have a yoga class at 5:30, so I'll head straight there from work. It's a great way to relax and stay active.





That sounds like a nice way to end the day. What do you usually do after your evening activities?

After yoga, I head home, make dinner, and relax. I might watch a movie or read a book to wind down before bedtime.



It sounds like a well-balanced day. Do you have any special plans for the weekend?

This weekend, I'm planning to visit a new art exhibition at the local museum. I'm really looking forward to it..



That sounds like a great way to spend your weekend. Thanks for sharing your daily routine!

You're welcome! It's always a pleasure chatting about daily activities with you.



**Complete the sentence bellow with the conversation above!**

**Mila :** \_\_\_\_\_

**Dayyan :** Good morning! My morning is pretty ordinary. I wake up at 6:30, brush my teeth, and take a quick shower. Then I make coffee and have a light breakfast.”

**Mila :** \_\_\_\_\_

**Dayyan :** Yes, I do. I leave for work around 7:45 and take the subway. I usually listen to podcasts during the ride to make it more interesting.

**Mila :** \_\_\_\_\_

**Dayyan :** My workday is pretty busy. I have meetings in the morning, reply to emails and work on various projects. I usually take a short break at noon for lunch.

**Mila :** \_\_\_\_\_

**Dayyan :** I bought a sandwich from a nearby deli and ate it at my desk while working on some reports. It was a quick and easy option.

**Mila :** \_\_\_\_\_

**Dayyan :** Today I have a yoga class at 5:30, so I'll head straight there from work. It's a great way to relax and stay active.

**Mila :** \_\_\_\_\_

**Dayyan :** After yoga, I head home, make dinner, and relax. I might watch a movie or read a book to wind down before bedtime.

**Mila :** \_\_\_\_\_

**Dayyan :** This weekend, I'm planning to visit a new art exhibition at the local museum. I'm really looking forward to it.

**Mila :** \_\_\_\_\_

**Dayyan :** You're welcome! It's always a pleasure chatting about daily activities with you.

## Exercis

Write down the days of the week.

Fill in the blanks with activities from your daily routine. Draw a picture next to each day to represent one of your activities!

Example:

Monday: Wake up, eat breakfast, go to school, play with friends.

Tuesday: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Wednesday: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Thursday: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Friday: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Activities to choose from:

Wake up

Eat breakfast

Go to school

Play with friends

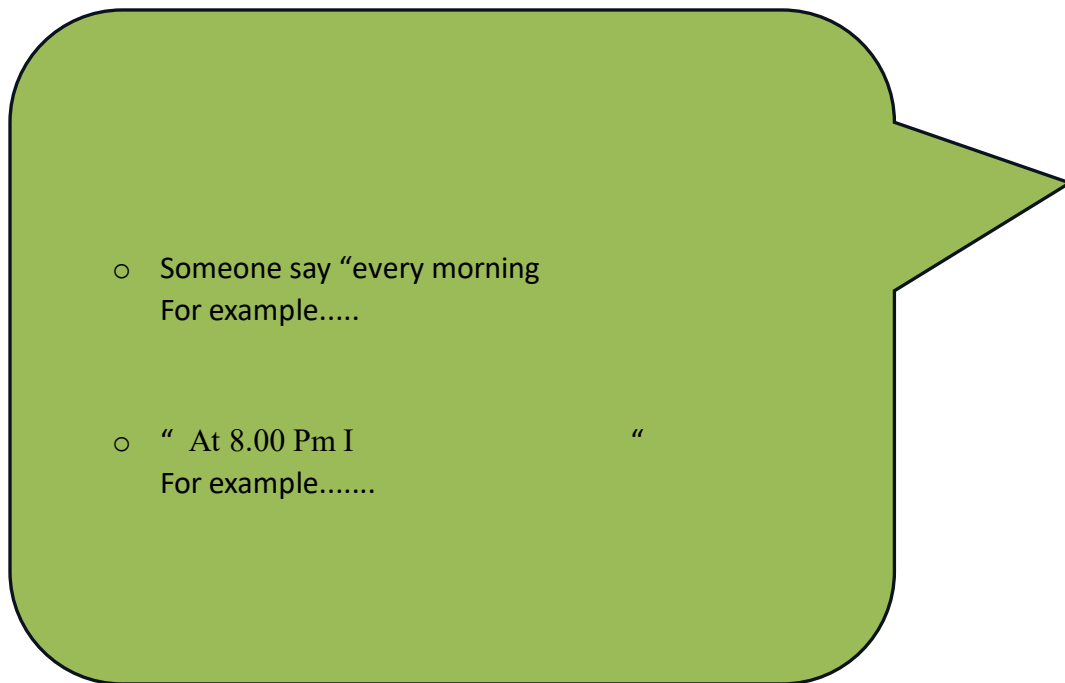
Homework

Dinner

Bedtime



Guys, We will reflect on our learning by making some groups, and we will discuss to complete the statements in the box.



- Someone say "every morning  
For example.....

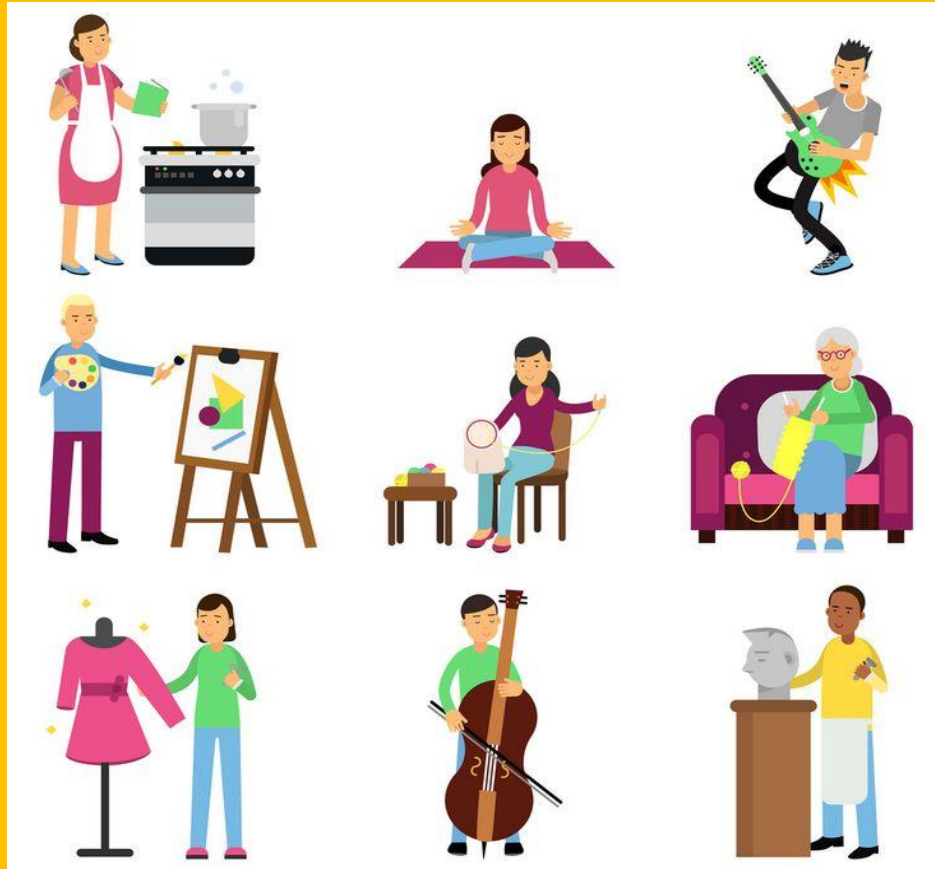
- " At 8.00 Pm I                                  "  
For example.....





## Unit 4

### Fun Hobbies and Leisure Activities >> (7-8)



sumber:vectorstock.com/pinterest

#### We will learn:

How to express their hobbies and explain their leisure activities in English



Hobbies are activities that are done in order to make us feel happy and hobbies are also usually done in our spare time.

- Leisure is day off, spare time, sweet freedom from the needs of work, it is like playtime for grown-ups. Leisure is time far from commitments like paintings or faculty

## A. VOCABULARY

Vocabularies	Meaning	Vocabularies	Meaning
Reading books	Membaca buku	Photography	Fotografi
Play sport	Berolahraga	Skydiving	Terjun payung
Dancing	Menari	Skating	Bersepatu roda
Singing	Bernyanyi	Surfing	Berselancar
Listening to music	Mendengarkan music	Watching movies	Menonton film
Play computer games	Bermain game komputer	Bowling	Bowling
Cooking	Memasak	Reading	Membaca
Shooping	Berbelanja	Nail art	Seni kuku
Traveling	Bepergian/jalan jalan	Acting/drama	Berakting
Hiking	Mendaki	Swimming	Berenang
Cycling	Bersepeda	Karate	Karate
Walking	Jalan jalan	Table tennis	Tenis meja
Drawing	Bergambar	Boxing	Tinju
Painting	Melukis	Gymnastics	Olahraga senam
Baking	Memanggang	Yoga	Yoga
Gardening	Berkebun	Snooker	Snooker
Sewing	Menjahit	Volleyball	Bola voli
Knitting	Merajut	Car racing	Balapan mobil
Fishing	Memancing	Golf	Golf

Football	Sepak bola	Hockey	Hoki
Badminton	Bulu tangkis	Tennis	Tenis
Writing	Menulis	Running	Lari
Playing kites	Bermain layangan	Basketball	Bola basket
Playing guitar	Bermain gitar	Horse riding	Menunggang kuda
Coloring	Mewarnai	Hunting	Pemburuan
Playing piano	Bermain piano	Surfing	Berselancar
Jogging	Jogging	Camping	Berkemah
Snorkelling	Snorkeling	Climbing	Mendaki

**B. TALKING ABOUT FAVORITE ACTIVITIES**

Roy, tell us how do you describe your favorite outdoor activity.!



Ofc, for the firts time you should understand question about your favorite activity: what activity it is? where you do this? how often you do this and explain why this is your favourite outdoor activity.  
you.

## Follow-up Questions:

Guys. You can look at the questions about activity bellow:

- Why do some people prefer outdoor sports?
- Is there any outdoor activity that you do not like?
- Why are children less interested in outdoor activities nowadays?



Back in the days, when I was a young college student, I used to practice and enjoy many kinds of outdoor activities. But, gone are those good old days, and instead, I remain stuck at my job most of the time these days. Such a pity! However, one favourite outdoor activity which I still manage to enjoy from time to time, even in my busy schedule, is “photography”.

Yes, taking pictures of things and nature around me is one of my most favourite outdoor activities these days. Not sure, how exactly I became interested in this particular activity, but I am assuming that it probably has something to do with my “not-so” good looking picture face. In fact, I disliked some of my pictures so much that I even used to keep them hidden from the people around, while also wondering at the same time as to why those pictures were not as good looking as other people's pictures. So, I came up with the idea of getting my own camera as soon as I started college, and started experimenting with taking pictures of the things and nature around me.

Soon after that, I figured out that many factors come into play when taking a good picture – factors like distance, light, quality of lens and composition, among other things. Now, I can easily turn some ordinary objects into some likeable pictures. Of course, even though, I take pictures of all kinds of things, it's nature which interests me the most. In fact, I would wait even hours just to take a good shot of a beautiful flower plant or a flying bird above my head.

Anyway, photography is my favourite outdoor activity, mainly because it allows me to understand the things and nature around me a lot better. Besides, it also allows me to spend and enjoy my time according to my own terms without necessarily depending on others. Finally, I enjoy photography also because it allows me to capture some great moments of some objects around me and then look at them at a later time to see how fast things change around us.

In order to be able to describe a particular indoor activity, we must understand the following questions to facilitate the explanation. you can see the example below!

Describe your favorite indoor activity, You should say: what the game is? how you learned to play it? ? where you have played it.? and explain why you enjoy this game!!!



## Example

In the quiet haven of my cozy apartment, I find solace in the rhythmic melody of the rain tapping against the windowpane. On days when the weather takes a moody turn, my favorite indoor activity unfolds in the heart of my kitchen. As the raindrops orchestrate a soothing symphony outside, I embark on a culinary adventure within.

The inviting aroma of spices fills the air as I decide on a recipe that matches the mood of the day. Perhaps it's the warmth of a simmering stew or the comfort of baking something sweet. The ingredients, neatly arranged on the counter, await their transformation into a delightful masterpiece. With each chop of vegetables and every swirl of the wooden spoon, a sense of creativity blossoms.

Cooking becomes my canvas, and flavors are my palette. The sizzle of ingredients meeting the pan is a harmonious melody that resonates through the kitchen, echoing the rain's gentle percussion. As the dish takes shape, I revel in the alchemy of cooking—the way separate components meld into a symphony of tastes and textures.

The dance of flavors while the storm rages outside, I'm nestled in the warmth of my culinary sanctuary. The vibrant colors of the dish contrast with the gray ambiance beyond the kitchen walls, creating a picturesque scene that is both comforting and invigorating.

Finally, the creation is ready—a culinary masterpiece born of rainy day inspiration. I plate it appreciating not just the end result but the entire process that led to this moment. With a cup of tea in hand, I settle into a corner, gazing out at the rain-soaked world while savoring the fruits of my indoor escapade.

In these moment, the rain becomes a co-conspirator in my culinary endeavors, adding its own touch to the symphony of senses. It's a favorite indoor activity that turns a gloomy day into a canvas of creativity, leaving me with not just a delicious meal but a soul-nourishing experience.



Sumber : [pngtree.com/pinterest](https://www.pngtree.com/pinterest)

### C. EXPRESSING PREFERENCES

***Prefer* means to more like or prefer. So actually the use of "*prefer*" in Indonesian is wrong. Prefer cannot be combined with "*more*" because it will become redundant.**

#### **Types of Expressing Preferences and Sentence Formation Formulas:**

- Uses the verb "like", Sentence formula:  
Subject + like + noun/verb-ing + better than + noun/verb-ing  
Example:
  1. She likes doing sport better than eating (Dia suka berolahraga daripada makan.)
  2. Fifi likes banana better than grape. (Fifi suka pisang lebih dari anggur)
  3. I like apple better than jackfruit. (Saya suka apel lebih dari nangka)
  
- Uses the verb "prefer"  
Sentence formula:  
Subject + prefer + to infinite  
Subject + prefer + noun/verb-ing + to + noun/verb-ing

Example:

1. He prefers to play badminton than cooking. (Dia lebih suka bermain bulu tangkis daripada memasak)
2. I prefer milk to tea. (Aku lebih suka susu daripada teh.)
3. She prefers reading books to watching TV. (Dia lebih suka membaca buku daripada menonton TV.)

○ Using the expression "would rather"

Sentence formula:

Subject + would rather + infinitive without verb (verb without to)

Subject + would rather + infinitive without to + than + infinitive without to

Subject + would rather + infinitive without to + noun + than + infinitive without to + noun

Example:

1. Mila would rather drink now. (mila lebih memilih minum sekarang.)
2. He would rather go than stay. (dia lebih memilih pergi daripada tinggal.)
3. Shofa would rather eat meatball than sushi. (Dia lebih memilih makan bakso daripada sushi.)

○ Using the expression "would prefer"

Sentence formula:

Subject + would prefer + to infinitive + rather than + bare infinitive.

Would prefer + to infinitives + nouns + rather than + bare infinitives + nouns

Example:

1. I would prefer to go the beach rather than stay at home. (Aku lebih memilih pergi ke pantai daripada tinggal dirumah.)
2. Kiki would prefer to watch a horror movie rather than a comedy show. (Dia lebih memilih menonton film horor daripada pertunjukan komedi.)

○ Using the expression "had better"

Sentence formula: Subject + had better + bare infinitive.

Example:

- You had better study for the exam if you want to get a good grade. (Sebaiknya kamu belajar untuk ujian jika ingin mendapatkan nilai bagus.)



## Example of Expressing Preference

### Dialog 1:

Hi, Kiki! Are you up for a study session this weekend?



: Hi, umam! I would prefer studying at the library rather than at my place.



That sounds good to me. The library is quiet and has all the resources we need.



Exactly! Plus, we can focus better without any distractions



## Example of Expressing Preference

### Dialog 2:

Dinda, which restaurant would you like to go to for dinner?



Ummm sahrul, I would prefer trying that new Italian restaurant rather than going to the usual place.



Sounds exciting. I've heard great reviews about it too.



Perfect! Let's give it a try and indulge in some delicious pasta and pizza.



## Example of Expressing Preference

### Dialog 3:



Hey Dayyan, what kind of music do you prefer, classical or rock?

I will tell you Imas. I'm more into classical music. The intricate compositions and soothing melodies really resonate with me.



"That's interesting! I'm more of a rock music fan. The energy and raw emotion in rock songs just do it for me.



Different strokes for different folks, I suppose. By the way, do you prefer coffee or tea?





Definitely coffee. I need that caffeine kick to start my day.



I'm more of a tea person. There's something calming about a hot cup of tea in the morning.

**In this conversation, Imas and Dayyan express their preferences for music and beverages, showing that everyone has their own unique tastes and preferences.**

## Exercise 1

### Instructions:

List your top five favorite activities!!!

Write a sentence about why each activity is your favorite.

Draw a small picture next to each activity to represent it.

Example:

Activity: Playing soccer

Why I Love It: I enjoy the teamwork and the thrill of scoring goals!

Drawing: [Soccer ball and goal]

Your Turn:

Activity: \_\_\_\_\_

Why I Love It: \_\_\_\_\_

Drawing: [Your drawing]

Activity: \_\_\_\_\_

Why I Love It: \_\_\_\_\_

Drawing: [Your drawing]

Activity: \_\_\_\_\_

Why I Love It: \_\_\_\_\_

Drawing: [Your drawing]

Activity: \_\_\_\_\_

Why I Love It: \_\_\_\_\_

Drawing: [Your drawing]

Activity: \_\_\_\_\_

Why I Love It: \_\_\_\_\_

Drawing: [Your drawing]

Express yourself and let your creativity shine!

## Exercise 2

### **Instructions:**

Choose three categories from the list below!!!

Write down your preferences for each category using the phrases provided.

Feel free to add more details or reasons for your preferences.

Categories:

Food

Colors

Hobbies

Seasons

Animals

Phrases:

"My favorite [category] is..."

"I prefer [option] because..."

"When it comes to [category], I really like..."

Example:

Category: Colors

Phrases:

"My favorite color is blue."

"I prefer blue because it reminds me of the sky and the ocean."

"When it comes to colors, I really like the calming vibe of blue."

Your Turn:

Category: Food

Phrases:

"My favorite food is..."

"I prefer [dish] because..."

"When it comes to food, I really like the taste of..."

Category: Hobbies

Phrases:

"My favorite hobby is..."

"I prefer [activity] because..."

"When it comes to hobbies, I really enjoy..."

Category: Animals

Phrases:

"My favorite animal is..."

"I prefer [animal] because..."

"When it comes to animals, I really like the way..."

Share your preferences and let your personality shine through!



Guys, We will reflect on our learning by making some groups, and we will discuss to complete the statements in the box.

o Someone say “ which restaurant would you like  
For example.....

o “ I would prefer \_\_\_\_\_ “  
For example.....





## UNIT 5

### IN THE CLASSROOM >> (9-10)



sumber : vectorstock/pinterest

#### We will learn:

How the students are able to understand and know the vocabulary within the classroom.



## Giving and Following Instruction

In the classroom, teachers should be able to provide instructions that can be understood by students, so that misunderstandings do not occur. Therefore, teachers should provide vocabulary and expressions related to those instructions. In that regard, below are some commonly used vocabulary words when giving and following instructions.

### A. Vocabulary

Vocabulary	Meaning	Vocabulary	Meaning	
Bag Tas	Tas	Notebook	Buku catatan	
Book	Buku	Pencil sharpener	Serutan pensil	
Chair	Kursi	Homework	Pr	
Teacher	Guru	Task	Tugas	
Student	Murid	Classmate	Teman kelas	
Chalk	Kapur	Scissors	Gunting	
Clock	Jam	Glue	Lem	
Wall	Dinding	Group member	Anggota kelompok	
Black board	Papan tulis (hitam)	Treasurer	Bendahara	
Eraser	Penghapus	Secretary	Sekretaris	
Ruler	Penggaris	Class leader	Ketua kelas	
Shoes	Sepatu	Globe	Bola dunia	
Marker	Spidol	Text book	Buku Pelajaran	
Paper	Kertas	Write	Menulis	
Whiteboard	Papan tulis (putih)	Read	Membaca	
Bookcase	Rak buku	Listen	Mendengar	

Wall magazine	Dinding madding	Look at	Melihat	
Calendar	Kalender	Speak	Berbicara	
Dictionary	Kamus	Attention	Memperhatikan	
Map	Peta	Study	Belajar	

## B. Giving and following instructions

**There are many instruction in the classroom:**

- Please open your textbook to page 25 !
  - Silakan buka buku teks halaman 25!
- Listen carefully to what I am saying !
  - Perhatikan baik-baik apa yang saya katakana!
- Write **your** answer on the paper
  - Tulis jawaban anda di atas kertas!
- Work in pairs to complete this task !
  - Berkerjalah secara berpasangan untuk menyelesaikan tugas ini!
- Complete the missing part in this picture !
  - Lengkapi bagian yang hilang pada gambar ini!
- Please read this paragraph and then discuss its meaning in your group!
  - Silakan baca paragraf ini dan kemudian diskusikan maknanya dalam kelompok Anda.
- Show your solution on the whiteboard!
  - Tunjukkan solusi anda di papan tulis!
- Follow the step-by-step instructions to complete this exercise.
  - Ikuti petunjuk langkah demi langkah untuk menyelesaikan latihan ini.
- Are there any questions so far?
  - Apakah ada pertanyaan sejauh ini?

**Instructions like these help the teacher in guiding the learning process and ensuring a good understanding by the students in the classroom. In addition, there are several ways teachers**

**can provide instructions to students, making the class conducive and well-directed. For example:**

**a. Question and Answer in Class:**

Engaging in question and answer sessions in class stimulates students' understanding of the teacher's instructions. Students will ask the teacher questions about instructions they don't understand, and the teacher will then provide a more detailed explanation of the given instructions.

**b. Discussion and Presentation:**

Students are instructed to engage in small-group discussions on specific topics. Through this method, students share their understanding of the teacher's instructions, allowing each student to exchange thoughts and ideas.

**c. Exams or Tests:**

Prior to starting an exam or test, the teacher will provide instructions regarding the rules to be followed during the test. Students will attentively listen to these instructions before beginning the test. This ensures that students remember the instructions provided by the teacher.

**d. Giving and Receiving Feedback:**

Additionally, teachers should also teach students how to receive instructions and provide feedback. For instance, students are encouraged to ask questions about instructions they don't understand, whether to their peers or the teacher. Afterward, students are also trained to provide feedback or explain the instructions themselves.

These methods help create a conducive and well-directed learning environment in the classroom, enhancing students' comprehension of the given instruction.

**C. Describing the classroom**

Describing a classroom means telling all about what it looks like, how things are set up, and what it feels like inside. Here's how you can do that:

### **Physical features:**

- **Size:** Tell how big the classroom is by talking about how long, wide, and tall it is.
- **Walls:** Explain what the walls look like, including their color, any decorations, posters, or learning stuff on them.
- **Windows:** Say how many windows there are, how big they are, and whether they have curtains or blinds.
- **Lighting:** Describe the type of light in the room, like sunlight from outside, ceiling lights, or a mix of both.
- **Flooring:** Talk about the kind of floor in the classroom, whether it's covered with tiles, carpet, or wood.
- **Furniture:** Describe the tables, chairs, and other things to sit or work on in the room. Mention how they're arranged, like in rows or groups.
- **Technology:** Say if there are computers, projectors, or special boards for teaching in the classroom.
- **Storage:** Tell if there are shelves, cabinets, or places to keep books, supplies, and teaching stuff.

### **Seating Arrangement:**

- Say how students' desks or tables are placed. They can be in rows, circles, like a horseshoe, or groups.
- Tell where the teacher's desk or podium is.
- Mention if there are spots for group work or working together.

### **Decor and Visuals:**

- Talk about any teaching pictures, charts, or things to help you learn on the walls.

- Say if there is any art, projects from students, or boards with messages.

### **Supplies and Resources:**

- Notice if there are blackboards, whiteboards, or special boards for teaching.
- Tell if there are things like markers, chalk, erasers, and projectors to help with teaching.
- Explain where the books, notebooks, and things you use to learn are kept.

### **Atmosphere:**

- Talk about how it feels in the classroom. Is it bright, organized, and good for learning?
- Say if the room is clean and neat.
- Notice anything special that makes the classroom different or cool.

### **Personalization:**

#### Making It Special:

- Say if the teacher added their own stuff or teaching things to the classroom.
- Explain what makes the classroom feel friendly and open for everyone.

Don't forget to use clear words and share lots of details to help people see the classroom in their minds. You can also tell who uses it, what they learn, and how it's used.



Now that you know how to describe a classroom, let's look at the example conversation below to make it easier to understand the rules.

Hi ! everyone, my name is clarisa and I am A class from VII junior high school. Here I want to describe about my beloved classroom. I hope, you can enjoy my story..! My classroom is blue and grey color combination, there are many flowers in front of my class, I like to see it everyday, because the flowers are beautiful. In the class, there are my beloved teacher and my friends, we love each other, we study together, play together and go home together. My teacher teach me patiently, and also my friends, my friends are very nice, and I love them so much.



Beside that, in my classroom also there is blackboard and with board, we use it while we learn with the teacher. On the table there are chinks, marker and eraser. The students seat on the chairs and write on the table. On the wall of my class, there are handmade such us flowers from plastic, magazine from polio papers and many others. I like to stay in class because the air is not hot, the school facilitated us with AC, that's why my classroom is very nice.

**Conversation**

Rani: Hey, how was your first day in the new school?

Boni: It was cool! The classroom is big and bright. How 'bout yours?

Rani: Loved it too. The walls are this chill blue, and there are posters all over.

Boni: Nice. In my class, there's this huge whiteboard at the front and a projector for stuff. What about yours?

Rani: Yep, we got a whiteboard too, and the teacher's got a desk with a computer. There's also this smartboard for interactive lessons.

Boni: Modern vibes! In the corner of my class, there are shelves with books and some plants for that green touch. How 'bout yours?

Rani: We got a reading nook too, with a comfy rug and bean bags. Plus, a row of computers for us.

Boni: Sweet! Anything special in your class that stands out?

Rani: Well, there's a mural on one wall, painted by us students. Adds a creative vibe.

Boni: Awesome idea. Our class has these big windows with a view of the courtyard, bringing in sunlight.

Rani: Nice! Sunlight makes a difference. We're lucky to have such cool classrooms, I think.

Boni: Totally. Makes it a good place to learn. What's your fave part of your classroom?

Rani: I like the seating arrangement. Tables are grouped, so we can work together. How 'bout yours?

Boni: Similar setup. Great for group stuff. Overall, both our classrooms seem like good places to learn.

## Exercise

Answer the questions below, based on story above!





## Exercise

- 1). Where is your classroom situated in the school?
- 2). How big is your classroom, and what is its layout like?
- 3). What colors dominate the walls, and are there any decorations or posters?
- 4). Are there whiteboards, blackboards, projectors, or any other teaching tools?
- 5). Describe the desks, chairs, and any other furniture in the classroom.
- 6). Is there any technology in the classroom, like computers, smartboards, or audio-visual equipment?
- 7). Does your classroom have a reading corner or a space for books?
- 8). Are there windows in the classroom, and how does the lighting contribute to the atmosphere?
- 9). Is there anything unique or personal in your classroom, like student artwork or class projects?



## Unit 6

### Yummy Food and Drinks >>(11-12)



#### We will learn:

How the students are able to describe and retell their daily activities by using English language



## Learning Objectives

**In the end of the unit, students are able to learn foods and drink name in English and capable to mention it in their daily day.**

### A. Vocabulary

**Food is any substance consumed to provide nutritional support for an organism.**

**A drink or beverage is a liquid intended for human consumption.**

**Food is divided into 7 main groups:**

- **Meat, Poultry, and Seafood** (chickens, sheep, pigs, cattle, eggs, fish...)
- **Fruits** (apples, bananas, grapes, lemons, oranges, and strawberries...)
- **Vegetables** (beans, cabbage, potatoes, corn, carrots...)
- **Dairy products** (yogurt, milk, cheese, butter, cream...)
- **Grains, nuts, and seeds** (rice, wheat, oats, corn, almonds, walnuts, sunflower seeds...)
- **Sweets and desserts** (candy, ice cream, cake, cookies...)
- **Snacks** (chips, crackers, popcorn...)

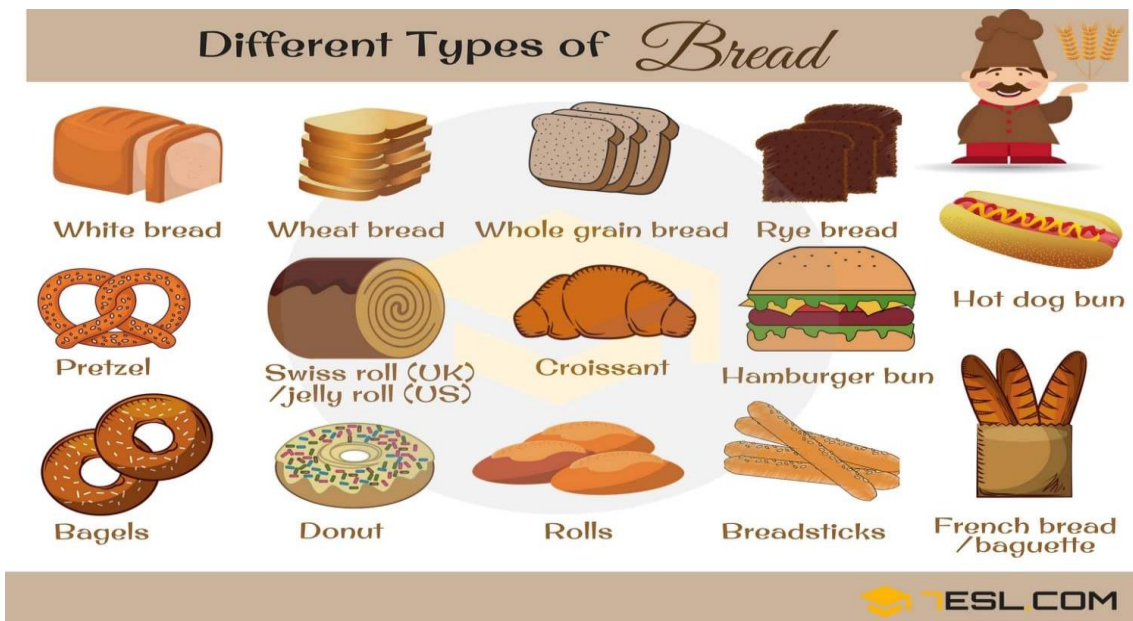
### **Fast Food**

Fast food is like when you go to a special restaurant and get food that's already cooked and ready really quickly. It's usually stuff like burgers, fries, and pizza that you can eat fast. It's yummy, but we should eat it only sometimes because it's not always the healthiest choice.

There are example of fast food such as :

- Junk food
- Salad
- Sandwich
- Pizza
- Noodle ext.

## Bread



Bread is a yummy food that we eat. It's made from mixing special powder called flour with water and then baking it in an oven. This makes it all warm and fluffy. We use it to make sandwiches, toast, and other delicious treats!.

It describes bread as a delicious food that people eat. The paragraph outlines the basic process of making bread, emphasizing the combination of flour and water and the baking process in an oven. It sets the stage for further exploration of the role of bread in various dishes.

To make bread, skilled bakers carefully measure flour, add water, and create a dough. This dough is then left to rise, a process where it expands, making the bread light and fluffy. After rising, the dough is shaped and placed in an oven, where the heat transforms it into the bread we

know and love. The result is a warm and inviting loaf that serves as a versatile base for a variety of culinary creations.

This paragraph delves deeper into the process of making bread. It explains how bakers measure ingredients to create a dough, the importance of letting the dough rise, and the transformative effect of baking in the oven. The description emphasizes the care and skill involved in the bread-making process, highlighting the craftsmanship of skilled bakers.

Bread plays a central role in our culinary experiences. We use it to craft sandwiches, a perfect union of flavors and textures. Toasted slices of bread bring a delightful crunch, and its versatility extends to sweet treats and savory delights alike. Whether it's the foundation for a morning avocado toast or the essential component of a classic peanut butter and jelly sandwich, bread adds a comforting and satisfying element to our daily meals, making it an integral part of our food culture.

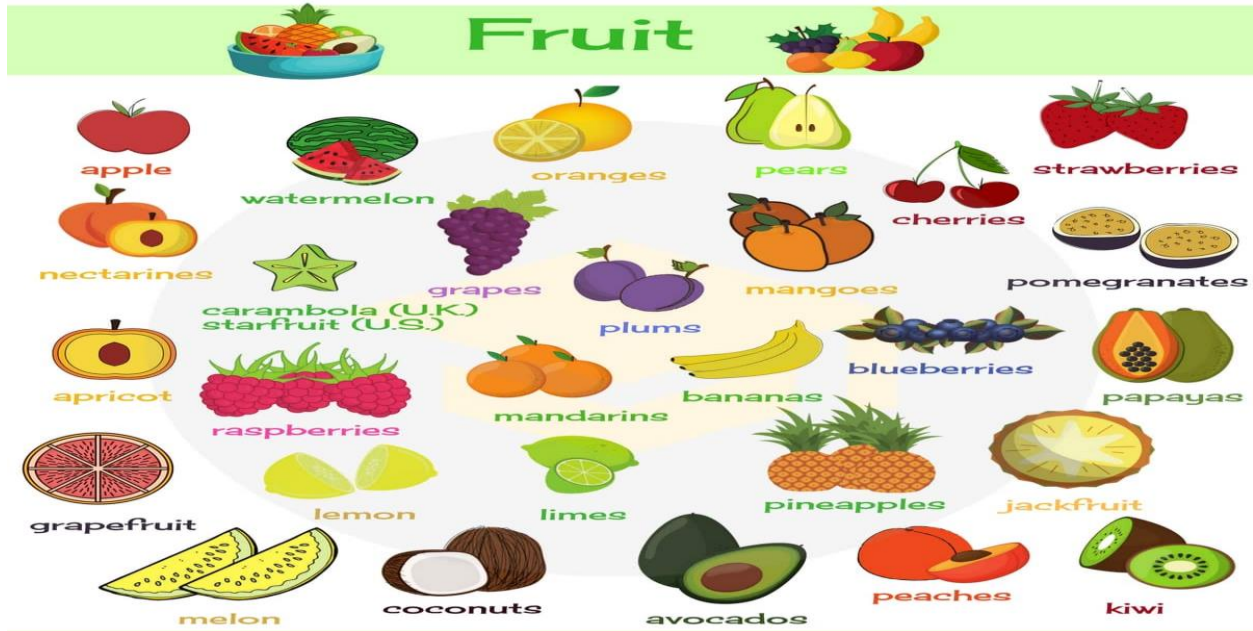
In essence, the focus shifts to the role of bread in various culinary creations. It explores how bread serves as a versatile ingredient, contributing to the enjoyment of sandwiches, toast, and other treats. The paragraph emphasizes the diverse ways in which bread enhances our daily meals, highlighting its comforting and satisfying qualities in our food culture.

Vocabulary:

- White bread
- Wheat bread
- Whole grain bread
- Rye bread
- Hot dog bun
- Hamburger bun
- Croissant
- Swiss roll (U.K) – jelly roll (U.S)
- Pretzel
- Bagel
- Donut
- Roll
- Breadstick
- French bread/ baguette



## Fruits



Sumber: esl.com

Fruit or a fruit is something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat. fruits are a source of essential nutrients such as vitamins, fiber, and minerals necessary for healthy growth and development.

### The name of fruits:

Mandarin	: mandarin	Raspberry	: raspberry
Jackfruit	: Nangka	Apple	: apel
Papaya	: papaya	Watermelon	: semangka
Kiwi	: buah kiwi	Orange	: jeruk
Pineapple	: nanas	Pear	: buah pir
Lime	: jeruk nipis	Cherry	: cerry
Lemon	: lemon	Strawberry	: strauberry
Apricot	: buah aprikot	Nectarine	: Buah nektarin
Grapefruit	: jeruk bali	Grape	: anggur
Melon	: Melon	Mango	: mangga
Coconut	: kelapa	Blueberry	: bluberry
Avocado	: apukat	Pomegranate	: delima
Peach	: buah pers	Carambola(U.K) – starfruit (U.S)	
		Plum	: buah prem
		Banana	: pisang

## Conversation

Rangga: Hey! I don't have favorites, but I've heard lots of kids love apples. What about you? Do you have a favorite fruit?

Najwar: I really like bananas! They're so yummy and easy to eat. What's cool about fruits is that they come in different colors and shapes.

Rangga: Bananas are awesome! You're right, fruits are like nature's candy with all those colors. What other fruits do you enjoy, and why?

Najwar: Grapes are fun to snack on, and they come in different colors too! And I love how watermelons are super refreshing, especially on hot days.

Rangga: Grapes and watermelons are great choices! It's like nature gives us a tasty rainbow. Do you have a favorite way to eat fruits, like in a smoothie or just by themselves?

Najwar: I love fruit salads, especially with a mix of different fruits. It's like a party in my mouth with all the flavors! How about you?

Rangga: Fruit salads sound delicious! Well, I don't eat, but I'd love to hear more about your favorite ways to enjoy fruits. What's your go-to fruit combination in a salad?

## Vegetable



<https://esl.com>

Vegetables are colorful, healthy foods that come from plants. They include things like carrots, broccoli, and tomatoes. Eating them is good for your body because they have vitamins and make you strong. So, veggies are like nature's superfoods! Learning about vegetables has important benefits for. Improved Health and Nutrition: Understanding the nutritional benefits contained in vegetables helps children understand the importance of eating a healthy diet. They will learn that vegetables are a source of vitamins, minerals, fiber and antioxidants that are essential for healthy growth and development.

## Vocabulary

Corn =	-Jagung
Mushroom =	-Jamur
Broccoli =	- Brokoli
Cucumber	- Mentimun
Red pepper/red bell pepper =	- Cabai merah / paprika merah
Pineapple =	- Nanas
Tomato =	- Tomat
Swede/rutabaga (U.S.) =	- Swedia/rutabaga (AS)
Carrot =	- Wortel
Brussels sprout =	- Kubis Brussel
Pumpkin =	- Labu
Cabbage =	- Kubis
Potato =	- Kentang
Eggplant =	- Terong
Sweet potato =	- Ubi jalar
Turnip =	- Lobak
Courgette (U.K.)/zucchini (U.S.) =	- Cukini (Inggris) / zucchini (AS)
Green chilli =	- Cabai hijau
Onion =	- Bawang
Lettuce =	- Selada
Radish =	- Lobak
Pea =	- Kacang polong
Asparagus =	- Asparagus
Celery =	- Seledri
Green pepper =	- Lada hijau
French beans =	- Kacang Prancis
Spinach =	- Bayam
Beetroot/beet (U.S.) =	- Bit/ bit (AS)

Red chillies/red chili peppers (U.S.) =

- Cabai merah/cabai rawit merah (AS)

Bean =

- Kacang

### Conversation

Teo: Veggies are cool! While I don't have favorites, many kids like carrots or broccoli. What's your go-to vegetable, and why do you like it?

Gea: I really enjoy crunchy cucumber slices! They're so refreshing. And I like how vegetables come in different shapes and colors.

Teo: Cucumbers are a fantastic choice! The variety in colors and shapes makes veggies interesting. Any other veggies you find tasty, and how do you like to eat them?

Gea: I like colorful bell peppers, especially in salads. And sometimes, I dip them in hummus! Do you have a favorite veggie fact?

Teo: Bell peppers and hummus sound like a delicious combo! Did you know that spinach is full of iron and can make you strong like Popeye? Any other cool veggie facts you want to share?

Gea: That's neat about spinach! I also heard that broccoli looks like tiny trees. Isn't that funny? What's your favorite veggie fact?

Teo: The "tiny trees" comparison for broccoli is adorable! Well, here's a fun fact: Did you know carrots were originally purple? They sure know how to surprise us! Anything else you want to explore about veggies?

## Herb and Spices

### Herbs and Spices



<https://esl.com>

Herbs and spices are like magic ingredients that make food taste yummy! Herbs are like plant leaves, and spices are powders made from seeds, roots, or bark. You use them to give flavor to your food, like putting basil on pizza or cinnamon in cookies. They make our meals more exciting!, the sentence sets the stage by describing herbs and spices as "magic ingredients" that enhance the taste of food. It introduces the distinction between herbs and spices, noting that herbs are plant leaves, while spices are powders derived from seeds, roots, or bark. The paragraph concludes by highlighting the practical use of herbs and spices in adding flavor to specific dishes, creating excitement in our meals.

Herbs, often derived from the leafy parts of plants, add a burst of freshness and aroma to our dishes. Basil, for example, with its bright green leaves and distinctive scent, is a popular herb that elevates the flavor of various dishes, including pizza. Herbs can be used either fresh or dried,

and each imparts a unique taste profile to the food. From the earthy notes of rosemary to the citrusy hint of cilantro, herbs contribute to the complexity of flavors that make our meals delicious. The focus is on herbs, specifically highlighting their origin from plant leaves. It elaborates on the example of basil, explaining its visual and olfactory characteristics and its application on pizza. The paragraph also emphasizes the versatility of herbs, whether used fresh or dried, and how different herbs offer distinct flavor profiles, enriching the overall taste experience.

Spices, on the other hand, come in powdered form and are derived from various parts of plants, such as seeds, roots, or bark. Cinnamon, a beloved spice made from the bark of the cinnamon tree, adds warmth and sweetness to treats like cookies. Spices are known for their ability to transform the character of a dish, turning it into a culinary adventure. By incorporating herbs and spices into our cooking, we not only tantalize our taste buds but also embark on a flavorful journey that makes mealtime a delightful experience.

In essence, the focus shifts to spices, explaining that they are powdered and can come from different plant parts. The example of cinnamon is used to illustrate how spices, like herbs, contribute distinct flavors, in this case, warmth and sweetness to cookies. The paragraph concludes by emphasizing the transformative nature of spices, turning ordinary meals into culinary adventures and making mealtime a delightful experience with the incorporation of herbs and spices.



## Vocabulary

- Cilantro/coriander
  - Artichoke
  - Rosemary
  - Bay leaves
  - Mint leaves
  - Basil
  - Clove
  - Olive
  - Shallot
  - Turmeric
  - Garlic
  - Ginger
  - Onion
  - Spring onions/green onions
  - Lemongrass
  - Chives
  - Green chili
- Ketumbar/ketumbar
  - Artichoke
  - Rosemary
  - Daun salam
  - Daun mint
  - Kemangi
  - Cengkeh
  - Zaitun
  - Bawang merah
  - Kunyit
  - Bawang putih
  - Jahe
  - Bawang
  - Daun bawang/bawang hijau
  - Serai
  - Daun bawang
  - Cabai hijau

## Conversation

Anggun: Hi! Have you ever talked about herbs and spices before?

Roy: No, not really. What's so interesting about them?

Anggun: Well, did you know that herbs and spices aren't just for flavoring food? They also have some amazing benefits!

Roy: Really? Like what?

Anggun: For example, there's this herb called basil. It not only adds a delicious taste to pasta but also has anti-inflammatory properties. Have you ever tried basil?

Roy: I think so, but I didn't know it had those benefits.

Anggun: Yeah! And there are spices like turmeric, which is not only great in curry but also has antioxidants that are good for our health.

Roy: I love curry! What other spices have cool benefits?

Anggun: Well, cinnamon is not just for making things taste sweet; it can help regulate blood sugar. And ginger, besides being in gingerbread cookies, can soothe an upset stomach.

Roy: That's awesome! I had no idea spices could do all that.

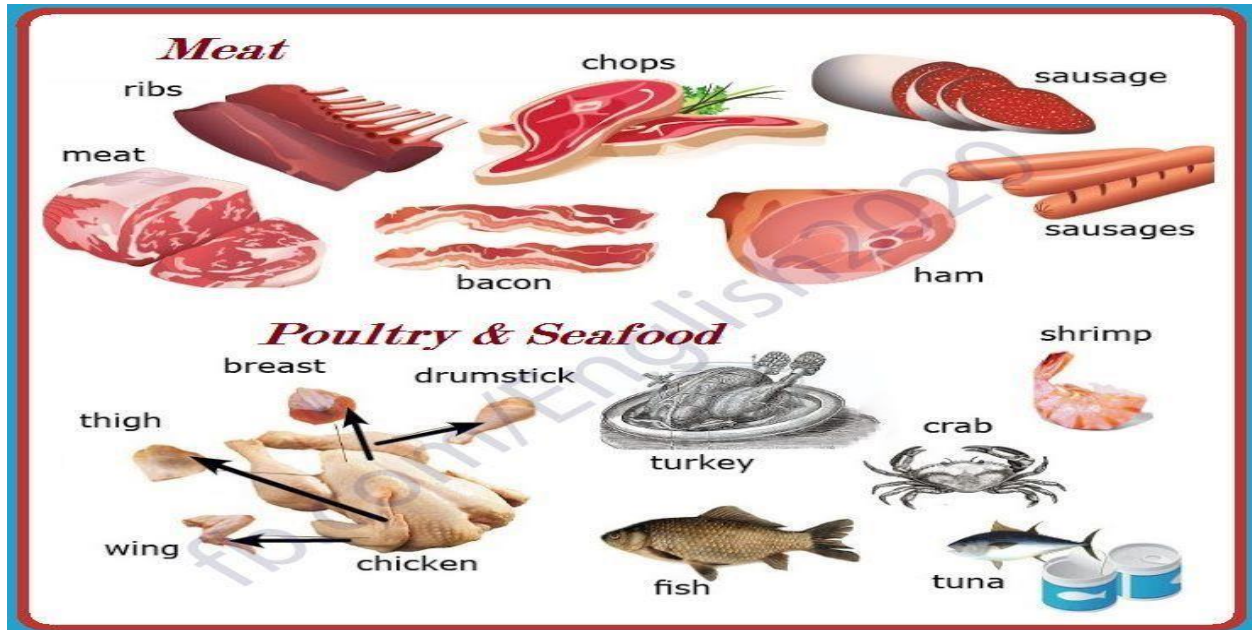
Anggun: Right? It's like nature's medicine cabinet! Do you have a favorite herb or spice?

Roy: Hmm, I really like garlic. It makes everything taste better.

Anggun: Garlic is fantastic! Did you know it has antibacterial properties too? It's not just for keeping vampires away!

Roy: That's cool. thank for nice information.

## Meats and Fish



<https://i.pinimg.com>

Meat and fish are types of food that come from animals. Meat comes from animals like cows, chickens, and pigs, while fish comes from the water. We cook them to make tasty dishes like hamburgers from meat and grilled salmon from fish. They give us energy and protein to grow strong!

### Vocabulary

1. Beef - Daging sapi
2. Pork - Daging babi
3. Chicken - Ayam
4. Lamb - Daging domba
5. Fish - Ikan
6. Salmon - Salmon
7. Tuna - Tuna
8. Shrimp - Udang
9. Lobster - Lobster
51. Buffalo - Kerbau
52. Venison - Daging rusa
53. Pheasant - Faisan
54. Quail - Burung puyuh
55. Duck - Bebek
56. Goose - Angsa
57. Rabbit - Kelinci
58. Veal - Daging anak sapi
59. Liver - Hati

10. Crab - Kepiting
11. Turkey - Kalkun
12. Sausage - Sosis
13. Ham - Ham
14. Bacon - Daging asap
15. Mutton - Daging kambing
16. Cod - Kod
17. Haddock - Haddock
18. Trout - Ikan trout
19. Catfish - Ikan lele
20. Hamburger - Hamburger
21. Steak - Steak
22. Fillet - Fillet
23. Ribs - Tulang iga
24. Sirloin - Sirloin
25. Sardine – Sardin
26. Anchovy - Ikan teri
27. Octopus - Gurita
28. Calamari - Cumi-cumi
29. Clam - Kerang
30. Oyster - Tiram
31. Swordfish - Ikan pedang
32. Sushi - Sushi
33. Caviar - Kaviar
34. Scallops - Kerang
35. Tofu - Tahu
36. Sardine – Sardin
37. Mahi-mahi - Mahi-mahi
38. Halibut - Halibut
39. Tilapia - Ikan tilapia
40. Mackerel - Ikan selar
60. Kidney - Ginjal
61. Rump - Paha belakang
62. T-Bone - T-Bone
63. Bratwurst - Bratwurst
64. Bologna - Bologna
65. Hotdog - Hotdog
66. Pastrami - Pastrami
67. Venison - Daging rusa
68. Duckling - Anak bebek
69. Sirloin - Sirloin
70. Fillet - Fillet
71. Flounder - Ikan lengu
72. Sole - Ikan sole
73. Gizzard - Lambung
74. Abalone - Abalon
75. Hake – Hake
76. Herring - Ikan teri
77. Smelt - Smelt
78. Crayfish - Udang sungai
79. Mullet - Ikan belanak
80. Carp - Ikan mas
81. Trout - Ikan trout
82. Bream - Ikan bream
83. Halibut - Halibut
84. Snapper - Ikan snapper
85. Perch - Ikan nila
86. Prawn - Udang galah
87. Cuttlefish - Gurita
88. Grouper - Grouper
89. Monkfish - Ikan angler
90. Ceviche - Ceviche

41. Perch - Ikan nila
42. Eel - Ikan sidat
43. Grouper - Grouper
44. Escargot - Bekicot
45. Mussels - Kepiting
46. Sardine - Sardin
47. Shark - Hiu
48. Turbot - Turbot
49. Whitefish - Ikan putih
50. Calf - Anak sapi

91. Mincemeat - Daging giling
92. Stew - Semur
93. Barbecue - Barbekyu
94. Grill - Panggangan
95. Skewer - Tusuk
96. Marinate - Marinasi
97. Seasoning - Bumbu
98. Butcher - Tukang daging
99. Poultry - Unggas
100. Seafood - Makanan laut

### Conversation

Mawar: Meat can be tasty! While I don't have personal favorites, many kids enjoy things like chicken nuggets or burgers. What's your go-to meaty dish, and what do you like about it?

Andi: I really like grilled chicken! It's flavorful, and I enjoy the smoky taste. Do you know any interesting facts about meat?

Mawar: Grilled chicken is a delicious choice! Fun fact: Did you know that a hamburger made its debut in the United States at the 1904 St. Louis World's Fair? Any other meaty topics you'd like to explore?

Andi: That's cool! I also like spaghetti with meatballs. It's fun to twirl the noodles! Do you have a favorite way people cook meat?

Mawar: Spaghetti with meatballs is a classic! While I don't cook, many people enjoy grilling or roasting meat. What's your favorite cooking style for meat, and why do you like it?

Andi: I think grilling adds a special flavor! Plus, it's fun to have a barbecue with family and friends. What's your take on barbecue?

Mawar: Grilling does add a unique taste! I don't have personal opinions, but many people love the social aspect of barbecues and the delicious aroma of grilled food. Anything else you want to chat about regarding meat or cooking?

## Drink



<https://esl.com>

Drink is a term often used to describe the action of consuming liquids, such as water, juice, milk, or other beverages, by swallowing them to satisfy thirst or provide hydration to the body. It's a fundamental concept related to staying healthy and hydrated. The term "drink" is defined as the act of consuming liquids to satisfy thirst or provide hydration. The variety of liquids mentioned, including water, juice, and milk, highlights the broad scope of what constitutes a drink. The paragraph emphasizes that this concept is fundamental, underlining its significance in maintaining health and hydration.

Drinking is not merely a routine activity but a crucial aspect of our daily lives. The human body relies on a consistent intake of fluids to function optimally. Water, being a primary component of drinks, plays a vital role in various bodily functions, from digestion to temperature regulation. Juice and milk, with their distinct nutritional benefits, contribute to overall well-being.

The act of drinking, therefore, goes beyond quenching thirst; it is a proactive step towards maintaining a healthy and balanced lifestyle. The focus shifts to the importance of drinking in daily life. It emphasizes that drinking is not a mundane activity but a vital aspect of maintaining optimal bodily functions. The role of water, juice, and milk in supporting different bodily functions is highlighted, emphasizing the diverse benefits of various beverages. The paragraph concludes by stressing that drinking is more than a reactive response to thirst; it is a proactive measure for a healthy lifestyle.

As we navigate our daily routines, the significance of making mindful choices about what we drink becomes apparent. Whether it's starting the day with a glass of water, enjoying a refreshing fruit juice, or savoring a comforting cup of milk before bedtime, our beverage choices contribute to our overall well-being. In recognizing the importance of this simple yet impactful act, we empower ourselves to take positive steps towards a healthier and more hydrated life.

The concluding paragraph reflects on the significance of making mindful choices regarding drinks in our daily lives. It suggests various scenarios, such as starting the day with water or enjoying a comforting cup of milk, to illustrate how these choices contribute to overall well-being. By acknowledging the importance of such simple yet impactful actions, the paragraph encourages a proactive approach to a healthier and more hydrated lifestyle.

## Vocabulary

- Wine
  - Coffee
  - Lemonade
  - Iced tea
  - Hot chocolate
  - Juice
  - Milkshake
  - Water
  - Tea
  - Milk
  - Beer
  - Soda
  - Tea bag
  - Green tea
  - Chocolate milk
  - Hot chocolate
  - Tomato juice
  - Smoothie
  - Coconut milk
  - Orange juice
  - Lemonade
  - Fruit juice
  - Cocoa
  - Water
- Anggur
  - Kopi
  - Limun
  - Es teh
  - Cokelat panas
  - Jus
  - Milkshake
  - Air
  - Teh
  - Susu
  - Bir
  - Soda
  - Kantong teh
  - Teh hijau
  - Susu cokelat
  - Cokelat panas
  - Jus tomat
  - Smoothie
  - Santan
  - Jus jeruk
  - Limun
  - Jus buah
  - Kelapa
  - Air





Well guys. Please take a look at the conversation below to help you understand Fruit.

### Conversation

Upin: "Have you tried the new apples? They're super crunchy!"

Ipin: "Nope, not yet. I love these awesome grapes I found. They're like tiny bursts of sweetness."

Upin: "Grapes are a classic. Oh, did you know there's a debate about whether tomatoes are fruits or veggies?"

Ipin: "Really? I thought they were veggies. What's the answer?"

Upin: "Well, technically, they're fruits, but in the U.S., they're considered veggies. Strange, huh?"

Ipin: "Nature's little mysteries. Anyway, let's go back to trying those crunchy apples – I'm excited!"

## Conversation

Elsa: Hey! Have you ever tried a smoothie before?

Arthur: Yeah, I think so. What's so special about them?

Elsa: Well, smoothies are these cool blended drinks made with fruits, yogurt, and sometimes even vegetables. They're like a fruity party in a cup!

Arthur: That sounds interesting. What's your favorite smoothie?

Elsa: I love a berry blast smoothie! It has strawberries, blueberries, and a bit of banana. It's super refreshing.

Arthur: That sounds good! What makes it your favorite?

Elsa: I think it's the combination of sweet and tart flavors. And the color is so vibrant; it feels like I'm sipping on happiness.

Arthur: Nice! I usually just have juice or water. What other drinks do you like?

Elsa: Oh, I also enjoy a classic lemonade, especially on a hot day. It's sweet, tangy, and really quenches your thirst.

Arthur: Lemonade is tasty! Do you like any warm drinks?

Elsa: Yeah, hot chocolate is my go-to during the colder months. It's like a cozy hug in a mug, especially with some marshmallows on top!

Arthur: Yum! I like hot chocolate too. What about fancy drinks?

Elsa: I've tried a few fancy drinks at cafes. There's this thing called a caramel macchiato. It's like coffee with a sweet twist, and the caramel drizzle on top makes it feel fancy.

Arthur: Wow, that sounds kind of grown-up. Do you drink coffee?

Elsa: Not really, but this one is a bit like a dessert coffee. It's fun to try new things sometimes.

Arthur: True! Maybe I'll try something like that next time. Thanks for sharing!

## Exercise

Answer the questions below based on the conversation above!

1. What is the initial question that You asks to start the conversation?
2. How does You describe smoothies in the conversation?
3. What is You's favorite smoothie, and what ingredients does it include?
4. According to You, what makes the berry blast smoothie special and appealing?
5. What drinks does Friend mention as their usual choices?
6. How does You describe the classic lemonade, and why does You enjoy it?
7. What is You's go-to warm drink during colder months, and how is it described?
8. What fancy cafe drink does You mention, and how is it characterized?
9. How does You describe the caramel macchiato, and what makes it feel fancy?
10. What is Friend's reaction to trying something like a caramel macchiato, and how does You respond?
11. What fruit does Upin mention at the beginning of the conversation, and how does he describe it?
12. According to Ipin, what fruit does he currently love, and how does he describe it?
13. What debate do Upin and Ipin have about tomatoes, and what is the confusion related to tomatoes being fruits or vegetables?
14. How does Upin explain the classification of tomatoes, and what interesting fact is mentioned about how they are perceived in the U.S.?
15. At the end of the conversation, what does Ipin express excitement about, and why is he looking forward to it?

## Exercise

Do the exercises below on Food and Drink

- Determine the name below



Answer:

- Unscramble These Letters To Find The Food and Drinks Items:

1. Wemoentral

2. Terwa

3. Licgar

4. Iwik

5. Hgerambur

- Decide Whether These Food Items are Fruits, Vegetables or Drinks:

1. Coffe

2. Banana

3. Beans

4. Radish

5. Pumpkin

## B. Expressing likes and dislikes

### **EXPRESSING LIKES**

- I like...
- I love...
- I enjoy...
- I adore...
- I'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...
- I'm really into...
- I live for...
- ... is my thing
- I'm fond of...



### **EXPRESSING DISLIKES**

- I don't like...
- I dislike...
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...
- I can't stand
- I don't really care for...
- I'm not into...
- I'm not a huge fan of...



#### **Expressing Likes**

I like...

I love...

I enjoy...

I adore...

I 'm crazy about...

I'm mad about...

I enjoy...

I'm keen on...

I'm really into...

I live for...  
... is my thing  
I'm fond of...

## **Expressing Dislikes**

I don't like...  
I dislike...  
I hate...  
I abhor...  
I can't bear...  
I can't stand...  
I detest...  
I loathe...  
I can't stand  
I don't really care for...  
I'm not into...  
I'm not a huge fan of...

**Expressing like and dislike are to show your expression about the food, for example**

### **Likes:**

1. "I like it" - You can say this when you enjoy something. For example, "I like ice cream."
2. Thumbs up - Show a thumbs-up gesture to indicate that you like something.

### **Dislikes:**

1. "I don't like it" - You can say this when you don't enjoy something. For example, "I don't like broccoli."
2. Thumbs down - Show a thumbs-down gesture to indicate that you don't like something.

## The Structure

Pattern sentence of expression like and dislikes are basically same, there are some different things how to use like or dislike.

The pattern expression of like:

Subject + like/like(s) + object (noun/verb-ing)


Subject + love/love(s) + object (noun/verb-ing)

The pattern expression of dislike:

Subject + dislike/dislike(s) + object (noun/verb-ing)

Subject + hate/hates + object (noun/verb-ing)

**Let's sum up!**

 I We They You + Like... They like cheese.	I We They You + Don't like... They don't like cheese.
He She It + Likes... He likes cheese	He She It + Doesn't like... He doesn't like cheese.

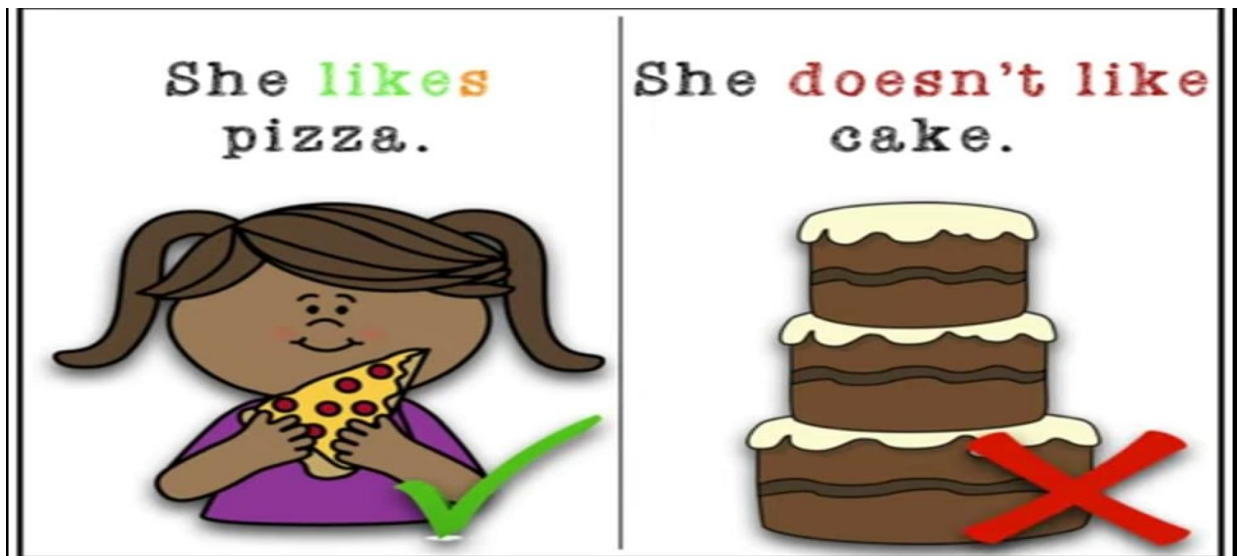


Example like and dislike



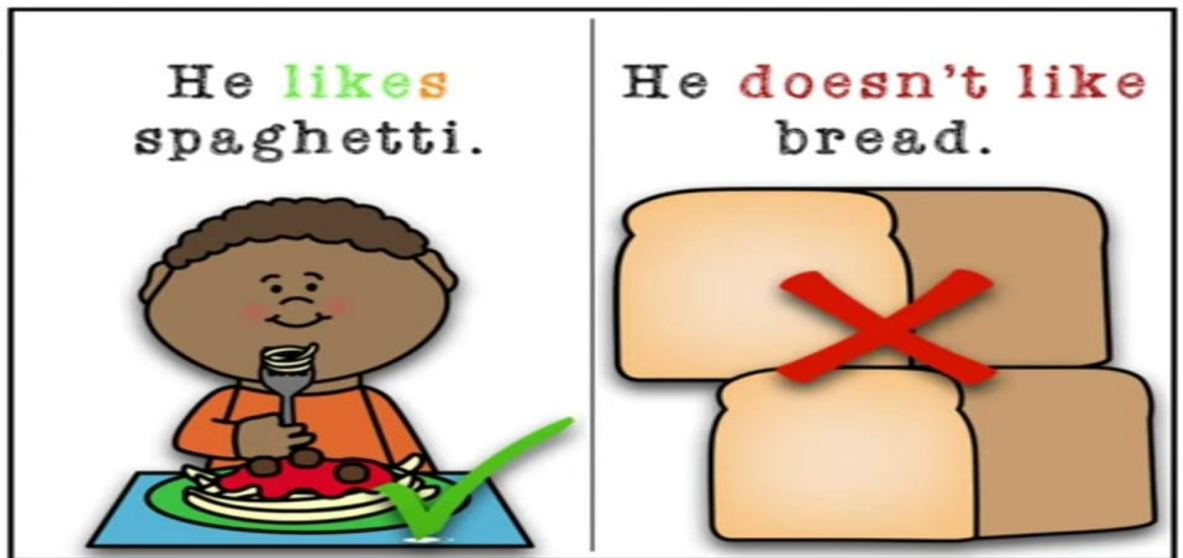
Englishstudyonline.org

- I like ice-cream = Saya suka es-krim
- I don't like pizza = Saya tidak suka pizza



Englishstudyonline.org

- She likes pizza = Dia suka pizza
- She doesn't like cake = Dia tidak suka kue



Englishstudyonline.org

- He likes spaghetti = Dia suka spaghetti
- He doesn't like bread = Dia tidak suka roti

## Conversation

Edem: "I saw the new movie everyone's talking about. It was awesome!"

Billy: "Cool! What was the best part?"

Edem: "The story twists were so cool, and the main actor did a great job. How about you? Seen any good shows lately?"

Billy: "I watched a space documentary. Super interesting! But, you know, I don't like scary movies. They're just not my thing."

Edem: "That's okay. Scary movies can be too much. What about food? Any favorites or things you really don't like?"

Billy: "I love Italian food, but mushrooms? No way. I don't like how they feel. How about you?"

Edem: "I'm all about spicy food, but plain stuff is boring. Spice makes meals exciting, right?"

Billy: "Spicy food is awesome! Although, I can't handle too much heat. Any type of food you really love?"

Edem: "Thai food is my favorite. The mix of sweet, sour, and spicy is just perfect. Do you have a favorite comfort food?"

Billy: Yes, I really like eating spaghetti with mushroom sauce.

Edem: waaw,great, well bro Igonna go. See you!

Billy: Yeah, see you too



Well Guys, We have understood how to express likes and dislikes, right. now answer the questions below correctly!

## Exercise

### Fill the Conwertation Below:

#### Clue Conwertation 1

Like / What / Do you / Foods / And Banana /

#### Clue Conwertation 2

I like / Do you / Coffe / What about / Cold tea /

- Conwertation 1

**Man:** So what foods ..... like?

**Woman:** I ..... Ice cream, and Fish, and banana.

**Man:** Oh, I like those ..... too

**Woman:** ..... Foods do you like?

**Man:** Actually, I like meats, vegetables .....

**Women:** Wow those foods are yummy

**Man:** Yep, I always eat it.

- Conversation 2

**Man:** What drinks ..... like?

**Woman:** ..... tea and I like juice.

**Man:** Ooh, hot tea or ..... ?

**Woman:** I prefer hot tea, ..... you?

**Man:** I like ..... and hot vanilla.

**Woman:** Ooh, I like both.

## C. Ordering food and drinks

# ORDERING FOOD IN ENGLISH



*"May I have...?" "I'll take..." "Let's start with..."*

<https://www.englishalex.com>

Ordering food is one of the most essential skills in any language. Whether you are on a business trip, on vacation, or starting a new life in a new country, at some point, you will probably find yourself at a restaurant, airport, pub, store, market, or café. What do you say if you want something to eat or drink at one of these places?--How do you order food in English?

## How to order



<https://www.englishalex.com>

### 1. **May I have...? (polite, formal)**

*"May I have the chicken Caesar salad, please?"*

*"May I have the lobster bisque and the seafood platter?"*

While this phrase is most common in fancy sit-down restaurants, you can use it in almost any situation where you want to be a little more polite.

### 2. **I'd like... / "I would like..." (neutral)**

*"I'd like a 7-Up, please."*

*"I would like a side order of fries."*

This and the following three options work in almost any dining situation. You can feel confident using them and getting what you want without worrying about your level of politeness.

### 3. **Could I have...? / "Could I get...?" (neutral)**

*"Could I get another iced tea, please?"*

*"Could I have two junior cheeseburgers?"*

This and "I would like" are two of the most common ways to order food in English. They are neutral, and you don't have to worry about offending the person you are speaking to.

### **Ordering for others**



<https://shutterstock.com>

If you would like to order something for your friend, your partner, or your children, you can use one of the following phrases:

- *"I'll have the classic fish and chips, and my wife/husband will have the 12-ounce New York steak."* (Ordering for yourself and your husband or wife.)



- *"She'll have the chicken fingers, and he'll have the pepperoni pizza."*  
(Ordering for kids from a kids menu.)
- *"We'll just share a veggie platter. Could we get two small plates as well, please?"* (This is the only thing we are ordering, and we want to share it.)

### Ordering Appetizers (Hidangan Pembuka)



<https://www.englishalex.com>

If you would like to order something small to start, either for yourself or to share with other people at your table, you can feel confident using these phrases:

- *"We'll take the calamari to start."*
- *"I'll start with a house salad, please."*
- *"Let's start with garlic bread."*

*"Can we get an order of nachos for the table?"* ("For the table" means you are ordering the item for everyone who is with you, and not just for yourself.)

## Taking food home



<https://www.englishalex.com>

Sometimes, you're unable to finish your entire meal, and you want to take your leftovers home. "Leftovers" are the remains of a meal--the portion you did not eat, or "left" on your plate. If you would like to take your leftovers home, you can use one of these phrases:

- *"Can we get this to go, please?"*
- *"Could we have two takeout containers?"*
- Server: *"Can I pack that up for you?"*
- Customer: "Yes, please."

- *"We'll take the rest for home."*

Well, that's it. Which of these phrases have you used?

## Exercise

**Please find your partner maximum 1 person and presentate it in front of class, read the question bellow!**

- **Please make the convertation as a customer in Restaurant**
- **Please make the convertation as a waiter in Restaurant**

## Exercise 2

*Fill in the dialogue with the words from the box.*

- Is this table \_\_\_\_\_?
- I'm sorry, sir, this table is \_\_\_\_\_?but that one by the window is free.
- What a pity! I wanted to be away from the \_\_\_\_\_. Still, it doesn't metter, I will check it... the menu, please.
- Here you are, Sir.

- Now, let's see... I think I will start with \_\_\_\_\_ juice. Then I will see what to eat.
- Here is the juice, Sir, are ready to \_\_\_\_\_ now?
- Well, first I will have mixed \_\_\_\_\_ and some shrimp.
- And to follow, Sir?
- Could you \_\_\_\_\_ something?
- Ahh, yes. I suggest fried \_\_\_\_\_ with orange souce. Thats 'the speciality of the restourant.
- Oh no, thank you, I don't like pork.
- How about some \_\_\_\_\_?
- Well, I had piece for lunch. But i see \_\_\_\_\_ chicken on menu. I think I will check grilled chicken.
- Verry well, Sir, and which \_\_\_\_\_ would you like?
- Baked potatoes, please. And peas.
- Sorry, but we haven't got baked \_\_\_\_\_ at the moment. Wouldn't you mine mashed potatoes with the chicken?

- And I will take some plums. Are they\_\_\_\_\_?
- Oh no, Sir. Not in this season we store them deep frozen.
- Never mind. I will try them.
- Anything to\_\_\_\_\_, Sir.
- Dry or Sweet.
- Dry please, and some\_\_\_\_\_ water.
- Certainly. What sweets would you like.
- I will have an ice cream, please.
- Would you like\_\_\_\_\_?
- Yes please.
- Black or\_\_\_\_\_?
- Black please.
- It's all, sir?
- Yes.

## Clue

‘Recommend / Reserved / Free / Salad / grilled / Fresh / Window /  
Grapefruit / Mineral / Pork / Fish / White / Potatoes / Drink / Order /  
Coffe / Vegetables’



Guys, We will reflect on our learning by making some groups, and we will discuss to complete the statements in the box.

Now, I know how to order food and the different ways of ordering food. I understand how to order from home, express likes and dislikes, etc. By understanding the example sentences in this unit, for example, you can get some ideas from the above examples to easily order food from home, etc.

- Someone order food” May I have  
For example.....

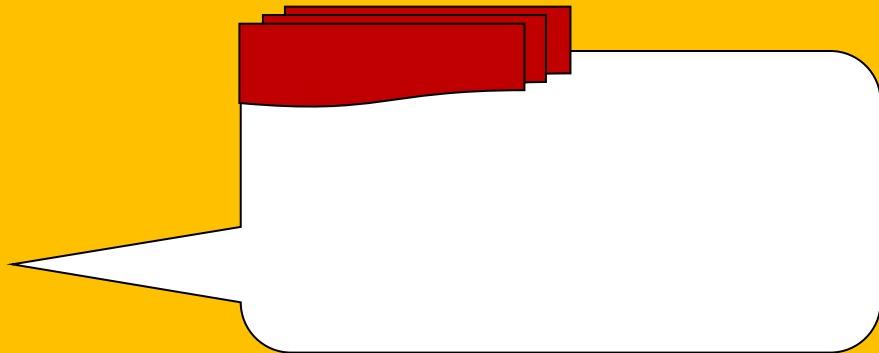
Or

- I would like  
For example.....



# Unit 7

Animals and Nature >> (13-14).







In this page will learn about what animals are around us in English, please read and memorize so that we can know what are the names of animal names in English. Knowledge of animal names is very important in child development. This has several benefits: Vocabulary Development : Learning animal names helps children broaden their horizons. This is the first step in language learning. Introduction to the Natural World: Getting to know animals allows children to recognize and understand the natural world around them. They learn about the various creatures that inhabit the planet. Improved Language Comprehension : Teaching animal names with English words helps strengthen understanding of grammar and sentence structure. Emotional Connection : Children often have emotional bonds with pets or animals they meet. This can be a good way to introduce the concept of empathy. Thus, understanding the names of animals is an important step in a child's development, not only in terms of language, but also in understanding the world around him.



## A. VOCABULARY



Sumber [blogspot.com](http://blogspot.com)

1. Cat – Kucing
2. Dog - Anjing
3. Bird - Burung
4. Fish - Ikan
5. Elephant - Gajah
6. Tiger - Harimau
7. Lion - Singa
8. Monkey - Monyet
9. Horse - Kuda
10. Snake - Ular
11. Rabbit - Kelinci
12. Cow - Sapi
13. Sheep - Domba
14. Pig - Babi
15. Bear - Beruang
16. Giraffe - Jerapah
17. Dolphin - Lumba-lumba
25. Butterfly - Kupu-kupu
26. Bee - Lebah
27. Crocodile - Buaya
28. Octopus - Gurita
29. Snail - Siput
30. Koala - Koala
31. Shark - Hiu
32. Peacock - Merak
33. Hamster - Hamster
34. Parrot - Burung Nuri
35. Camel - Unta
36. Rhinoceros - Badak
37. Squirrel - Tupai
38. Crab - Kepiting
39. Hedgehog - Landak
40. Ant - Semut
41. Jellyfish - Ubur-ubur

18. Penguin – Pinguin
19. Kangaroo - Kanguru
20. Fox - Rubah
21. Deer - Rusa
22. Wolf - Serigala
23. Duck - Bebek
24. Owl - Burung Hantu
25. Butterfly - Kupu-kupu

42. Platypus - Platipus
43. Seagull - Burung camar
44. Chimpanzee - Simpanse
45. Zebra - Zebra
46. Gorilla - Gorila
47. Raccoon - Rakun
48. Beaver - Beber
49. Ostrich - Burung unta
50. Alligator – Buaya

## Nature



Nature refers to the natural world and all living and non-living things that exist without human intervention. It encompasses the environment, ecosystems, plants, animals, and the physical world, including elements like air, water, and land. Nature is characterized by its complexity, diversity, and the interdependence of all its components. It's a fundamental part of our planet and provides resources, habitats, and beauty.

We will learn about nature and everything around us in English, it can be in forests, earth seas and others. This chapter will help the students to learn the name of nature around them. Then, it will be more effective if the teacher guide them to practice immediately in front of the class. Here are the name of the nature around :

1. Tree – Pohon
2. Flower - Bunga
3. Mountain - Gunung
4. River - Sungai
5. Lake - Danau
6. Forest - Hutan
7. Sun - Matahari
8. Moon - Bulan
9. Star - Bintang
10. Sky - Langit
11. Ocean - Lautan
12. Beach - Pantai
13. Cloud - Awan
14. Rain - Hujan
15. Snow - Salju
16. Wind - Angin
17. Rainbow - Pelangi
18. Earth - Bumi
19. Stone - Batu
20. Grass - Rumput
21. Bird - Burung
22. Butterfly - Kupu-kupu
23. Fish - Ikan
24. Coral – Karang
25. Desert – Gurun
26. Valley - Lembah
27. Island – Pulau
28. Volcano - Gunung berapi
29. Jungle - Rimba
30. Plant - Tanaman
51. National Park - Taman nasional
52. Pollination - Penyerbukan
53. Insect - Serangga
54. Mammal - Mamalia
55. Reptile - Reptil
56. Amphibian - Amfibi
57. Predator - Predator
58. Prey - Mangsa
59. Herd - Kawanan
60. Habitat - Habitat
61. Ecosystem - Ekosistem
62. Wetland - Daerah basah
63. Estuary - Muara sungai
64. Botanical Garden - Kebun raya
65. Rainforest - Hutan hujan
66. Biome - Bioma
67. Biodiversity - Keanekaragaman hayati
68. Endangered Species - Spesies yang terancam punah
69. Conservationist - Konservasionis
70. Wilderness – Belantara
71. Wetlands - Daerah basah
72. Preservation - Pelestarian
73. Greenhouse - Rumah kaca
74. Geology - Geologi
75. Fossil - Fosil
76. Geologist - Ahli geologi
77. Earthquake - Gempa bumi
78. Tsunami - Tsunami
79. Volcanic eruption - Letusan gunung berapi
80. Geothermal - Panas bumi

31. Cactus - Kaktus
32. Waterfall - Air terjun
33. Sunrise - Matahari terbit
34. Sunset - Matahari terbenam
35. Thunderstorm - Badai petir
36. Tornado - Puting beliung
37. Hurricane - Topan
38. Dune - Bukit pasir
39. Marsh - Rawa
40. Swamp - Rawa
41. Glacier - Gletser
42. Avalanche - Longsor
43. Mudslide - Tanah longsor
44. Erosion - Erosi
45. Cliff - Tebing
46. Hike - Mendaki
47. Camp - Berkemah
48. Canoe - Kano
49. Wildlife - Satwa liar
50. Conservation – Konservasi
81. Meteorology - Meteorologi
82. Climate - Iklim
83. Weather - Cuaca
84. Hurricane - Topan
85. Tornado - Puting beliung
86. Cyclone - Siklon
87. Forecast - Prakiraan
88. Barometer - Barometer
89. Thermometer - Termometer
90. Anemometer - Anemometer
91. Rain gauge - Pengukur hujan
92. Cloud cover - Tutupan awan
93. Humidity - Kelembaban
94. Frost - Embun beku
95. Drought - Kekeringan
96. Flooding - Banjir
97. Watershed - Daerah aliran sungai
98. Microclimate - Mikroiklim
99. Corrosion - Korosi
100. Erosion – Erosi

## The Expression

<p>1. A serene sunset over a calm lake. Terbenam matahari yang tenang di atas danau yang damai.</p> <p>2. The vibrant colors of a rainbow after a rainstorm. Warna-warna yang mencolok dari pelangi setelah badai hujan.</p> <p>3. A blooming field of wildflowers. Ladang bunga liar yang sedang mekar.</p> <p>4. The grandeur of a snow-capped mountain range. Keagungan dari rangkaian pegunungan yang bersalju.</p> <p>5. The intricate patterns of frost on a window. Pola-pola yang rumit dari embun beku di jendela.</p> <p>6. The gentle rustling of leaves in a forest. Daun-daun yang berdesis lembut di dalam hutan.</p>	<p>15. The delicate petals of a blooming rose. Kelopak mawar yang lembut mekar.</p> <p>16. The rhythmic chirping of crickets. Bunyi kriket yang berirama.</p> <p>17. A roaring waterfall in a lush canyon. Air terjun yang gemuruh di dalam jurang yang hijau.</p> <p>18. The interplay of light and shadow in a forest. Interaksi antara cahaya dan bayangan di hutan.</p> <p>19. A bustling coral reef teeming with life. Terumbu karang yang ramai dengan kehidupan.</p> <p>20. The fragrance of blooming jasmine. Aroma bunga melati yang mekar.</p> <p>21. The intricate web of a spider. Jaring laba-laba yang rumit.</p> <p>22. The awe-inspiring power of a thunderstorm. Kekuatan petir yang mengagumkan.</p>
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<p>7. The graceful flight of a bird. Penerbangan yang anggun burung.</p> <p>8. The rhythmic crashing of ocean waves. Gelombang ombak laut yang berirama.</p> <p>9. A starry night sky in a remote location. Langit malam yang berbintang di lokasi terpencil.</p> <p>10. The growth rings in the cross-section of a tree. Cincin-cincin pertumbuhan di potongan melintang pohon.</p> <p>11. The sparkling beauty of a crystal-clear stream. Kecantikan gemerlap sungai yang bening kristal.</p> <p>12. The geometric perfection of a honeycomb. Kesempurnaan geometris sarang lebah.</p> <p>13. The intricate symmetry of a snowflake. Simetri yang rumit dari butir salju.</p> <p>14. The soft glow of fireflies on a summer night.</p>	<p>23. The delicate intricacies of a seashell. Keindahan dan kerumitan cangkang laut.</p> <p>24. The scent of pine trees in a dense forest. Aroma pohon cemara di dalam hutan yang rimbun.</p> <p>25. The tranquility of a calm, reflective pond. Ketenangan kolam yang tenang dan bersifat reflektif.</p> <p>26. The brilliant colors of autumn leaves. Warna-warna cemerlang daun-daun musim gugur.</p> <p>27. The dance of fire in a campfire. Tarian api di api unggun.</p> <p>28. The diversity of plant life in a tropical rainforest. Keragaman kehidupan tumbuhan di hutan hujan tropis.</p> <p>29. The patterns in sand dunes in a desert. Pola-pola di gundukan pasir di gurun.</p> <p>30. The mesmerizing flight patterns of a flock of birds. Pola penerbangan yang memikat dari sekelompok burung.</p>
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<p>Cahaya lembut kunang-kunang di malam musim panas.</p> <p>15. The delicate petals of a blooming rose.</p> <p>Kelopak mawar yang lembut mekar.</p>	
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Hello everyone!!!!

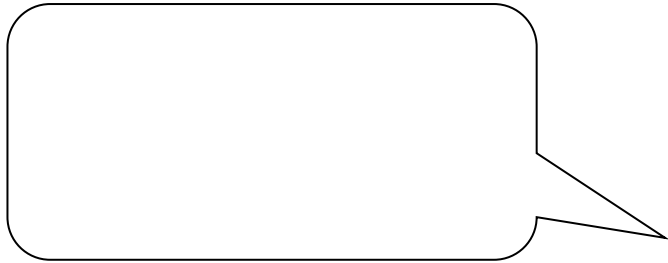
now we will learn about nature,  
lets see in next chapter!



hey look at the beach it's  
very beautiful!!

Yupss, surrounded by very  
beautiful hills





Yes, I agree that you should not damage this beautiful nature

## VOCABULARY

Vocabularies	Meaning
Lake	Danau
Jungle	Hutan
Island	Pulau
Hill	Bukit
Flower	Bunga
Earth	Bumi
Cloud	Awan
Beach	Pantai
Ocean	Laut
Sky	Langit
Grass	Rumput
Stone	Batu
Mushroom	Jamur
Rainbow	Pelangi
Jungle	Hutan
Waterfall	Air Terjun
Water	Air

Guys, Let's look at the story below  
to help us understand this unit!





Once upon a time in the colorful land of Directiveville, there was a young explorer named Alex. One sunny day, Alex received a mysterious map that led to a magical place known as Instruction Island.

Star, the night sky guided Alex through a mystical forest where fireflies danced in harmony. Approaching the Rainbow Bridge, Alex marveled at its vibrant arches. Remembering the second instruction, Alex took steady steps, feeling the magic beneath each footfall. Finally, at the entrance of Instruction Island, a wise owl stood guard. Remembering the password, Alex whispered, "Harmony." The owl nodded approvingly and granted passage. Upon entering the island, Alex discovered a place filled with activities and challenges. There were puzzles to solve, creatures to befriend, and tasks that required careful following of instructions.

As Alex navigated the island, the importance of clear instructions became evident. Each challenge overcome brought a sense of accomplishment. Alex not only followed instructions but also gave clear directions to newfound friends. At the heart of Instruction Island, there stood a grand tree with leaves that sparkled like gold. The Tree of Clarity, as it was called, granted a special gift to those who embraced the art of giving and following instructions.

Alex, now equipped with newfound wisdom, returned to Directiveville. The lessons learned on Instruction Island became a guiding light in both giving and following instructions, bringing harmony and success to every adventure. And so, the story of Alex's journey became a legend in Directiveville, inspiring others to embark on their own adventures with a clear understanding of the power of instructions.

Exercise:

Write a continuation of Alex's journey, detailing a specific challenge or task on Instruction Island that requires both giving and following instructions. Explore how Alex's experiences on the island contribute to personal growth and the development of a unique skill set. Conclude with a reflection on the overall impact of Alex's adventure on Directiveville and the significance of embracing the art of giving and following instructions.

## B. Describing Animal



Well Guys. Describing an animal can be a fun and creative process. To help you get started, here's a simple guide:

1. **Choose the Animal:** Select an animal you find interesting or one that you're passionate about.

*Example:* I've chosen the elephant because I'm fascinated by their intelligence and the way they live in close-knit families.

2. **Gather Information:** Collect basic information about the animal, such as its scientific name, habitat, diet, behavior, and unique characteristics.

*Example:* Elephants, scientifically known as *Loxodonta*, are the largest land mammals and are found in various habitats, from the dense forests of Africa to the grassy plains of Asia. They are

herbivores, meaning they eat plants like leaves, bark, and fruits. Elephants are known for their strong family bonds and exceptional memory.

3. **Introduction:** Begin with a captivating introduction that sparks interest. You might include a surprising fact, an intriguing behavior, or something unusual about the animal.

*Example:* Did you know that elephants are not only the largest land animals but also some of the most intelligent creatures on Earth? Imagine a world where these gentle giants roam freely, using their trunks to communicate and displaying remarkable problem-solving skills.

4. **Physical Appearance:** Describe the animal's physical features. Include details like size, color, shape, fur/feather/skin texture, and any distinctive markings.

*Example:* Elephants are enormous, with large ears that resemble the shape of the African continent. Their gray skin is tough and wrinkled, and they have long, powerful trunks that they use for various tasks, from picking up small objects to spraying water over their bodies.

5. **Habitat:** Discuss the natural environment where the animal lives. Explain how its habitat contributes to its survival and well-being.

*Example:* Elephants thrive in diverse landscapes, from the savannas of Africa, where they navigate grasslands and open spaces, to the dense forests of Asia, where their strong bodies allow them to move through thick vegetation.

6. **Diet and Eating Habits:** Explain what the animal eats, its hunting or feeding habits, and any specialized adaptations related to obtaining food.

*Example:* Elephants are herbivores, consuming a variety of plants. Their diet includes grasses, leaves, and even tree bark. With their long trunks, they can reach high branches or pluck grass from the ground, showcasing their adaptability in finding food.

7. **Reproduction:** Provide information about the animal's reproductive habits, including mating rituals, gestation, and offspring care.

*Example:* Female elephants, called cows, have a gestation period of about 22 months, the longest of any land mammal. They form strong bonds with their calves, and the entire herd collaborates to protect and care for the newborns.

8. **Adaptations:** Discuss any special adaptations the animal has developed for survival in its environment. This could include physical features, camouflage, or behavioral traits.

*Example:* Elephants' large ears not only help regulate their body temperature but also aid in communication. Their tusks, though unfortunately targeted by poachers, serve various functions, from digging for water to defending against predators.

9. **Interesting Facts:** Include fascinating or surprising facts about the animal. This could be related to its history, cultural significance, or any remarkable abilities.

*Example:* Elephants are highly social animals, and their sophisticated communication involves sounds below the range of human hearing, known as infrasound. In some cultures, elephants are considered symbols of wisdom and strength.

10. **Conclusion:** Summarize the key points and reiterate why the animal is unique or significant.

*Example:* In conclusion, elephants are not just majestic beings roaming the Earth; they play a crucial role in maintaining the balance of their ecosystems. Their intelligence, family bonds, and adaptability make them a species worth cherishing and protecting.

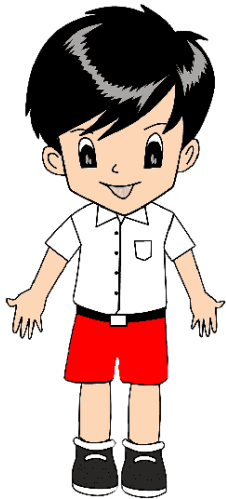
11. **Visual Imagery:** Use vivid language to create mental images for your readers. Appeal to the senses by describing how the animal looks, sounds, and behaves.

*Example:* Imagine a vast African savanna, where a family of elephants moves gracefully, their large ears flapping in the breeze as they trumpet softly to each other. Picture the intricate details of their wrinkled skin and the gentle touch of their trunks.

12. **Engage Your Reader:** Consider asking questions or using a conversational tone to engage your audience. Encourage them to think about the importance of the animal in the ecosystem.

*Example:* Have you ever wondered how such gentle giants contribute to the delicate balance of nature? As we learn more about elephants, we come to appreciate their role in shaping the landscapes they call home. What can we do to ensure these magnificent creatures continue to thrive in the wild?

Feel free to use this structure and adapt it to describe any animal you choose!



Guys, these paragraph is example to how describe an animal. Let's imagine you want to describe a tiger. Here's a simple way to do it.

When explaining or describing animals, especially in educational or formal contexts, it's important to be mindful of certain restrictions to ensure accuracy, sensitivity, and ethical considerations.

**Avoid Generalizations:** Animals within a species can vary widely in behavior and characteristics. Avoid making broad generalizations about all members of a species based on the behavior of a few individuals.



## **Title: The Amazing Tiger**

**Introduction:** Did you know that tigers are one of the most fascinating creatures on our planet? Let me tell you about the incredible world of tigers, those big cats that roam the jungles with their orange and black stripes.

**Physical Appearance:** Tigers are really big cats! Picture this: their fur is bright orange with bold, black stripes that look like a beautiful patterned coat. They have a long tail that helps them keep their balance, and their sharp claws are hidden in their paws. Tigers have piercing eyes that can see well even in the dark, making them amazing nighttime hunters.

**Habitat:** Tigers love to live in dense forests and grasslands. They're like the kings and queens of the jungle, ruling over their territory with a majestic presence. They are strong swimmers, too, and enjoy taking a dip in rivers to cool off on hot days.

**Behavior:** These cats are excellent hunters! They use their strong bodies to silently stalk their prey before making a powerful leap. Tigers are solitary creatures, which means they usually like to wander alone. But when they do communicate, they use roars and growls to let others know they're around.

**Diet and Eating Habits:** Tigers are carnivores, which means they love to eat meat. Their favorite meals include deer, wild boar, and sometimes even smaller animals like rabbits. Once they catch their prey, they use their strong jaws and sharp teeth to enjoy a tasty meal.

**Reproduction:** Tigers become parents, too! A mommy tiger, called a tigress, gives birth to cute, furry cubs. She takes great care of them until they're big enough to explore the jungle on their own.

**Adaptations:** Tigers are well-adapted to their surroundings. Their striped fur helps them blend into the tall grass, making it easier for them to sneak up on their prey. Their powerful legs and sharp claws are perfect for climbing trees or catching a speedy meal.

### **Interesting Facts:**

- Tigers are the biggest cats in the world!
- There are different types of tigers, like the Bengal tiger and the Siberian tiger, each with its own unique features.
- Sadly, tigers are endangered, which means there aren't as many of them left in the wild. We need to work together to protect these amazing animals.

**Conclusion:** In conclusion, tigers are extraordinary creatures that bring a sense of wonder to the wild. Their beauty, strength, and unique characteristics make them truly remarkable. Next time you see a picture or a documentary about tigers, remember all the amazing things they can do!

## Conversation

Teacher: Good morning, class! Today, let's talk about our favorite animals. Can you each tell me about an animal you like?

Sara: I love dolphins! They are really smart, and they can swim and jump in the water.

Teacher: That's great, Sara! Dolphins are indeed very intelligent. How about you, Tim?

Tim: I like lions! They are big and have a loud roar. Lions are the kings of the jungle!

Teacher: Nice choice, Tim! Lions are strong and majestic. How about you, Emily?

Emily: I think pandas are cute! They eat bamboo, and their black and white fur is so fluffy.

Teacher: Pandas are adorable, Emily! They are known for their love of bamboo. And what about you, Jake?

Jake: I like turtles! They have a hard shell to protect themselves, and they can walk really slow.

Teacher: Turtles are interesting creatures, Jake! Their shells are like their own little houses. Well done, everyone! It's fantastic to learn about all these amazing animals.

EXERCISE 1 !!!

Write it in English according to the picture below!



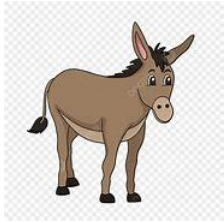
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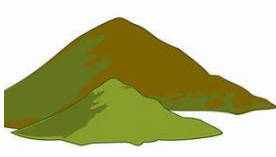
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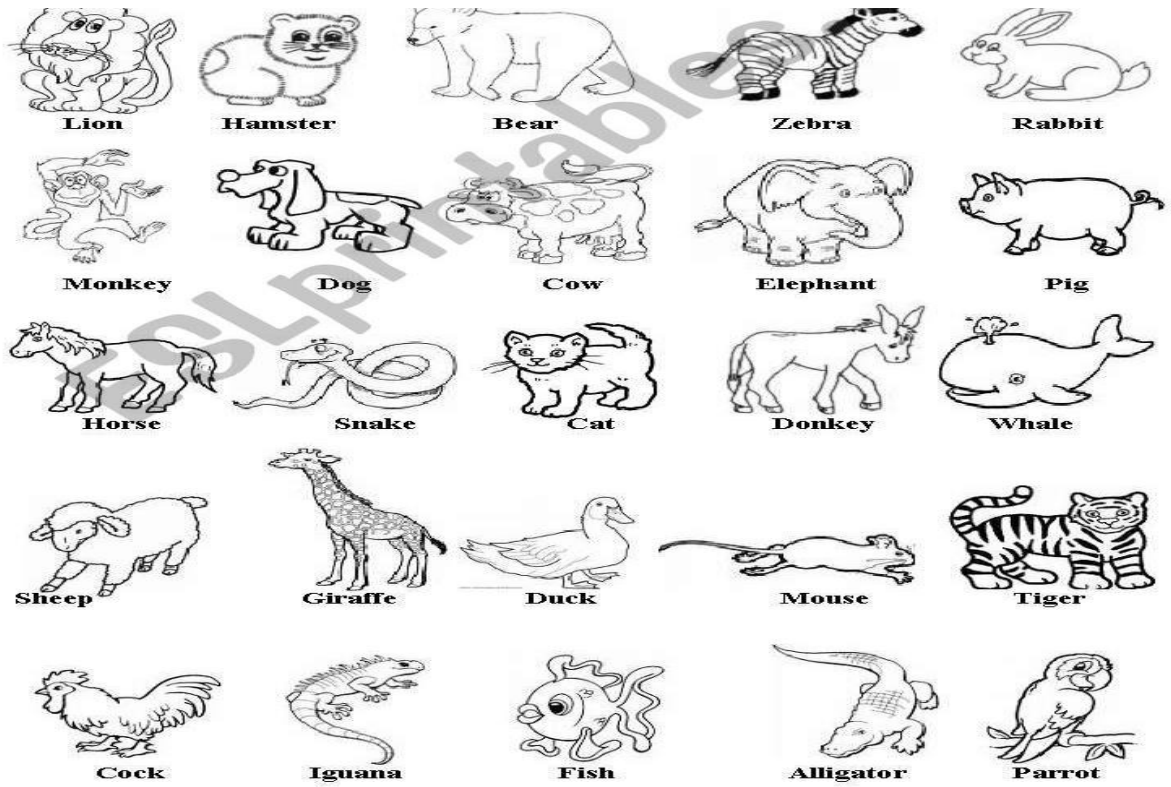


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Exercise

Classify the animal into the categories below!

Wild Animals	Farm Animals	Pets



## C. Talking about the weather

### Vocabulary

1. Temperature - Suhu	26. Heatwave - Gelombang panas
2. Humidity - Kelembaban	27. Cold front - Front dingin
3. Barometer - Barometer	28. Warm front - Front hangat
4. Rainfall - Curah hujan	29. Pressure system - Sistem tekanan
5. Precipitation - Presipitasi	30. Cyclone - Siklon
6. Forecast - Ramalan cuaca	31. Tornado - Puting beliung
7. Thunderstorm - Badai petir	32. Thermometer - Termometer
8. Blizzard - Badai salju kencang	33. Anemometer - Anemometer
9. Hurricane - Angin topan	34. Weather satellite - Satelit cuaca
10. Drought - Kekeringan	35. Climate - Iklim
11. Wind speed - Kecepatan angin	36. Season - Musim
12. Gust - Angin kencang	37. Monsoon - Monsun
13. Cloud cover - Tutupan awan	38. El Niño - El Niño
14. Overcast - Mendung	39. La Niña - La Niña
15. Clear sky - Langit cerah	40. Nor'easter - Badai dari arah timur laut
16. Hail - Hujan es batu	41. Aurora - Aurora
17. Sleet - Hujan salju menciut	42. Cumulus clouds - Awan cumulus
18. Snowflake - Kristal salju	43. Stratus clouds - Awan stratus
19. Snowfall - Hujan salju	44. Cirrus clouds - Awan cirrus
20. Drizzle - Gerimis	45. Ceiling - Ketinggian awan batas
21. Fog - Kabut	46. Visibility - Jarak pandang
22. Mist - Embun	47. Sunset - Matahari terbenam
23. Rainbow - Pelangi	48. Sunrise - Matahari terbit
24. Sunshine - Sinar matahari	49. Weather front - Front cuaca
25. Wind chill - Rasa dingin akibat angin	

## **The Expression**

- Greetings:

Example: Hi! How are you today?

Why: Starting with a friendly greeting is a nice way to begin a conversation.

- Commenting on the Current Weather:

Example: Did you notice how sunny it is today?

Why: This helps transition into talking about the weather and sets the tone for the conversation.

- Expressing Preferences:

Example: I love sunny days. What's your favorite type of weather?

Why: Sharing preferences invites the other person to express their likes and dislikes.

- Asking About Experiences:

Example: Have you ever experienced a thunderstorm?

Why: Asking about personal experiences can lead to interesting stories and shared memories.

- Talking About Seasons:

Example: Do you have a favorite season? I really like autumn.

Why: Discussing seasons allows you to explore different aspects of weather throughout the year.

- Discussing Weather Activities:

Example: What's your favorite weather-related activity? I love building snowmen in the winter.

Why: This opens the conversation to hobbies and activities associated with different weather conditions.

- Sharing Enjoyable Moments:

Example: I enjoy hiking in the spring when everything is blooming. What do you like to do in the spring?

Why: Sharing positive experiences fosters a sense of connection.

- Expressing Cozy Preferences:

Example: I like watching thunderstorms from inside. It's so cozy. Do you enjoy rainy days?

Why: Talking about cozy preferences can make the conversation more personal and relatable.

- Expressing Hope for Good Weather:

Example: "Well, I hope we get more sunny days soon!"

Why: Ending with a positive note expresses optimism and leaves the conversation open for future weather discussions.

- Ending the Conversation:

Example: See you around!

Why: A friendly farewell is a nice way to end the conversation.

Remember, the key is to keep it light, friendly, and open-ended. Feel free to use these examples as a starting point and adapt them to your own experiences and preferences!



Friends, to make it easier for us to understand the weather let's look at the conversation below!

## Conversation



Hi Anthony. How are you today?

I'm good, thanks! How about you Clarissa?



Definitely! I love sunny days. It's so bright and cheerful. What's your favorite type of weather?



I like when it's not too hot or too cold, like a comfortable spring day.



Nice choice! I enjoy those days too. Have you ever experienced a thunderstorm?





Yeah, it's pretty nice outside.



Oh yeah, I find thunderstorms a bit scary, but they're also kind of exciting.



Snow is cool! I like building snowmen and having snowball fights. How about you?



Same here! Snow days are the best for building forts and having fun in the winter. Do you have a favorite season?



I think I like autumn the most. The colors of the leaves are so pretty.





Autumn is beautiful! The crisp air and the sound of leaves crunching under your feet make it feel magical. Do you have any favorite weather activities?

I love going to the beach in the summer and feeling the warm sand.



That sounds amazing! I enjoy hiking in the spring when everything is blooming. What other weather-related activities do you like?

I like watching thunderstorms from inside the house. It's cozy.





That does sound cozy! It's nice to stay warm and dry while nature puts on a show. Well, I hope we get more sunny days soon!

Me too! Let's hope for a perfect weather weekend.



## Exercise

Answer the questions below based on the conversation above!

1. How did the conversation start, and what did the person ask about first?
2. What is the friend's favorite type of weather? Why does the friend like it?
3. How does the friend feel about thunderstorms? Why does the friend find them exciting?
4. What does the friend like to do on snow days? Why does the friend enjoy snow days?
5. According to the conversation, what is the friend's favorite season? Why does the friend like it?
6. What weather-related activities does the friend enjoy in the summer? Why does the friend like going to the beach?
7. What does the friend like about autumn? What makes autumn feel magical to the friend?
8. What weather-related activity does the person enjoy in the spring? Why does the person like hiking during that time?
9. What does the friend like to do on cozy days? Why does the friend find watching thunderstorms cozy?
10. How does the conversation end, and what are the hopes expressed by both people?

## Exercise

**Look around your home or go outside to find the following animals and nature items.**

**Check off each item as you find it.**

Animals:

Bird

Butterfly

Squirrel

Ant

Cat

Dog

Nature Items:

Flower

Leaf

Rock

Cloud

Sun

Grass

Bonus: Draw a picture of your favorite animal and your favorite nature item.

Happy hunting!

## Exercise

**Match each animal to its natural habitat by drawing a line connecting them.**

**Color the pictures after completing the matching.**

**Animals:**

Bear

Fish

Bird

Butterfly

Elephant

Turtle

**Habitats:**

Forest

Ocean

Sky

Garden

Jungle

Pond

Enjoy connecting animals to their homes!



Guys, We will reflect on our learning by making some groups, and we will discuss to complete the statements in the box.



- We say "sunny days \_\_\_\_\_,"  
For example.....
- " Snow days \_\_\_\_\_"  
For example.....

### **Biografi penulis**

## **Istiqlalul Umam**

Born on August 16, 2002, in the village of Sesela, Kebun Indah hamlet, located in Gunungsari, West Lombok Regency, I commenced my educational journey at SDN 1 Sesela and continued my studies at the Special Al-Halimy Islamic Boarding School for six years, dedicating four months to immersive engagement. Subsequently, I pursued higher education at the State Islamic University of Mataram, majoring in English Language Teaching. Passionate about reading and engaging in discussions, I also find joy in summiting mountains, exploring hills, and traveling. My involvement as the treasurer of the student council (OSIS) during my third year of high school and my role as the chairperson of the English course "Rumah Bahasa" in the Kebun Indah hamlet, along with serving as the secretary of the Youth PHBI in Al-Halimy Mosque, have contributed to my diverse experiences. I have participated in various organizations such as HMI, PMII, ESC, and IMALAH, and completed a 3-month course at Cake English Course (CEC) in Pare, Mataram. Currently, I am a member of the POEDNDARIUM team, driven by a keen interest in enhancing my skills in the field of education, encompassing both writing and teaching.

## **Mila Antika**

Born on August 27, 2002, in a village called Kopong Sebangun, Gangga, located in Gangga, North Lombok Regency. Attended elementary school at SDN 7 Sambik Bangkol and continued education at the Nurul Bayan Islamic Boarding School for 6 years, dedicating one year to service. Subsequently pursued higher education at the State Islamic University of Mataram, majoring in English language teaching. Enjoys writing and creating inspirational words that can self-inspire through their impact. Achieved the title of the cleanest student in the second year of high school and also received the second-place award in a local writing competition. Participated in a speech competition organized by the English Language Teaching Department, and now she is one of member of POEDNDARIUM TEAM.

## **Imas Putri Mahsad**



Imas putri mahsad was born on July 17, 2003, in Keruak, Lombok Timur. Attended elementary school at SDN 3 Sebung-ketangga located in Keruak. And continued at SMP Plus Munirul Arifin Nw Praya and Ma Plus Munirul Arifin Nw Praya boarding school for 6 years. And proceeded to pursue higher education at the State Islamic University of Mataram with a major in English Education. I enjoy dreaming and imagining, which is why I like meeting new people and sharing my experiences with others. This is also why I have become one of the members of the Poendarium Course.

### **Abdi Dayyan**

Abdi Dayyan, born on May 25, 2002, on a Thursday, in the village of Sesela Kebun Indah, Gunung Sari sub-district, West Lombok regency. Attended MI-ANNAJAH Al-Halimy Sesela for 6 years before continuing education at the specialized Al-Halimy Sesela Boys' Boarding School for another 6 years, including one year of Tarbiyah. Additionally, completed a course at CEC Kampung Pare in Mataram. Subsequently pursued higher education at the State Islamic University of Mataram (UIN), majoring in English language department, and he is one of the members of POENDARIUM TEAM.

### **Fifi Fazila**

Fifi Fazila or often called Fifi has a hobby of playing badminton. She was born in Tanjung KLU on May 17, 2001. She first entered school in 2007-2013 at SDN 07 Sokong. Then after graduating, she continued her junior and senior high school at Pondok Pesantren Nurul Bayan from 2013 - 2019. Had experienced a gap year for 2 years and continued college in 2021 - now at the Mataram State Islamic University in English education department.

## **Sahrul Ramadhan**

Sahrul Ramadhan, born on March 01, 2003, embarked on an educational journey that began at SDN 42 Mataram, followed by junior high at SMPN 16 Mataram, and culminated in senior high at MAN 1 Mataram. Continuing his quest for knowledge, Sahrul pursued higher education at State Islamic University of Mataram. With an insatiable curiosity, Sahrul's hobbies revolve around the pursuit of mastering various skills. This drive led him to achieve the remarkable feat of securing the 1st Runner-Up position in debating at MAN 1 Mataram organized by Osis, showcasing his prowess in articulation and critical thinking. Beyond personal accomplishments, Sahrul actively engages in the teaching process, sharing his knowledge and passion with others. His commitment to learning and imparting knowledge reflects a dedication to personal growth and community development.

## **Dien Da Khairun Nisa**

Born on August 01.2003. in a village called Teruwai. Pujut central Lombok Regency, Attended elementary school at SDN BEDUS and continued education at the YANMU NW PRAYA Islamic Boarding School for 6 years. Subsequently pursued higher education at the State Islamic University of Mataram, majoring in English language teaching. Now she is one of member of POEDNDARIUM TEAM.

## **Dwi Risky Ramdhan**

Born on November 9, 2002, in a village called Ampenan, located in Mataram, west lombok, attended elementary school at SDN 39 Ampenan, continued Junior high school at SMPN 10 Mataram and continued Senior High School at MAN 1 Mataram. Subsequently pursued higher education at The state islamic University of Mataram, majoring in english language teaching, and now she is one of the member of POENDAROUM TEAM.

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