

TEACHING SPEAKING IN 7 GRADE AT JUNIOR HIGHT SCHOOL



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IN SEVEN GRADE AT JUNIOR HIGHT SCHOOL**

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INTRODUCTION

"Alhamdulillahirobbil'alamin, all praise be to Allah, the Lord of all worlds. SWT. The Lord and Creator of the universe who continually bestows His blessings and guidance. This has allowed the author to complete the compilation of this book, which is hoped to be beneficial for students and the community.

The main issue often faced by beginner learners in mastering the English language is the lack of vocabulary. Vocabulary is one of the essential components, but it's not the only concern. Some problems include the difficulty in constructing sentences (insufficient grasp of grammar), using sentences that are regionally styled, and the distinct differences between written and spoken English.

That is the reason why the author compiled this book. In this book, there are various conversation topics arranged to meet the needs of the students, aiding them in mastering basic English.

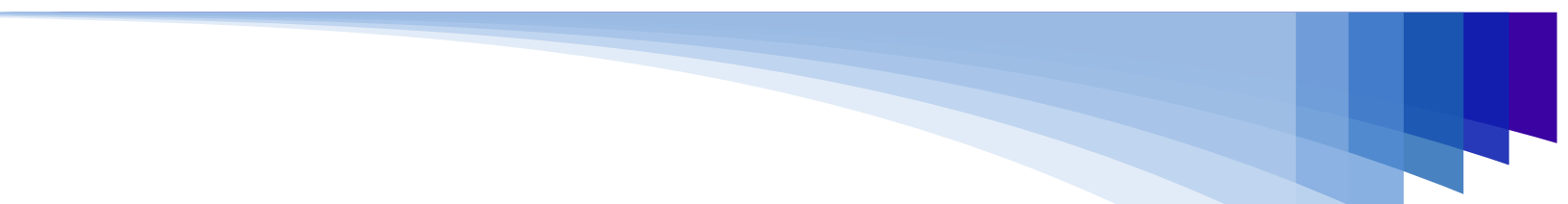
May the presence of this book be beneficial to the readers. The author acknowledges that this book may still have shortcomings and is far from perfect. Therefore, the author hopes to receive criticisms and suggestions from the readers."

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CHAPTER 1

INTRODUCTION

A. Learning Achievements

Students are expected to have mastered the art of confidently and clearly introducing themselves by the end of the self-introduction course. They can give a systematic and ordered introduction to themselves by giving their name, place of origin, age, and occupation. Students can also use well-constructed, diversified sentences to convey their expectations for the future, extra information about their family, and descriptions of their interests, hobbies, or favorite pastimes. In order to give the interaction an interpersonal element, students should also be able to comprehend and apply words relevant to the context of self-introduction. They should also be able to employ suitable facial expressions and voice inflection. During the educational process, students are encouraged to pay attention to their peers and provide helpful criticism to one another.

B. Learning Objectives

1. Acquire Fundamental Communication Skills
2. Identify and Comprehend Basic Conversational Frameworks
3. Improving Response and Listening Abilities
4. Explain Important Terms

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of material
- The teacher explains related material.

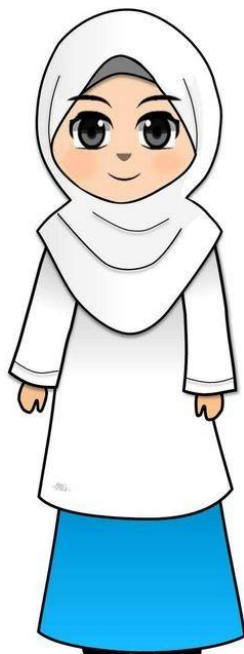
- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- a. Students listen, respond, answer and practice.

D. Learning Activity

1. Self Introduction



Hi, my full name is Anna Mulya, but you can call me Anna or Mulya. I am 15 years old. I from Jakarta. I am 2nd Grader of 29 Senior High School. I live at hedge streat number 25 with my family. My hobby is playing basketball.

Expression (name introduction)

- Let me introduce my self
- I want to introduce myself
- I'd like to introduce my self
- My name is Toni
- I am Alia
- What is your name ?
- May I know your name ?

Expression (date of birth)

- I was born on 1 January 2010

Expression (address introduction)

- I live on Jalan Majapahit .
- I live at Jalan Majapahit No.10 Mataram.
- Where are you from ?
- I from....

Give it a try

Notice the example from tutor then try to introduce yourself to your partner.

Example conversation

Conversation 1

Sinta : Excuse me, I'm your new neighbor, my name is Sinta, what's your name?

Lala : Hi Sinta, name is Lala.

Sinta : nice to meet you Lala.

Lala : nice to meet you too, Sinta.

Conversation 2

Sarah : Hi there! My name is Sarah. What's your name?

Michael : Hello, Sarah! I'm Michael. Nice to meet you!

Sarah : Nice to meet you too, Michael! Where are you from?

Michael : I'm from New York. How about you?

Sarah : I'm from Los Angeles.

Michael : Really, I want to go there, soon.

Sarah : You can call me if you want to go.

Michael : Okay, Thankyou.

Sarah : You are welcome!

Conversation 3



Figure 1.1 <https://pin.it/JvrNiBk>

Nabila : Hi, I'm Nabila. It's a pleasure to meet you!

Amna : Hello Nabila, nice to meet you too! I'm Amna.

Nabila : Amna, that's a beautiful name. Where are you from?

Amna : Thank you, Nabila. I'm originally from Australia. How about you?

Nabila : I'm from Indonesia.

Amna : It sounds good, I hope we can be friend.

Nabila : Yeah, I hope so too.

Let's see the picture below!



Figure 1.2 <https://pin.it/JvrNiBk>

Fill the blank in the picture about yourself, and tell your friends in front of class about yourself according to the picture!

2. Introducing someone to someone

Andi : "Cita, allow me to introduce my friend, Budi. Budi, this is Cita, my coworker."

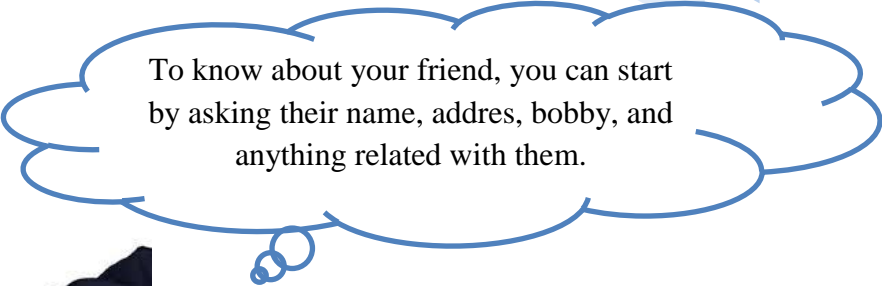
Budi : "Nice to meet you, Cita."

Cita : "Nice to meet you too, Budi. How are you?"

Budi : "I'm doing well, thank you. Andi has always spoken highly of you."

Cita : "Thank you, Andi has also shared a lot about you. I hope we can work well together."

Andi : "I'm sure we'll make a great team. Now, let's continue our meeting."



To know about your friend, you can start by asking their name, address, hobby, and anything related with them.



Expression

- Allow me to introduce [Name]
- I'd like you to meet [Name]
- This is [Name]
- Have you met [Name]?
- I want you to meet my friend [Name]
- I'd like to introduce [Name] to you.
- This is [Name], my [relationship].
- I'd like to introduce you to [Name] "Please say hello to [Name]"
- Let me introduce you to [Name]

Useful Vocabularies

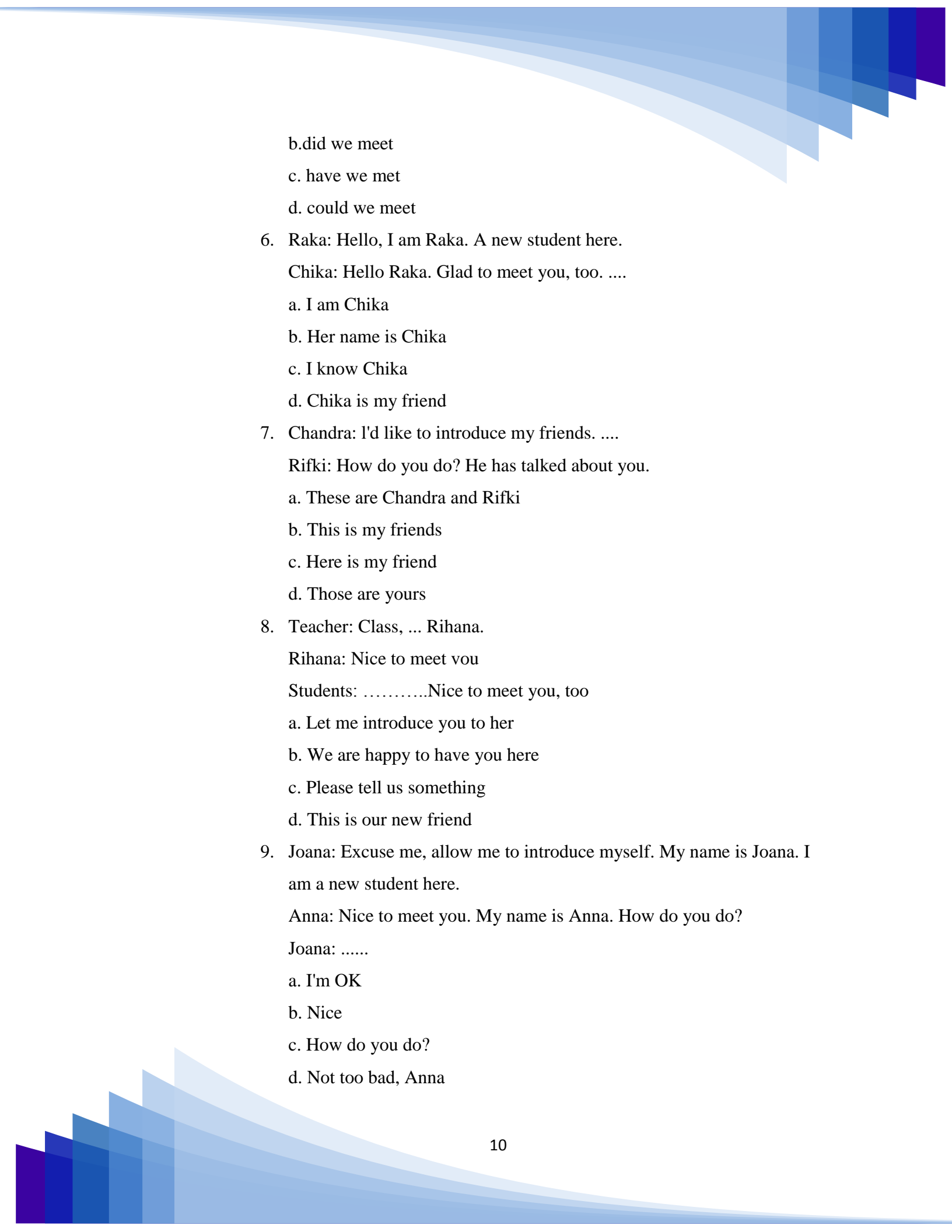
Job and profession

Job	: Pekerjaan	Lawyer	: pengacara
Jobless	: menganggur	Nurse	: perawat
Unemployed	: pengangguran	Midwife	: bidan
Employment	: ketenagakerjaan	Carpenter	: tukang kayu
agency	: badan tenaga kerja	Blacksmith	: tukang pandai besi
Labor	: buruh	Cashier	: kasir
Retirement	: masa pensiunan	Entrepreneur	: pengusaha
Salary	: gaji	Servant	: pelayan
Application	: lamaran	Driver	: sopir
Applicant	: pelamar	Fashion model	: peragawan/ti
Curriculum vitae	: riwayat hidup	Coach	: pelatih
Worker	: pekerja	Postman	: tukang pos
Allowance	: tunjangan	Farmer	: petani
Basic pay	: gaji pokok	Fisherman	: nelayan
Daily wage	: gaji harian	Sailor	: pelaut
Five-day work week	: system 5 hari kerja	Aviator	: penerbang
Overtime work	: kerja lembur	Pilot	: Pilot
Part time work	: kerja sambilan	Steward	: pramugara
Regular employee	: pekerja tetap	Stewardess	: pramugari
Wage raise	: kenaikan gaji	Conductor	: kondektur
Weekly wage	: gaji mingguan	Tourist guide	: pemandu wisata
Monthly wage	: gaji bulanan	Herdsman	: penggembala
Work hour	: Jam kantor	Cook	: juru masak
Job seeker	: pencari kerja	Newsboy	: penjual koran
Working woman	: Pekerja wanita	Street-peddler	: pemulung
Working man	: pekerja pria	Street-musician	: pengamen
Wage system	: system gajian	Poet	: pengarang puisi

Skilled worker	: pekerja terampil	Innkeeper	: pemilik penginapan
Job security	: jaminan kerja	Hotelkeeper	: pemilik hotel
Temporary worker	: pekerja sementara	Tailor	: penjahit
Dismissal	: pemecatan	Barber	: tukang cukur
Engineer	: insinyur mesin	Civil servant	: pegawai negeri
Doctor	: dokter	Bricklayer	: tukang bangunan
Dentist	: dokter gigi	Governor	: gubernur
Oculist	: dokter mata	Mayor	: wali kota
Dermatologist	: dokter kulit	Regent	: bupati
Veterinarian	: dokter hewan	Mechanic	: montir
Soldier	: Tentara	Welder	: tukang las
Police	: polisi	Ambassador	: duta besar
Traffic police	: polisi lalu lintas	Liar	: penipu
Officer	: Pegawai kantor	Plumber	: tukang ledeng
Teacher	: Guru	Fire fighter	: Pemadam kebakaran
Lecturer	: dosen		
Dean	: dekan		
Librarian	: Pustakawan		
Typist	: Juru ketik		
Clerk	: Juru tulis		
Bookkeeper	: pembukuan		
Journalist	: wartawan		
Merchant	: Pedagang		
Author	: Pengarang		
Judge	: Hakim		

Choose the correct answer!

1. Dinda is a new member of Mawar English Club. She introduced herself.
Dinda: ladies and gentlemen. ...
 - a. I am happy to meet you
 - b. Let me introduce you to the audiences
 - c. Let me introduce myself
 - d. May I introduce my friend.
2. Hanif: Excuse me, ... I am Hanif Irham from SMP Tunas Kartika
Indra: I'm Indra, from SMP Media Citra. How do you do?
 - a. Allow me to say goodbye
 - b. Allow me to know yourself
 - c. Allow me to introduce myself
 - d. Allow me to introduce them
3. Ayu: Hi, ...? My name is Ayu. Glad to see you.
Fitria: Hi, Ayu. Glad to meet you, too. I am Fitria.
 - a. May I help you?
 - b. May I introduce myself
 - c. Do you know me
 - d. May I know you
4. Diana wants to introduce Meika to her brother.
Diana: Meika, this is my brother, Bilal, and Bilal this is Diana.
Bilal:
 - a. Hi, nice to meet you
 - b. Are you okay?
 - c. How is she?
 - d. Don't mention it
5. Aira: Ayla, I'd like you to meet my friend, Rizka Ayla :Hi, Rizka
Rizka : Hello Ayla. You look familiar. ... before?
 - a. will we meet

- 
- b. did we meet
c. have we met
d. could we meet
6. Raka: Hello, I am Raka. A new student here.
Chika: Hello Raka. Glad to meet you, too.
- a. I am Chika
b. Her name is Chika
c. I know Chika
d. Chika is my friend
7. Chandra: I'd like to introduce my friends.
Rifki: How do you do? He has talked about you.
- a. These are Chandra and Rifki
b. This is my friends
c. Here is my friend
d. Those are yours
8. Teacher: Class, ... Rihana.
Rihana: Nice to meet you
Students:Nice to meet you, too
- a. Let me introduce you to her
b. We are happy to have you here
c. Please tell us something
d. This is our new friend
9. Joana: Excuse me, allow me to introduce myself. My name is Joana. I am a new student here.
Anna: Nice to meet you. My name is Anna. How do you do?
Joana:
- a. I'm OK
b. Nice
c. How do you do?
d. Not too bad, Anna

10. Ifa : Hi Desy, nice to meet you here. By the way His name is Bayu.

Desy: Nice to meet you. My name is Desy.

Bayu: Nice to see you, too. I am Bayu, a student here.

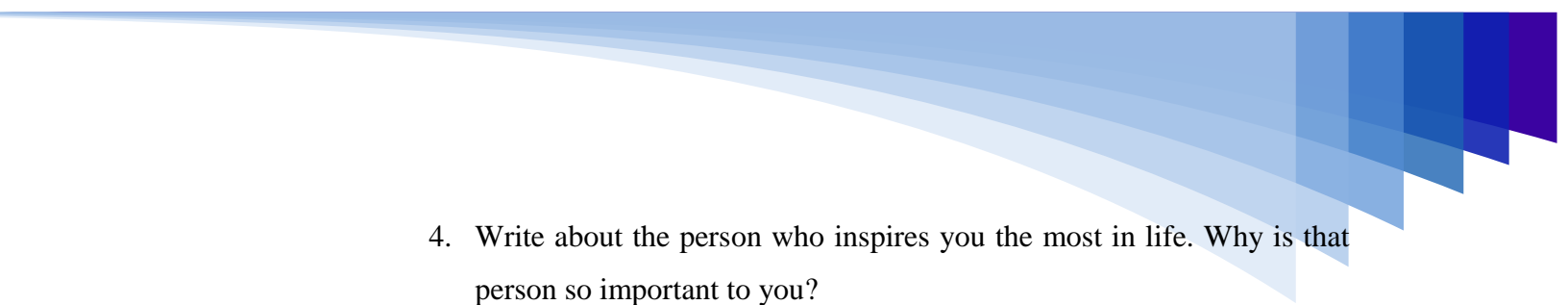
- a. Here I am
- b. This is my friend
- c. You know him
- d. He is a student

Fill the blank in the sentence below!

1. My name is _____ and I come from _____.
2. I work/study at _____ and my job/major is _____.
3. I have been interested in _____ for as long as I can remember.
4. In my free time, I enjoy _____ because _____.
5. One thing most people don't know about me is _____.
6. The best part of my day is _____ because _____.
7. My favorite book/movie/tv show is _____ because _____.
8. I am passionate about _____ and I hope to _____ in the future.
9. If I could travel anywhere in the world, I would go to _____ because _____.
10. I admire _____ because _____.

Answer the question below correctly!

1. Tell us about yourself, including your name, age, and where you live.
What are your favorite hobbies or activities outside of school hours?
2. Explain why you chose to study at this school. What are your hopes and dreams for your time in junior high school?
3. Share your most memorable experience during your last school vacation. What did you learn or experience during the vacation?

- 
4. Write about the person who inspires you the most in life. Why is that person so important to you?
 5. How did you overcome the challenges you encountered at school? Tell us about your experience overcoming adversity and how it helped you grow.
 6. Write about your future goals and dreams. What do you want to achieve when you grow up?
 7. Describe your best friend. How did you meet him/her and why is this friendship important to you?
 8. Do you have any hobbies or special interests outside the school curriculum? Tell us why you are interested in this hobby or interest.
 9. Share your experience of attending your most memorable school event or activity. What made the event special for you?
 10. What do you expect from this year in Junior High? Are there any new things you want to learn or extracurricular activities you want to participate in?



CHAPTER 2

GREETINGS AND PARTINGS

A. Learning Achievements

The major goal of teaching greetings and partings to pupils is to give them effective, appropriate, and courteous social communication skills for a variety of contexts. Students should gain proficiency in a variety of greets and partings during this session, including proper body language and speech. Increasing kids' awareness of cultural diversity and the different ways individuals greet and part ways globally is another goal.

The training goal also includes teaching students how to effectively read social contexts so they may modify their greetings and farewells based on the circumstances and interpersonal connections. In order to react correctly and sympathetically, students need be aware of the emotional significance of greetings and farewells. Learning how to say hello and goodbye also seeks to

B. Learning Objectives

The study of greetings and partings is anticipated to yield a number of important learning objectives for pupils. First of all, they will become highly proficient in a variety of salutations and farewell phrases that may be used in both formal and informal settings. Pupils will be able to demonstrate their language competency by properly starting and ending conversations with suitable words and body language.

Students will learn about the many cultural customs and conventions around welcomes and farewells around the globe. This knowledge will help students

develop a sense of global citizenship by encouraging awareness and tolerance for cultural diversity.

Students will also acquire good interpersonal communication abilities. They'll pick up on social cues and modify their greetings accordingly.

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of material
- The teacher explains related material.
- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- b. Students listen, respond, answer and practice.

D. Learning Activity

1. Greetings

Greetings	Responses
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
How nice to see you	Yes, it's been so nice.
Hello.	Hello.
How are you?	Fine, thanks.
How do you do?	How do you do?
How're you doing?	Not bad.
Hi!	Hi!

Figure 1.3 www.pinterest.com

Example conversation

Bryan : hello, what's your name?

Rini : Hi! My name is Rini, what's yours?

Bryan : my name is Bryan.

Rini : nice to meet you Bryan.

Bryan : nice to meet you too, Rini.

BRAINSTORMING

Let's see the picture below !



Figure 1.4 <https://pin.it/38ekIyv>

Based on the conversation above, you are asked to create a conversation like the picture above with your friends!

2. Partings

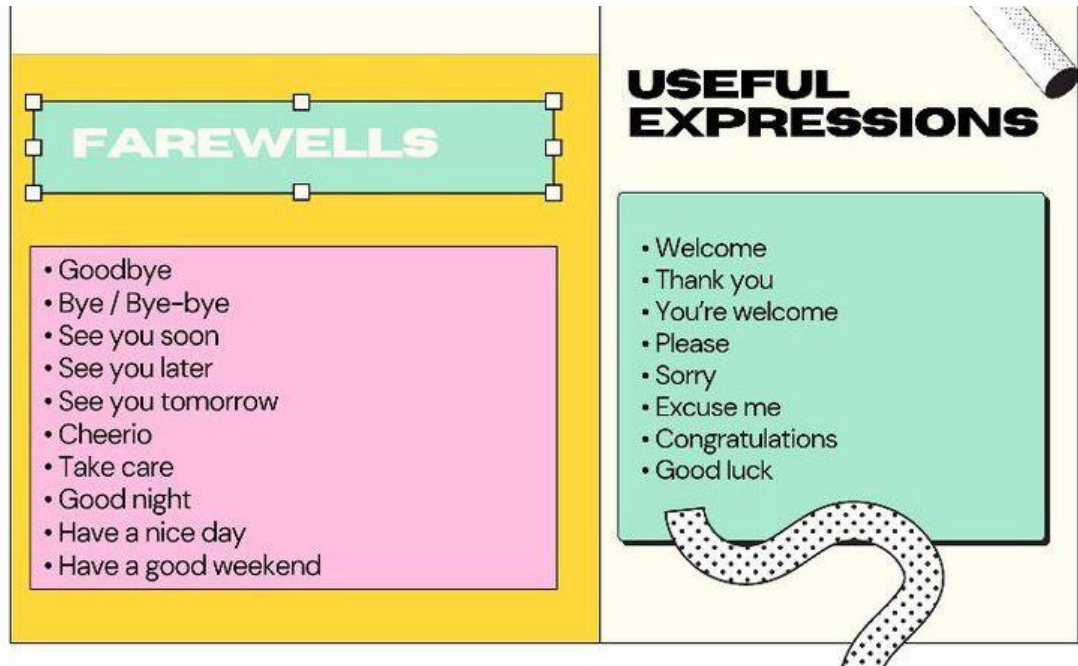


Figure 1.5 <https://pin.it/38ekIyv>

example conversation

Conversation 1

Mark : Jen, thanks for accompanying me today.

Jeno : It's ok. My pleasure.

Mark : See you later, Jen.

Jeno : See you.

Conversation 2

Zanan : Hi Salwa, it was really nice catching up with you today!

Salwa : Hello Zanan, I completely agree! I had a great time talking with you.

Zanan : Thank you for meeting me for coffee. I appreciate you taking the time out of your busy schedule.

Salwa : Of course, Zanan! I'm always happy to make time for good friends.
Besides, catching up with you is always enjoyable.

Zanan : I wanted to thank you for the thoughtful birthday gift you gave me
last week. It was so kind of you.

Salwa : You're welcome, Zanan! I'm glad you liked it. I wanted to get you
something special to show how much our friendship means to me.

Zanan : I really appreciate your kindness and generosity, Salwa. You're a
wonderful friend.

Salwa : Thank you, Zanan. Your friendship means a lot to me too. I'm lucky
to have you in my life.

Zanan : Before we part ways, I just wanted to say thank you once again. I'm
grateful to have you as a friend.

Salwa : The feeling is mutual, Zanan. Thank you for being such an amazing
friend. Let's make plans to meet up again soon.

Zanan : Definitely! I look forward to our next get-together. Have a great day,
Salwa!

Salwa : You too, Zanan! Take care and talk to you soon. Goodbye for now!

Zanan : Goodbye, Salwa! Stay safe and take care.

Salwa : You too, Zanan! Sending you warm wishes. See you next time!

Let's see the conversation below!

Sarah : It's really hard to believe that it's time to say goodbye.

Tom : I know, time has flown by so quickly. I'm going to miss you
all so much.

Emily : We'll miss you too, Tom. You've been a great friend, and this
semester wouldn't have been the same without you.

Tom : Thanks, Emily. You guys have made my time here
unforgettable. I'll cherish all the memories we've shared.

Michael : Let's not make this too sad. We'll definitely keep in touch.
Promise to visit whenever you can.

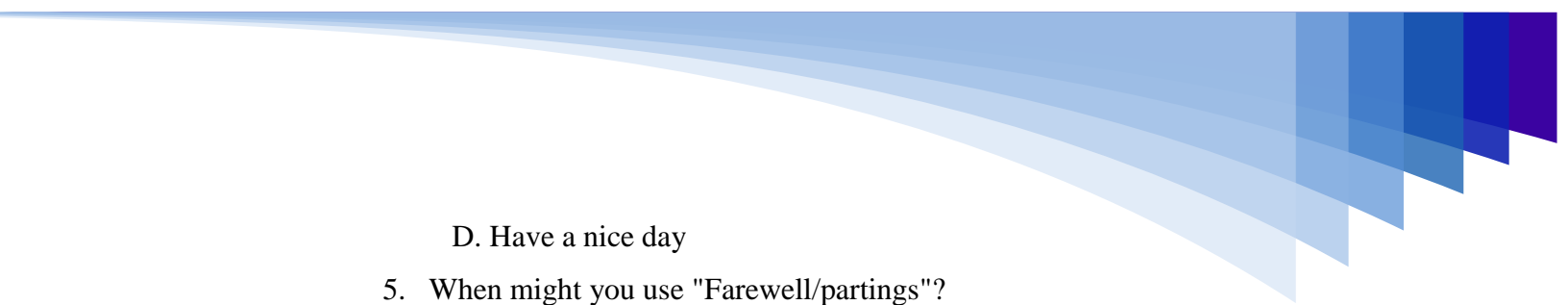
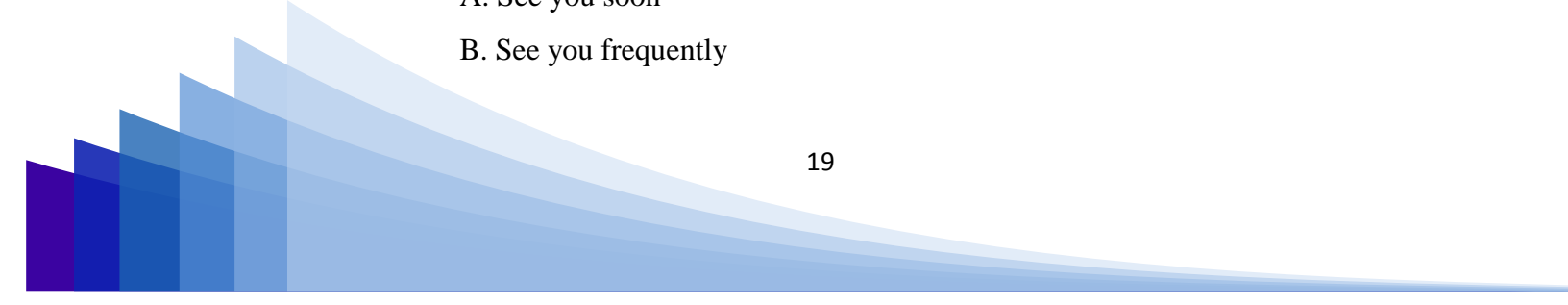
Answer the following questions based on the conversation above!

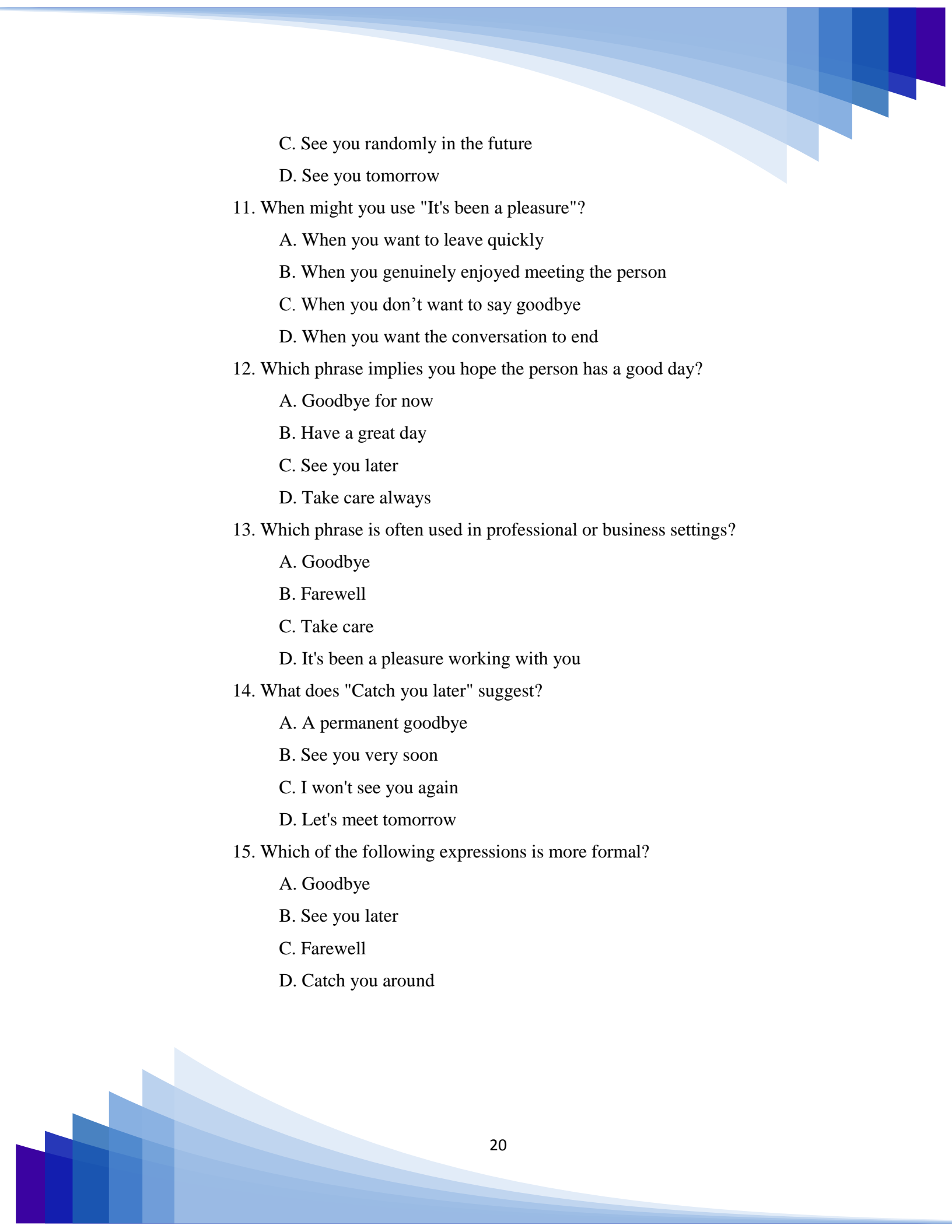
1. How does Sarah feel about parting with Tom and his friends?
2. What makes it hard for Tom to leave his friends?
3. Why does Emily think Tom is a wonderful friend?
4. How does Michael plan to keep in touch with Tom?
5. What made Michael want to capture their parting moment in a photo?
6. What does friendship mean to the four of them?

EXERCISE

Choose the correct answer !

1. What is the common way to say goodbye in a formal situation?
 - A. See you later
 - B. Goodbye
 - C. Catch you later
 - D. Take care
2. Which of the following expressions is informal for saying goodbye?
 - A. Farewell
 - B. See you around
 - C. Goodbye
 - D. It was nice meeting you
3. What does "Take care" imply in partings?
 - A. Be cautious
 - B. Have a good journey
 - C. Be safe and well
 - D. Remember me
4. Which of the following expressions is used when you expect to see the person again soon?
 - A. Goodbye
 - B. Farewell
 - C. See you soon

- 
- D. Have a nice day
5. When might you use "Farewell/partings"?
- A. In formal business meetings
 - B. When saying goodbye to a close friend
 - C. In casual social gatherings
 - D. When leaving a party
6. What does "Till we meet again" suggest?
- A. A permanent goodbye
 - B. A temporary farewell
 - C. An invitation to meet soon
 - D. A wish for a good day
7. Which phrase implies you hope the person has a good journey?
- A. Safe travels
 - B. See you later
 - C. Goodbye for now
 - D. Take care always
8. What is the most common way to say goodbye to someone you don't know very well?
- A. Farewell
 - B. Goodbye
 - C. See you soon
 - D. Catch you later
9. Which of the following is used for partings in the evening or at night?
- A. Goodbye
 - B. Goodnight
 - C. See you soon
 - D. Take care
10. What does "See you around" imply?
- A. See you soon
 - B. See you frequently
- 

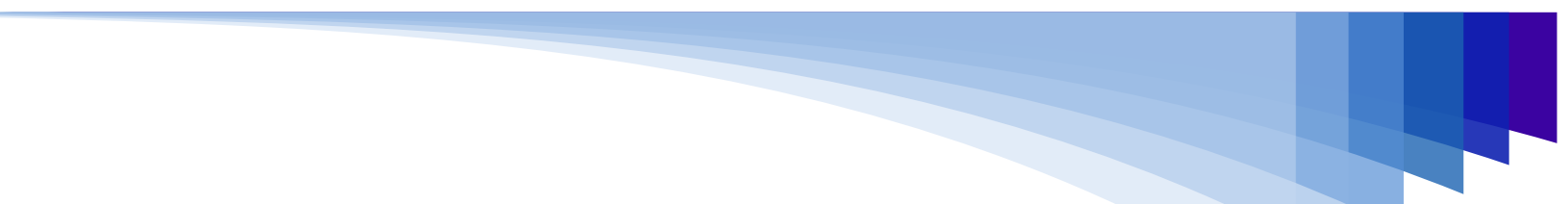
- 
- C. See you randomly in the future
D. See you tomorrow
11. When might you use "It's been a pleasure"?
- A. When you want to leave quickly
 - B. When you genuinely enjoyed meeting the person
 - C. When you don't want to say goodbye
 - D. When you want the conversation to end
12. Which phrase implies you hope the person has a good day?
- A. Goodbye for now
 - B. Have a great day
 - C. See you later
 - D. Take care always
13. Which phrase is often used in professional or business settings?
- A. Goodbye
 - B. Farewell
 - C. Take care
 - D. It's been a pleasure working with you
14. What does "Catch you later" suggest?
- A. A permanent goodbye
 - B. See you very soon
 - C. I won't see you again
 - D. Let's meet tomorrow
15. Which of the following expressions is more formal?
- A. Goodbye
 - B. See you later
 - C. Farewell
 - D. Catch you around

Fill the blank into sentence below !

1. Fill in the blank: "It was nice meeting you. _____."
2. Complete the sentence: "Safe travels and _____."
3. Fill in the gap: "I have to go now. _____, everyone"
4. Complete the dialogue: "See you tomorrow, Mike." "_____, Sarah."
5. Fill in the blank: "Thanks for coming to the party. _____."

Answer the the question below!

1. Explain the importance of greeting others politely. Why is it important to start a conversation with a friendly greeting?
2. Write about your experience when meeting someone you don't know. How did you greet and start a conversation with that person?
3. What is the difference between formal and informal greetings? Give examples of each type of greeting. When should you use formal greetings and when should you use informal greetings?
4. How do you say goodbye politely when you have to leave a place? Do you use certain words or facial expressions to show a polite farewell?
5. Write about a situation when you had to greet a new friend at school. How did you start a conversation with the new friend?
6. What do the words "How are you?" mean in English? How should you answer the question politely?
7. Explain how to say thank you properly in English. What words should be used when you want to express your gratitude to someone?
8. How do you apologize in English when you make a mistake or do something rude? What is the best expression to use to show regret?
9. Explain the importance of facial expressions and body language when greeting and parting. Why is nonverbal communication also very important in addition to the spoken word?

- 
10. Write about your experience of feeling happy when parting with friends or family after seeing each other for a long time. How did you express your excitement and hope to meet again in the future?

Fill the blank in the sentence below !

1. Please _____ yourself to the new student sitting next to you.
2. "Hello, how _____ you today?"
3. She _____ a warm smile when she greeted her teacher in the morning.
4. We said our _____ and headed in different directions after the school event.
5. "Nice to _____ you!" Sarah said as she met her friend's parents for the first time.\
6. "_____ for being late," he said to his friend after arriving to class after the bell rang.
7. After the meeting, they exchanged friendly _____ and went back to their offices.
8. When you meet someone for the first time, it's polite to offer a firm _____.
9. At the end of the party, we bid our _____ to the hosts and thanked them for the great time.
10. "Good _____, everyone!" the teacher said, starting the exam.

CHAPTER 3

DESCRIBING HOBBY

A. Learning Achievements

The learning goals for the subject of defining hobbies cover a number of important aspects related to both personal growth and language ability. First and foremost, students should become proficient in a wide range of language linked to different pastimes and leisure pursuits. This involves having the ability to speak clearly and effectively about particular interests, pastimes, and hobbies.

Students are also urged to work on improving their descriptive language abilities. To improve the engagement and expressiveness of their speech, they should be able to describe their hobbies in vivid detail while utilizing the right adjectives, adverbs, and figurative language. By doing this, individuals improve their language skills in general as well as their vocabulary.

B. Learning Objectives

The learning objectives pertaining to the issue of characterizing hobbies are complex and aim to furnish students with a thorough comprehension of interests and leisure activities. First and foremost, expanding pupils' hobby-related vocabulary is the main objective. Students should be able to confidently name and explain a wide range of hobbies at the end of the module, from artistic endeavors like writing and painting to physically demanding ones like swimming and hiking.

The improvement of students' descriptive language abilities is the second goal. Students should be able to explain their hobbies in an engaging way by

using vivid adjectives, adverbs, and descriptive phrases after completing this lesson. They will become more adept at communicating the feelings and experiences connected to their interests, which will enhance the complexity of their dialogue.

C. Activities Procedures

1. Teacher

1. The teacher distributes print out sheets of material.
2. The teacher explains related material.
3. The teacher practices how to pronounce each vocabulary word, and expressions are then followed by the students.

2. Student

4. Students listen, respond, answer and practice.

D. Learning Activity

1. Various hobbies in English

Hello everyone, how are you today? On this occasion we will discuss Hobby material or in Indonesian is a favorite. Everyone in this world must have a hobby, some like reading, writing, swimming, even watching movies. Because there must be things that humans like in this world and want to continue to teach. We want to ask, do any of you have a hobby of learning English? hmm surely you are already good at English. let's just look at the following vocabulary hobby.

There are various kinds of hobbies with certainly different activities, Adjarian. There are hobbies that involve the body, mind, or hobbies related to the arts.

On this occasion, we will learn about different kinds of hobbies in English, asking and expressing hobbies, and examples of paragraphs describing hobbies.

Let's learn it together, shall we?

Reading	Writing	Dancing
Swimming	Cooking	Sewing
Cycling	Singing	Painting
Playing games	Playing football	Playing basketball

Figure 1.6 <https://pin.it/38ekIyv>

2. Asking and stating hobbies

Rara : what's your hobby, Joni?

Joni : I like swimming and playing football, how about you?

Rara : My hobby is dancing and I really like cooking

Example conversations

Conversation 1

Adam : Hi there! I heard you're really passionate about photography. Can you tell me more about your hobby?

Nada : Hi! Yes, I absolutely love photography. It all started a couple of years ago when my parents gave me a camera as a birthday present. I've been hooked ever since.

Adam : That sounds amazing! What do you enjoy capturing the most in your photos?

Nada : I'm particularly fond of nature photography. I love capturing the beauty of landscapes, flowers, and animals. There's something magical about preserving a moment in nature through my lens.

Adam : Nature photography is indeed fascinating. Do you have a favorite photo you've taken so far?

Nada : Yes, there's this picture of a sunset over the mountains that I captured last summer. The colors were so vibrant, and it perfectly captured the serenity of the moment. It's definitely my favorite photo until now.

Adam : I would love to see that photo sometime! By the way, do you participate in any photography contests or exhibitions?

Nada : Yes, I do! I've entered a few local photography contests and even won a prize in one of them. It was such a confidence booster, and it encouraged me to keep improving my skills. I'm planning to participate in more contests in the future.

Adam : That's impressive! Photography must have taught you a lot of valuable skills.

Nada : Absolutely! Aside from technical skills like understanding lighting and composition, photography has also taught me patience and perseverance. Sometimes, I have to wait for hours to capture the perfect shot, and that patience has translated into other areas of my life too.*

Adam : It sounds like photography has had a significant impact on you. Are there any other hobbies you enjoy apart from photography?

Nada : Yes, I'm also really into playing the guitar. I find it relaxing and a great way to unwind after a day of photography. I often combine my love for music and nature by playing my guitar outdoors. It creates a peaceful atmosphere that I find inspiring.

Adam : That's a wonderful way to blend your hobbies! Playing the guitar must complement your love for nature photography really well.

Nada : Definitely! I believe that our hobbies can enrich each other and make our passions even more enjoyable. It's all about finding the right balance and exploring different creative outlets.

Adam : I couldn't agree more. Thank you for sharing your experiences, it was great learning about your hobbies.

Nada : You're welcome! I'm always happy to talk about my passions. If you ever want to learn more about photography or music, feel free to ask. Let's keep celebrating our hobbies and inspiring each other!

Conversation 2

Hanggo : Hey there! I heard you're really passionate about cooking. Can you share more about your hobby?

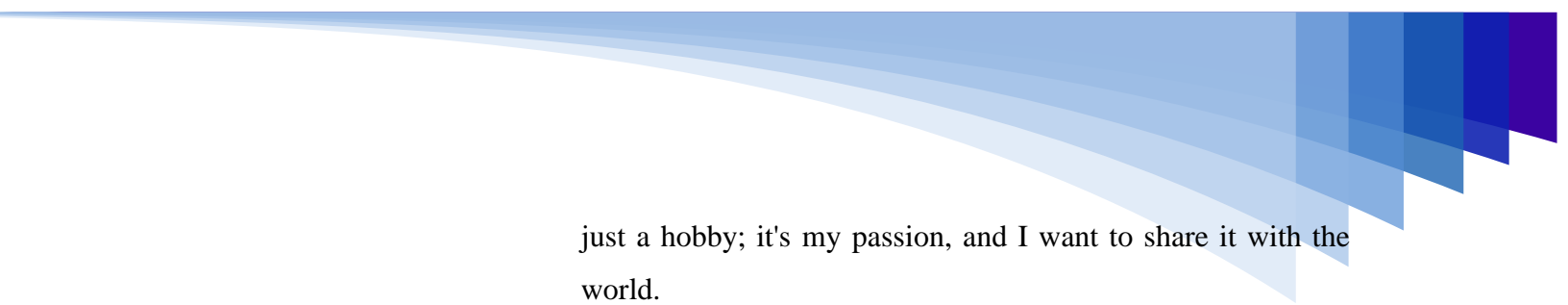
Roni : Hi! Absolutely, I love cooking. It's not just about preparing food for me; it's a form of art. I enjoy experimenting with different ingredients and creating delicious dishes from scratch. It's therapeutic and brings people together.

Hanggo : That sounds wonderful! Do you have a favorite cuisine that you often cook?

Roni : Yes, I'm particularly fond of Italian cuisine. I love making homemade pasta and pizzas. There's something about the aroma of freshly baked bread and the richness of tomato sauce that I find incredibly satisfying.

Hanggo : I can almost smell the delicious aroma! Have you ever considered taking culinary classes or pursuing a career in cooking?

Roni : Actually, I have! I've been attending weekend cooking workshops to enhance my skills. My dream is to become a chef and own a cozy little restaurant someday. Cooking is not



just a hobby; it's my passion, and I want to share it with the world.

Hanggo : That's an amazing goal! Pursuing your passion and turning it into a career is truly inspiring. Do you have any other hobbies besides cooking?

Roni : Yes, I also enjoy gardening. Growing my own herbs and vegetables gives me a sense of satisfaction. Plus, there's something magical about cooking with fresh ingredients that you've nurtured yourself. It adds an extra layer of love to the food I prepare.

Hanggo : Gardening is a great way to complement your cooking hobby. Fresh, homegrown produce can make a huge difference in the taste of your dishes. Have you ever tried organizing cooking events or sharing your recipes with others?

Roni : Absolutely! I've organized cooking workshops for my friends and neighbors. It's a fun way to exchange recipes, learn new techniques, and bond over our love for food. I've also started a food blog where I share my favorite recipes and cooking tips with a wider audience.

Hanggo : That's fantastic! Engaging with others who share your passion must be incredibly rewarding. It's wonderful to see how you've integrated your hobbies into your social life.

Roni : Thank you! I believe that hobbies are not just individual pursuits; they are meant to be shared and enjoyed with others. Cooking and gardening have not only brought me joy but also connected me with amazing people. It's a journey I cherish every step of the way!

Hanggo : It's been really inspiring talking to you. Your passion for cooking and gardening is contagious! Thank you for sharing your experiences with us.

Roni : You're welcome! I'm always thrilled to talk about the things I love. If you ever want to try a new recipe together or discuss gardening tips, don't hesitate to reach out. Let's continue exploring our passions and creating wonderful memories!

3. Describing my hobby



Figure 1.7 <https://pin.it/1XfSepc>

To help you with your answer of what are your hobbies, below we have mentioned some common hobbies and interests that you can involve in your answer.

Useful Vocabularies

Reading	: Membaca
Writing	: Menulis
Drawing	: Menggambar
Painting	: Melukis
Photography	: Fotografi
Cooking	: Memasak
Gardening	: Berkebun
Traveling	: Travel
Hiking	: Hiking
Dancing	: Menari
Fishing	: Memancing
Gaming	: Bermain Game
Collecting	: Mengoleksi
Singing	: Bernyanyi
Yoga	: Yoga
Swimming	: Berenang
Camping	: Berkemah
Running	: Berlari
Meditation	: Meditasi
Cycling	: Bersepeda
Rock Climbing	: Panjat Tebing
Repair	: Memperbaiki
Teach	: Mengajar

EXERCISE

Fill in the blanks with the appropriate words related to hobbies.

1) Reading

Sarah spends her weekends lost in _____. She enjoys exploring different worlds and characters through the pages of books. Her favorite genres include mystery, romance, and science fiction.

2) Gardening

Mr. Johnson has a beautiful _____ in his backyard. He grows a variety of colorful flowers, aromatic herbs, and even some vegetables. He finds peace and relaxation while tending to his plants.

3) Painting

Emily is an avid _____. She loves mixing and blending various colors to create stunning _____. Her favorite subjects to paint are landscapes, flowers, and abstract designs.

4) Playing Musical Instruments

ake is skilled at playing the _____. He practices regularly and enjoys strumming his favorite songs. Music allows him to express his feelings and creativity.

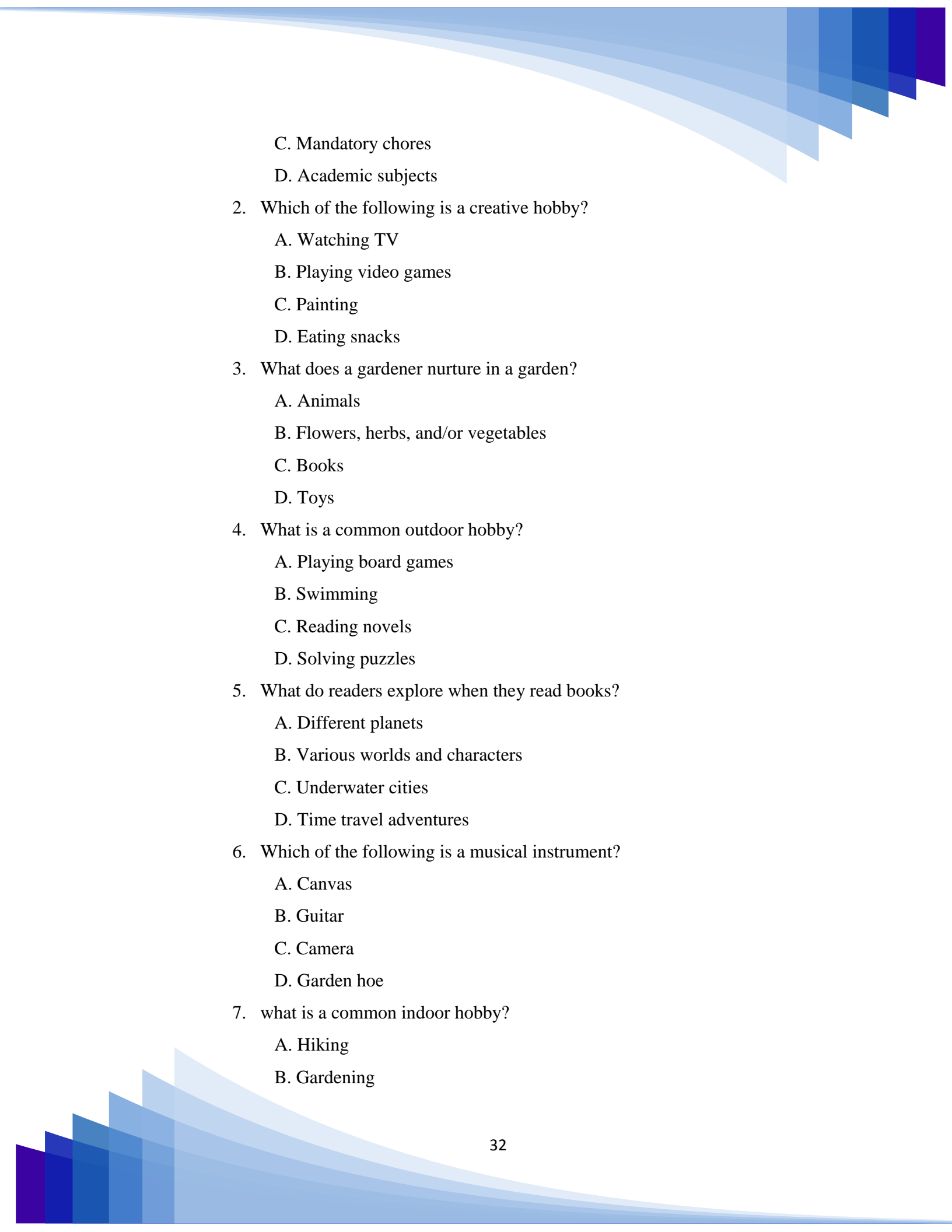
5) Outdoor Activities

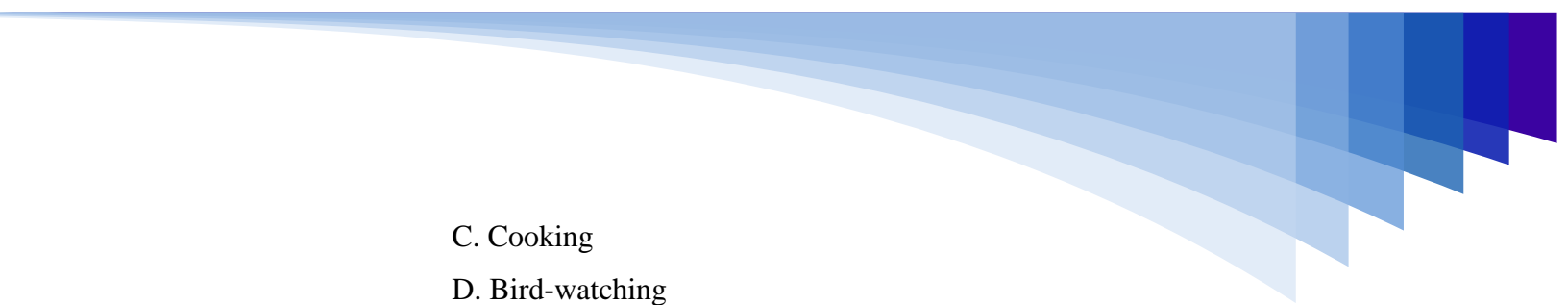
Lisa is passionate about outdoor _____. She enjoys activities such as _____, hiking, and exploring nature trails. Breathing in fresh air and being surrounded by nature brings her immense joy.

Choose the correct answer below !

1. What are hobbies?

- A. Boring tasks
- B. Activities done for pleasure and relaxation

- 
- C. Mandatory chores
D. Academic subjects
2. Which of the following is a creative hobby?
A. Watching TV
B. Playing video games
C. Painting
D. Eating snacks
3. What does a gardener nurture in a garden?
A. Animals
B. Flowers, herbs, and/or vegetables
C. Books
D. Toys
4. What is a common outdoor hobby?
A. Playing board games
B. Swimming
C. Reading novels
D. Solving puzzles
5. What do readers explore when they read books?
A. Different planets
B. Various worlds and characters
C. Underwater cities
D. Time travel adventures
6. Which of the following is a musical instrument?
A. Canvas
B. Guitar
C. Camera
D. Garden hoe
7. what is a common indoor hobby?
A. Hiking
B. Gardening

- 
- C. Cooking
D. Bird-watching
8. What do painters use to create artwork?
A. Musical notes
B. Paint and brushes
C. Seeds and soil
D. Recipes
9. Which hobby involves exploring trails and nature paths?
A. Mountain climbing
B. Cycling
C. Surfing
D. Rollerblading
10. What does a chef enjoy doing as a hobby?
A. Playing chess
B. Reading novels
C. Cooking new recipes
D. Watching movies
11. What does a photographer capture with a camera?
A. Moments and scenes
B. Sounds and melodies
C. Smells and fragrances
D. Taste and flavors
12. Which of the following is a typical indoor creative hobby?
A. Gardening
B. Playing soccer
C. Knitting
D. Horse riding
13. What do musicians create with their instruments?
A. Paintings
B. Sculptures

- C. Music
- D. Recipes

14. What does a hiker enjoy doing?

- A. Climbing mountains and hills
- B. Watching movies
- C. Playing video games
- D. Listening to music

15. What is a common hobby involving a needle and thread?

- A. Sewing
- B. Surfing
- C. Skateboarding
- D. Rock climbing

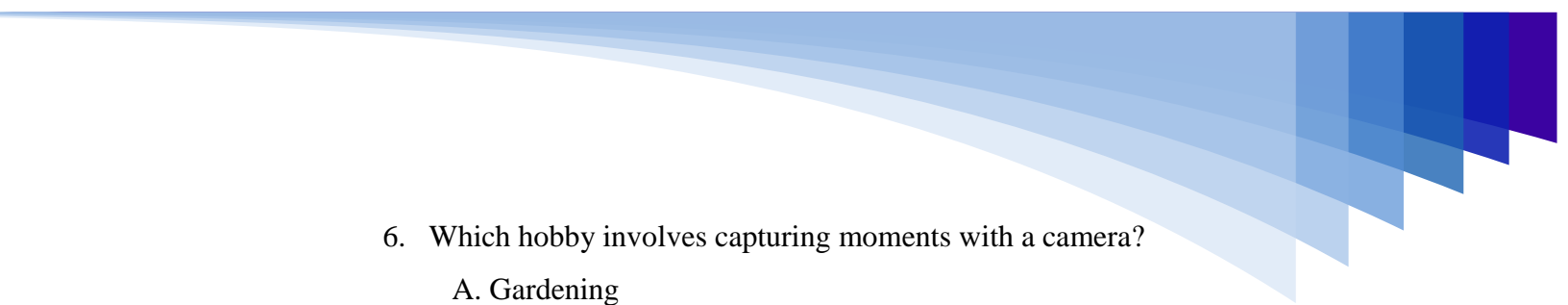
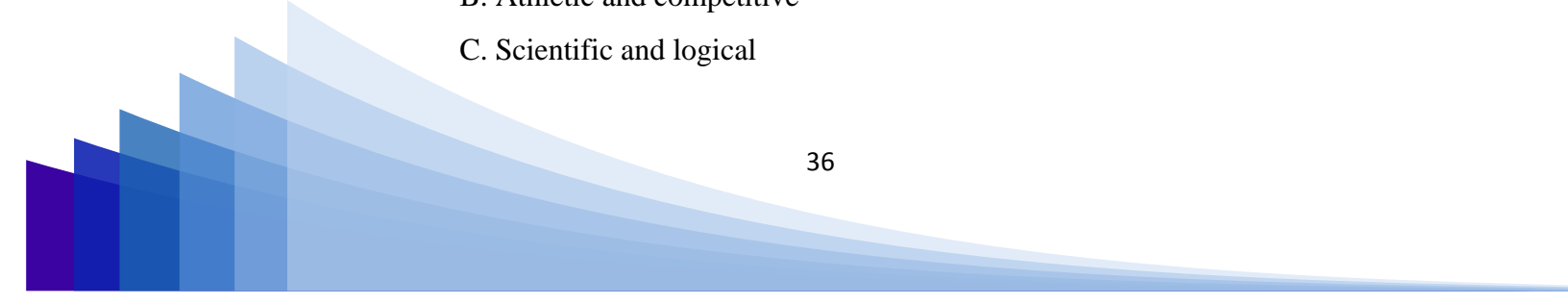
Answer essay questions on explaining hobbies in English

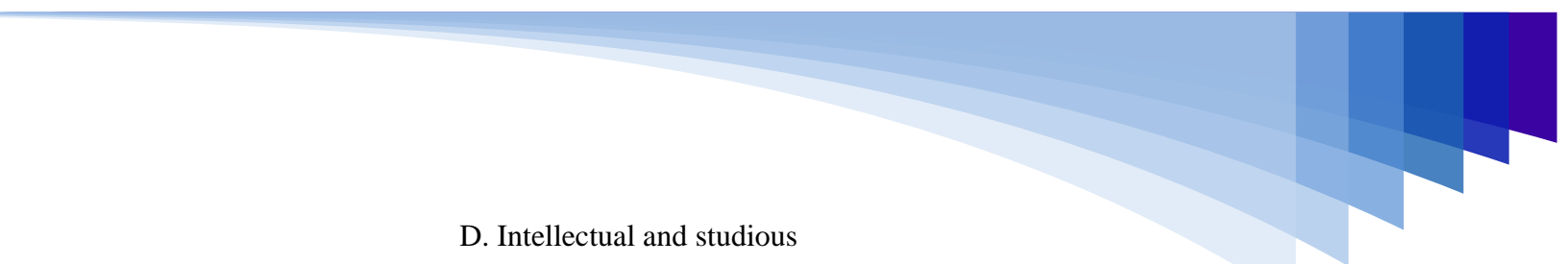
1. Describe your favorite hobby and the reason why you like it. Does this hobby have a positive impact on your life? Give a concrete example of your experience in practicing the hobby.
2. Write about a hobby that you have developed recently. How did you get interested in it and what made it so interesting to you? Tell us about your first experience with the hobby.
3. Choose a traditional hobby from your local culture and explain why it is still popular today. How does it reflect the values and traditions of your community?
4. Discuss the role of technology in changing or improving the way people enjoy their hobbies. Does technology provide benefits or challenges to practicing your hobby? How has technology affected the way people learn or share about their hobbies?
5. Write about an experience of sharing your hobby with others, whether it was through a local community, exhibition event, or online platform. How did interacting with others who share similar hobbies affect your

experience? Did you learn anything or get new inspiration from interacting with them?

Choose the correct answer below !

1. What is a hobby?
 - A. A job
 - B. An activity done for enjoyment and relaxation
 - C. A school subject
 - D. A type of exercise
2. Which of the following is considered a creative hobby?
 - A. Reading
 - B. Playing video games
 - C. Painting
 - D. Watching TV
3. What does the word "passionate" mean in the context of hobbies?
 - A. Uninterested
 - B. Skilled
 - C. Focused and enthusiastic
 - D. Bored
4. Which of the following hobbies is related to outdoor activities?
 - A. Cooking
 - B. Gardening
 - C. Reading
 - D. Playing chess
5. What is a common benefit of having a hobby?
 - A. Increased stress
 - B. Decreased creativity
 - C. Improved mental well-being
 - D. Reduced social interactions

- 
6. Which hobby involves capturing moments with a camera?
 - A. Gardening
 - B. Photography
 - C. Cooking
 - D. Painting
 7. What is a "collector" hobby?
 - A. Reading books
 - B. Collecting stamps, coins, or other items
 - C. Playing musical instruments
 - D. Watching movies
 8. What does the phrase "broaden one's horizons" mean in the context of hobbies?
 - A. Limiting interests
 - B. Expanding one's knowledge and experiences
 - C. Narrowing down choices
 - D. Focusing only on one hobby
 9. Which of the following hobbies involves physical activity and focus?
 - A. Drawing
 - B. Gardening
 - C. Yoga
 - D. Watching TV
 10. Which of the following hobbies is a social activity?
 - A. Reading
 - B. Solving puzzles
 - C. Playing team sports
 - D. Painting
 11. What kind of hobby is knitting?
 - A. Creative and crafty
 - B. Athletic and competitive
 - C. Scientific and logical
- 



D. Intellectual and studious

12. Which hobby involves creating music with instruments or software?

A. Painting

B. Dancing

C. Writing

D. Playing music

13. What is a "crafting" hobby?

A. Collecting rare items

B. Creating handmade items like jewelry or pottery

C. Playing video games

D. Solving puzzles

14. Which of the following hobbies allows you to explore underwater environments?

A. Hiking

B. Scuba diving

C. Playing chess

D. Bird watching

15. What does the word "enthusiast" mean in the context of hobbies?

A. A person who dislikes hobbies

B. A person who is skilled at hobbies

C. A person who is knowledgeable and passionate about hobbies

D. A person who only has one hobby

CHAPTER 4

DESCRIBING THINGS (PEOPLE, PLACE AND DESCRIPTIVE TEXT)

A. Learning Achievements

Learning objectives: A comprehensive approach to comprehending human personalities and attributes is covered in the section on describing people. First and foremost, it is required of students to gain a broad vocabulary pertaining to a range of character traits, which will allow them to describe individuals accurately in a variety of settings. This encompasses both good qualities like generosity, faithfulness, and optimism as well as bad qualities like conceit, impatience, and selfishness.

Second, in oral and written contexts, students will gain the capacity to recognize and comprehend these characteristics. Students will improve their comprehension abilities and gain a better understanding of people's characteristics through reading comprehension, listening exercises, and interactive discussions.

The learning objectives also place a strong emphasis on the growth of empathy and cultural awareness.

B. Learning Objectives

1. Mastery of Vocabulary
2. Navigation of Details
3. Capabilities for Listening and Understanding
4. Speech Ability

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of related self-introduction material
- The teacher explains related material.
- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- Students practice pronouncing vocabulary and expressions that are most often used in everyday life.

D. Learning Activity

1. Describing People

Describing people involves drawing a clear picture of a person's appearance, personality, and demeanor. It includes details like age, height, hair color, and clothing style, along with personality traits like kindness, confidence, and friendliness. Effective descriptions go beyond the surface, delving into emotions, habits, and expressions, capturing the essence of a person's character and making readers feel like they know what they are reading about.

Useful Vocabularies

Eye / Mata		Nose / Hidung	
slant eyes	: sipit	pointed	: mancung
bland	: buta	flat nose	: pesek
cross eyes	: jelling	small	: kecil
round	: bender	tiny	: kecil
wide	: lebar	big	: besar
round and wide	: bundar dan lebar	medium	: sedang
mellow	: Sendu		:
curve	: lentik		:

single eye : mata satu
 black : Hitam
 Brown : coklat
 blue : biru

Lips / Bibir

sensual : sensual
 hare lip : sumbing
 small : kecil
 wide : lebar
 thick : tebal
 thin : tipis
 red : merah
 Blak : hitam

Hair/Rambut

straight : Lurus
 curly : Kriting
 frizzy short : kribo
 wavy : ikal
 long : panjang
 short : pendek
 medium length : sebahu
 egg head : botak
 bald : gundul

Face / Muka

roun : bundar
 Oval : Oval
 Egg shape : bulat telur
 Heart shape : hati
 square : Persegi

Skin / Kulit

black : hitam legam
 white : putih
 black sweet : hitam manis
 creamy yellow : kuning langsung
 brown : coklat
 tan/tanned : sawo matang
 pale : sawo matang
 smooth : halus
 rough : kasar
 scabies : kudisan belang
 stripe :
 :

Body / Tubuh

tall : tinggi
 short : pendek
 dwarf : cebol
 medium : sedang
 well built : tegap
 hunch backed : bungkuk
 fat : gemuk
 skinny : kurus
 lame : lumpuh
 Mute : bisu
 Deaf : tuli
 Dented : Peot
 twiggy : kutilang
 pretty bom-bom : bodi gajah
 mole : tahi lalat

long	: lonjong	birth mark	: tanda lahir
fatherish	: Kebapakan	Dimple in cheek	: lesung pipit
Motherish	: keibuan	hairy	: berambut
cute	: imut	Crew cut	: cepak
beautiful	: cantik	black	: Hitam
Handsome	: tampan	brown	: coklat
ugly	: jelek	blonde	: Pirang
		Grey	: uban

Example conversation

Conversation 1

- Anna : Hi Mark, have you met our new colleague, Sarah?
- Mark : No, I haven't had the chance yet. Nice to meet you, Sarah!
- Sarah : Nice to meet you too, Mark. I've heard a lot about the great team here.
- Anna : Sarah, let me introduce you properly. Mark is our senior developer. He's incredibly talented and always ready to help others.
- Sarah : That's impressive, Mark. I'm looking forward to learning from you.
- Mark : Thank you, Sarah. And speaking of impressive, Anna here is our project manager. She's not only organized but also very creative in problem-solving.
- Sarah : It's wonderful to work with such experienced and skilled professionals. I feel like I'm in the right place.
- Anna : We're glad to have you on the team, Sarah. Is there anything specific you'd like to know about the projects we're working on?
- Sarah : I'm interested in the current project's goals and objectives. And also, I'd love to learn more about the team dynamics.

Mark : Sure, I can fill you in on the project details. Our team is collaborative and supportive. We value open communication and creativity in finding solutions.

Sarah : That sounds fantastic. I appreciate a positive and innovative work environment.

Anna : We believe in recognizing each team member's strengths and encouraging personal and professional growth. If you need any help or have questions, feel free to ask.

Sarah : Thank you, Anna. I'm excited to be a part of this team and contribute to our projects.

Mark : We're looking forward to working together, Sarah. If you need assistance with anything, don't hesitate to reach out. Welcome aboard!

Sarah : Thank you, Mark. I'm ready to dive in and get started.

Conversation 2

Nisa : Hi there! Have you ever wondered how things around us work?

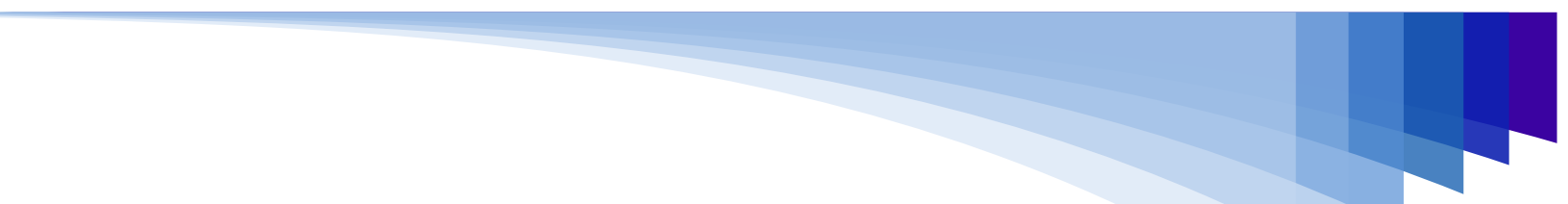
Lisa : Hi! Yes, definitely. I'm always curious about how things are made and how they function.

Nisa : That's great! Let me tell you about a few interesting things. First, let's talk about smartphones.

Lisa : Sure! Smartphones are amazing devices. They're like mini-computers that fit into our pockets. They can make calls, send messages, take pictures, and even browse the internet.

Nisa : Absolutely! Smartphones use advanced technology, such as touchscreens and powerful processors, to perform various tasks. Now, let's move on to cars.

Lisa : Cars are fascinating! They have engines that run on fuel, and when you press the accelerator, they move forward. But how do they actually work under the hood?



Nisa : Well, cars have internal combustion engines that burn fuel to create energy. This energy is then transferred to the wheels, making the car move. Cars also have transmissions that control the power distribution to the wheels. It's like a complex dance of mechanical parts working together.

Lisa : That sounds complicated but interesting. Next, how about airplanes? They can fly high up in the sky, which is amazing!

Nisa : Airplanes are incredible feats of engineering. They use powerful jet engines to generate thrust, allowing them to take off and stay airborne. They have wings that provide lift, and pilots control the plane's direction and altitude. It's a combination of aerodynamics and technology that makes flying possible.

Lisa : I never knew there was so much involved in making airplanes fly. What about something more everyday, like refrigerators?

Nisa : Refrigerators are essential appliances in our homes. They work by removing heat from inside the fridge and releasing it outside, keeping the contents cool. They use a refrigerant, a special fluid that evaporates and condenses, to maintain low temperatures. This process allows us to store food and keep it fresh for longer.

Lisa : It's amazing how something as simple as a refrigerator can use such advanced technology. Lastly, can you tell me about renewable energy sources?

Nisa : Of course! Renewable energy sources, like solar power and wind energy, are becoming increasingly important. Solar panels harness sunlight and convert it into electricity, providing a clean and sustainable energy source. Wind turbines, on the other hand, use the power of the wind to generate electricity. These methods help reduce our reliance on fossil fuels and combat climate change.

Lisa : That's incredible! I had no idea there were so many innovative ways to generate energy. Thank you for sharing all this information. I feel like I've learned a lot!

Nisa : You're welcome! It's always fascinating to explore the wonders of technology and engineering. If you ever have more questions or want to learn about other topics, feel free to ask. Knowledge is the key to understanding the world around us!

Lisa : Definitely! I'll be sure to ask if I have more questions. Thanks again for the enlightening conversation!

Conversation 1

Amna : Hey, have you ever wondered how a microwave works?

Nabila : Hi! Yes, I've always been curious about that.

Amna : Well, a microwave uses electromagnetic waves to heat and cook food. These waves cause water molecules in the food to vibrate, creating friction and generating heat. That's why food gets hot quickly in a microwave.

Nabila : Wow, that's really interesting! What about bicycles? How do they stay balanced when we ride them?

Amna : Bicycles use a concept called "gyroscopic precession" to stay balanced. When the wheels are spinning, their angular momentum keeps the bike upright. As long as you maintain forward motion and steer, you stay balanced.

Nabila : That's cool! What about rainbows? How are they formed?

Amna : Rainbows are created when sunlight is refracted (bent) and reflected inside raindrops. This separates the sunlight into its different colors, forming a circle of colors in the sky. Raindrops act like tiny prisms.

Nabila : Rainbows are so beautiful. How about fireworks? How do they make those colorful explosions in the sky?

Amna : Fireworks contain explosive materials that are packed into a shell. When ignited, these materials explode, creating a burst of hot gases and releasing colored flames. Different chemicals create different colors.

Nabila : Fireworks displays are always so mesmerizing. Lastly, what's the secret behind 3D movies?

Amna : 3D movies use a technique called stereoscopy. They show two slightly different images, one for each eye, to create the illusion of depth. When you wear 3D glasses, each eye sees a different image, and your brain combines them to create a 3D effect.

Nabila : That's really cool! Thanks for explaining these things. It's amazing how much science is behind everyday phenomena.

Amna : You're welcome! It's fascinating to understand the science behind the world around us. If you ever have more questions or want to learn about other topics, just let me know!

Nabila : I will, thanks. I love learning new things!

Go go speak out

Practice 1

Think of classmate and describe him or her. Your partner asks questions and tries to guess who you are describing. Reverse role.

Practice 2

Let's Play game buddies Instructor tries to mention these characteristics He is a very smart He is from Sulawesi He is a man with glasses He is even being a number one man in Indonesia (who is he?)

Now guys, it is your turn

Please try to make group of 3. Think about whatever noun that you would like to describe to friends at the other groups, take turn and present it in front of the class. Group who can guess the guessing noun (figure, popular people, etc) will win the competition. Have fun with the game .

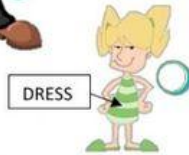


Describing People



Hi! My name is Monica. I am **short**. I have **brown eyes** and **long blond hair**. I like to wear **dresses**. I like to play different games. I also like to listen to music

Hi! I am Helen. I am **thirty-five years old**. I live in **London**. I am **tall and thin**. I have **long straight hair** and **blue eyes**. I am wearing a **yellow T-shirts** and **trousers**. I like to read **storybooks**.



Hi! My name is Paul. I am **short and fat**. I have **brown eyes** and **short wavy hair**. I am wearing a **white shirts** and **gray trousers**. I like to watch television programs.

Hi! My name is Peter. I am **short**. I have **brown eyes** and **wavy black hair**. I am wearing **purple t-shirt** and **blue jeans**. I like to play **computer games**.



Hi! My name is Sam. I am **tall and fat**. I am **bald**. I have a **big mouth**. I am wearing **yellow shirt** and **blue trousers**.

Hi! My name is John. I am **tall and strong**. I have **straight blond hair**. I am wearing a **green t-shirt** and **black trousers**. I like to play different sports.



Hi! My name is Andrew. I am **old and thin**. I have **gray hair** and I have **glasses**. I am wearing a **white t-shirt** and **brown shoes**. I like to play **cards** and **domino**.

Hi! My name is Helen. I am **old**. I have **wavy gray hair** and I have **glasses**. I am wearing a **pink t-shirt** and **pink shoes**. I like to **run**.

What do you look like?

Hi! My name is . I am . I am years old.
 I live in I have eyes and hair.
 I am wearing . I like to .

Figure 1.8 www.pinterest.com

Fill the empty space based on yourself !

Let's describing !

Describing people

SARAH



Complete the descriptions with the words from the box

TEN - HAIR - EARS - SMALL -
SHORT - A - MOUTH - IS

She ___ Sarah. She is ___ years old. She is ___ girl. She is ___ and fat. She has got long ___

She has got a big _____. She has got small _____. She has got a _____ nose.

TOM



A - NOSE - SHORT - MAN - FAT
- IS - BIG - TOM

He is _____. He ___ 40 years old. He is a _____. He is _____. He has got ___ brown hair. He has got ___ eyes. He has got ___ big mouth. He has got a small _____.

Figure 1.9 <https://pin.it/1XfSepc>

EXERCISE

Choose the correct answer

1. What does the word "outgoing" mean when describing a person?*

 - A. Shy and reserved
 - B. Energetic and sociable
 - C. Serious and strict
 - D. Careless and lazy

2. Which word describes someone who is always cheerful and positive?

 - A. Pessimistic
 - B. Optimistic
 - C. Cautious
 - D. Moody

3. What is the opposite of the word "generous"?

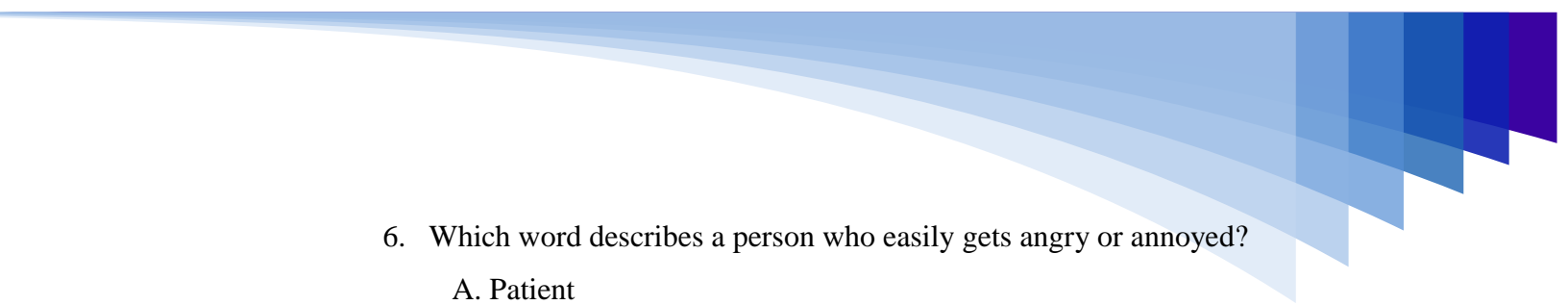
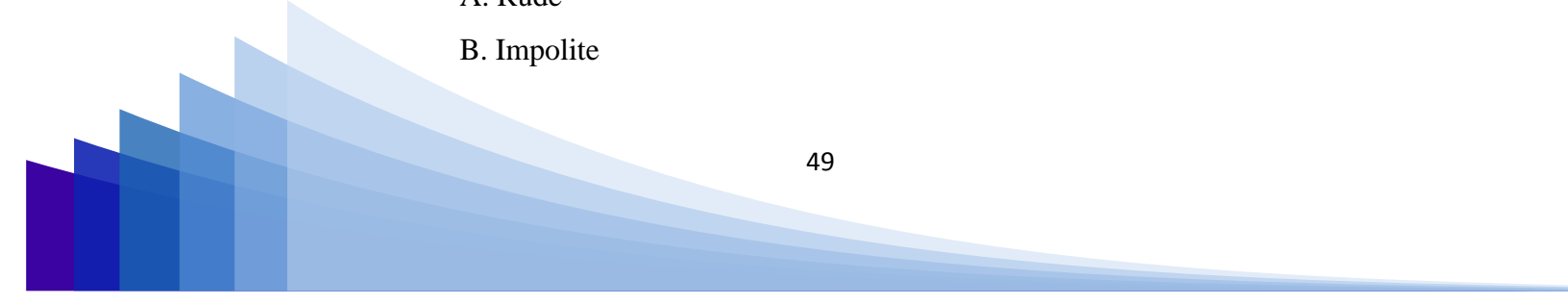
 - A. Stingy
 - B. Friendly
 - C. Kind
 - D. Considerate

4. What do you call a person who loves being around and interacting with others?

 - A. Introvert
 - B. Extrovert
 - C. Recluse
 - D. Loner

5. If someone is described as "ambitious," what are they likely to be?

 - A. Lazy
 - B. Hardworking and determined
 - C. Uninterested
 - D. Arrogant

- 
6. Which word describes a person who easily gets angry or annoyed?
 - A. Patient
 - B. Irritable
 - C. Tolerant
 - D. Calm
 7. What does the term "team player" mean when describing someone in a work environment?
 - A. Someone who works well with others
 - B. Someone who prefers to work alone
 - C. Someone who dislikes teamwork
 - D. Someone who avoids colleagues
 8. What is a synonym for the word "reliable"?
 - A. Unpredictable
 - B. Trustworthy
 - C. Lazy
 - D. Careless
 9. If someone is described as "resourceful," what skill do they possess?
 - A. Ability to find creative solutions
 - B. Excellent singing ability
 - C. Athletic skills
 - D. Mathematical expertise
 10. What does it mean if a person is described as "patient"?
 - A. They can't wait for anything
 - B. They are calm and can wait without getting frustrated
 - C. They are always in a hurry
 - D. They are often angry
 11. Which word describes someone who is polite and considerate of others' feelings?
 - A. Rude
 - B. Impolite
- 

- C. Courteous
- D. Disrespectful

12. What is the opposite of the word "talkative"?

- A. Quiet
- B. Social
- C. Friendly
- D. Energetic

13. What do you call a person who is very knowledgeable and intelligent?

- A. Ignorant
- B. Smart
- C. Naive
- D. Careless

14. If someone is described as "adventurous," what are they likely to enjoy?

- A. Taking risks and trying new things
- B. Staying at home and watching TV
- C. Avoiding challenges
- D. Following strict routines

15. What does it mean if a person is described as "dedicated"?

- A. They are not committed to their work
- B. They are hardworking and committed
- C. They are lazy and unmotivated
- D. They are always absent from work

Fill the blank

1. She is always smiling and spreading positivity; she has a very _____ personality.
2. He is a _____, always willing to help his colleagues and contribute to the team.
3. She is known for her _____ nature; she easily makes friends wherever she goes.

4. He is incredibly _____, never giving up even when faced with challenges.
5. His _____ attitude and willingness to learn make him a valuable asset to the company.

Answer the following questions below !

1. Describe your most favorite hobby and why you are so interested in it. How did you first become interested in it?
2. Write about the process of learning a new hobby that you just started. What challenges did you encounter and how did you overcome them?
3. What benefits or advantages do you get from practicing a particular hobby? How does it affect your daily life?
4. Share your experience of attending a hobby-related event or competition. What did you learn from the experience and what was your biggest impression?
5. Are there any famous people or figures who have similar hobbies to you? Tell us about them and why you admire them.
6. Describe how you manage your time between school, assignments, and hobbies. How do you maintain a balance between academics and hobby activities?
7. What are your friends' reactions when they find out about your hobbies? Have you ever asked them to join or become interested in the same hobby?
8. If you had the opportunity to develop your hobby further, what would you like to learn or achieve?
9. How does your hobby inspire you in your daily life? Do you ever get ideas or motivation from them?
10. Do you plan to take a course or training related to your hobby in the future? Why do you feel it is important?

2. Describing Place

Writing about a place is an engrossing literary trip that uses words to construct vivid pictures that capture the spirit and feel of the area. It includes drawing readers or listeners into the center of the location being described by weaving a complex tapestry of adjectives, nouns, and sensory language.

Imagine yourself in a bustling metropolis, standing on a street corner. The smell of exotic spices permeates the air, and the sounds of street musicians enliven the scene. Tall skyscrapers all around you sparkle in the sunlight, throwing long shadows over the humming masses below. A diverse range of individuals can be seen strolling through the streets.

Let's describe this picture !



Figure 1.10 0www.pinterest.com

Useful Vocabularies

Public Place

Airport	:	Bandara
Bank	:	Bank
Library	:	Bank
Hospital	:	Rumah Sakit
Museum	:	Museum
Park	:	Taman
Restaurant	:	Restoran
School	:	Sekolah
Train Station	:	Stasiun Kereta Api
Post Office	:	Kantor Pos
Shopping Mall	:	Pusat Perbelanjaan
Cinema	:	Bioskop
Stadium	:	Stadion
Bus Stop	:	Halte Bus
Supermarket	:	Supermarket
City Hall	:	Balai Kota
Church	:	Gereja
Mosque	:	Masjid
Police Station	:	Kantor Polisi
Subway Station	:	Stasiun Kereta Bawah Tanah
Restaurant	:	Restoran
Café	:	Kafe
Gym	:	Tempat Kebugaran
Zoo	:	Kebun Binatang
Beach	:	Pantai
Office	:	Kantor
Pharmacy	:	Apotek

University	:	Universitas
Department Store	:	Pasar Swalayan
Barber Shop	:	Barbershop
Beauty Salon	:	Salon Kecantikan
Stadium	:	Stadion
Theater	:	Teater
Hotel	:	Hotel
Post Office	:	Kantor Pos
Bridge	:	Jembatan
Gallery	:	Galeri
Factory	:	Pabrik
Playground	:	Tempat Bermain
Amusement Park	:	Taman Hiburan
Airport Terminal	:	Terminal Bandara
City Square	:	Alun-alun Kota
Plaza	:	Plaza
Car Wash	:	Car Wash (Tempat
Laundromat	:	Tempat Cuci Laundry
Library	:	Perpustakaan
Bookstore	:	Toko Buku
Parking Lot	:	Tempat Parkir
City Market	:	Pasar Kota
City Hall	:	Balai Kota
City Park	:	Taman Kota
Bus Terminal	:	Terminal Bus
Train Platform	:	Peron Kereta Api
Aquarium	:	Akuarium
Botanical Garden	:	Kebun Raya
City Zoo	:	Kebun Binatang Kota
Coffee Shop	:	Toko Kopi

Conversation 1

- Becca : Mark, have you ever been to Paris? What an intriguing city!
- You : I haven't visited yet, but I've heard great things about it. Why is Paris such a unique place?
- Becca : To begin with, the architecture is breathtaking. Historic sites like the Louvre Museum and the Eiffel Tower decorate the city. There is an artsy vibe all about you, and the streets are lined with quaint cafes and boutiques.
- Mark : That's really impressive. The cuisine, what about it?
- Becca : Oh, how delicious the food is! Paris is known for its delicious food. Fine pastries can be found at neighborhood patisseries, while Michelin-starred restaurants serve gourmet food. And in the morning, the smell of freshly made baguettes is.

Conversation 2

- Andi : Hey Andre, have you ever been to the Grand Canyon? It's an incredible place!
- Andre : Hi Andi! No, I haven't been there. Tell me more about it!
- Andi : The Grand Canyon is located in Arizona, USA. It's a massive canyon carved by the Colorado River. The view is breathtaking; the colorful rock layers and the sheer size of the canyon are awe-inspiring.
- Andre : That sounds amazing! What kind of activities can you do there?
- Andi : There are plenty of activities to enjoy! You can hike along the rim trails and explore the scenic viewpoints. If you're adventurous, you can go white-water rafting in the Colorado River. The park also offers helicopter tours for a bird's eye view of the canyon.

Andre : Wow, rafting and helicopter tours sound thrilling! Is there any interesting wildlife there?

Andi : Definitely! The Grand Canyon is home to various wildlife species, including bighorn sheep, condors, and numerous bird species. It's a paradise for nature enthusiasts and photographers.

Andre : I'm really into photography! I bet the Grand Canyon offers some fantastic photo opportunities.

Andi : Absolutely! The changing light throughout the day creates mesmerizing shadows and hues on the canyon walls. Sunrise and sunset are especially magical times for photographers. You can capture the canyon bathed in golden light.

Andre : I can imagine how beautiful that must be. Are there any historical sites or museums nearby?

Andi : Yes, there's the Grand Canyon Village where you can find the Grand Canyon Visitor Center and the historic Kolb Studio. These places provide insights into the canyon's history, geology, and the people who have explored it over the years.

Andre : It sounds like a perfect blend of adventure and learning. I'd love to visit the Grand Canyon someday!

Andi : You definitely should, Andre! It's a place that leaves you in awe of nature's wonders. The experience of standing on the rim, feeling the breeze, and gazing into the vastness of the canyon is something you'll never forget.

Andre : Thanks for sharing, Andi. I'll start planning a trip there soon. I can't wait to capture some amazing photos and experience the grandeur of the Grand Canyon!

Andi : You're welcome, Andre! I'm sure you'll have an incredible time. Don't forget to take lots of pictures and soak in the beauty of that remarkable place! Safe travels!

Conversation 3

Alicia : Hey, Sarah! Have you ever been to the Great Barrier Reef in Australia? It's a place like no other!

Sarah : Hi, Alicia! No, I haven't been there. Tell me more about it!

Alicia : The Great Barrier Reef is the world's largest coral reef system. It's located in the Coral Sea off the coast of Queensland, Australia. The reef is famous for its vibrant marine life, including colorful corals, fishes, and various sea creatures.

Sarah : That sounds incredible! What's so special about the marine life there?

Alicia : Well, the reef is home to thousands of marine species, some of which are unique to this area. You can see schools of tropical fish, sea turtles, and even dolphins. Snorkeling or diving there feels like entering a different world. The underwater landscape is simply mesmerizing!

Sarah : Wow, I love marine life! Are there any specific spots within the reef that are particularly popular?

Alicia : Absolutely! One of the most popular spots is the Heart Reef, which is shaped like a heart. It's not just a romantic symbol but also a fantastic spot for diving and snorkeling. The diversity of corals and fish there is breathtaking.

Sarah : A heart-shaped reef sounds enchanting! Are there activities other than snorkeling and diving?

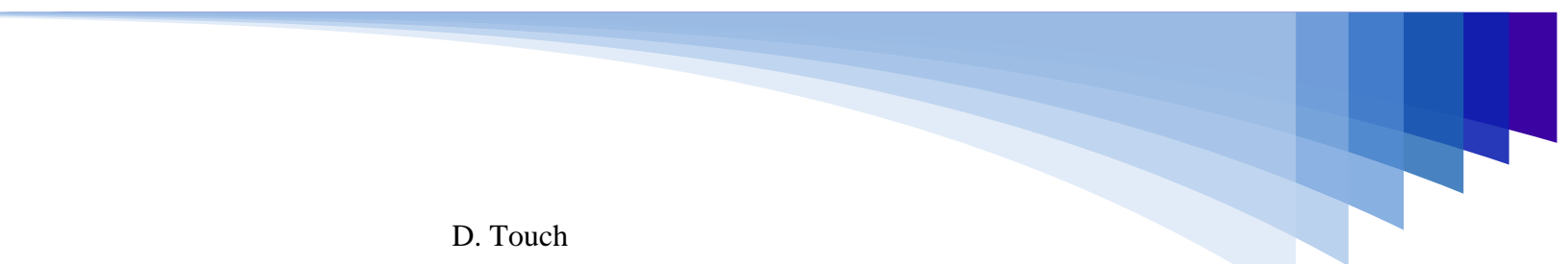
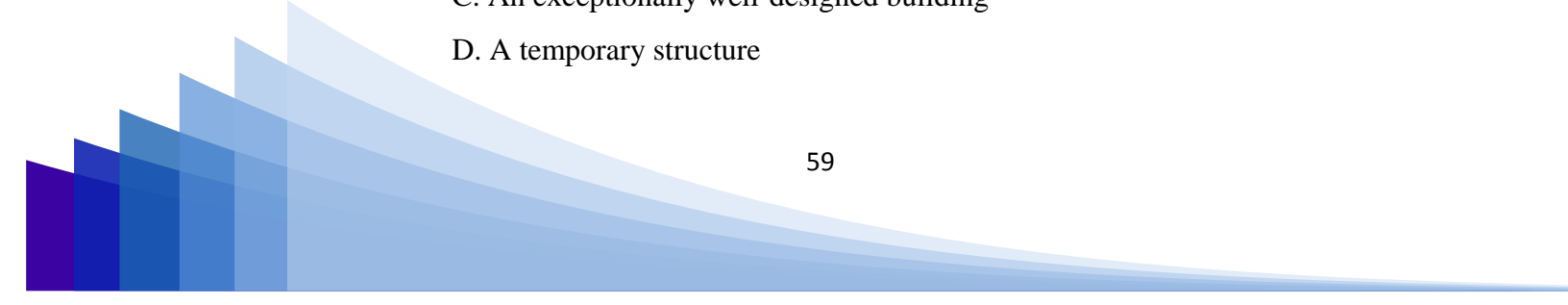
Alicia : Definitely! You can take a glass-bottom boat tour, which allows you to see the underwater world without getting wet. There are also scenic helicopter flights that give you a bird's eye view of the reef. Exploring the nearby islands and their unique ecosystems is another exciting option.

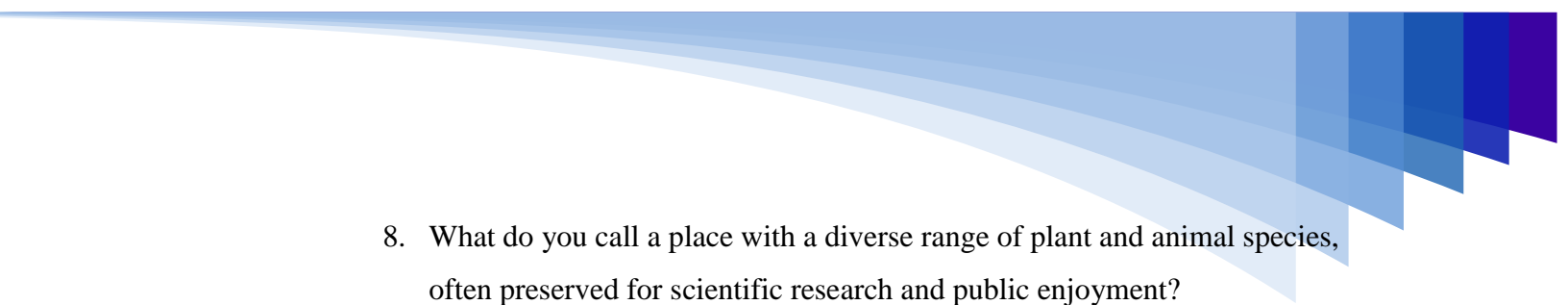
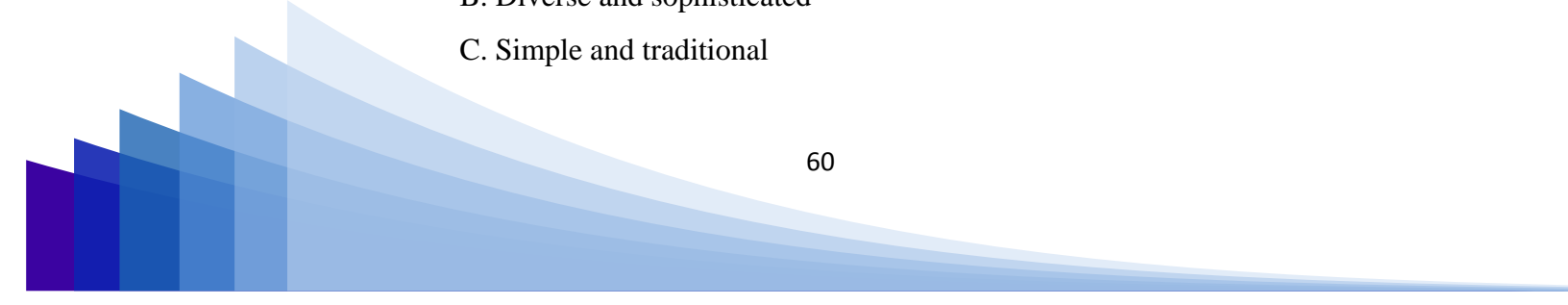
- Sarah : Those activities sound fantastic! Is the reef easily accessible?
- Alicia : Yes, there are tour operators and boats that take visitors to different parts of the reef. Cairns and Port Douglas are the main departure points for these tours. They provide a range of experiences, from introductory snorkeling for beginners to advanced diving for certified divers.
- Sarah : I'd love to visit someday! It sounds like an unforgettable experience.
- Alicia : It truly is, Sarah! The Great Barrier Reef is not just a natural wonder; it's a testament to the beauty and fragility of our planet's marine ecosystems. It's a must-visit for anyone who appreciates the wonders of the sea.
- Sarah : Thank you for sharing, Alicia. I'll definitely put it on my travel bucket list. I can't wait to witness the magic of the Great Barrier Reef one day!
- Alicia : You're welcome, Sarah! I'm sure you'll have an amazing time when you visit. Remember to take lots of photos and cherish every moment of your adventure at the Great Barrier Reef! Safe travels!

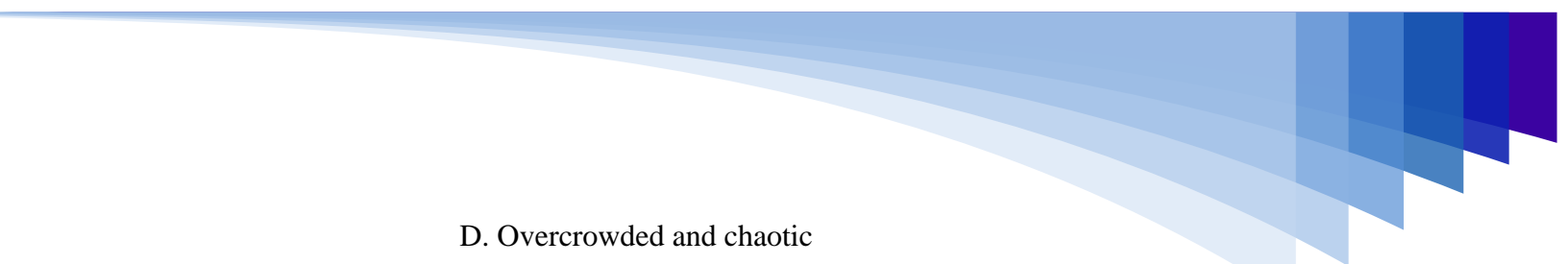
EXERCISE

Choose the best answer below !

1. What is the primary purpose of describing places in writing?
 - A. To entertain readers
 - B. To provide detailed information
 - C. To express personal opinions
 - D. To criticize
2. Which sense is often targeted when describing the aroma of a place?
 - A. Sight
 - B. Taste
 - C. Smell

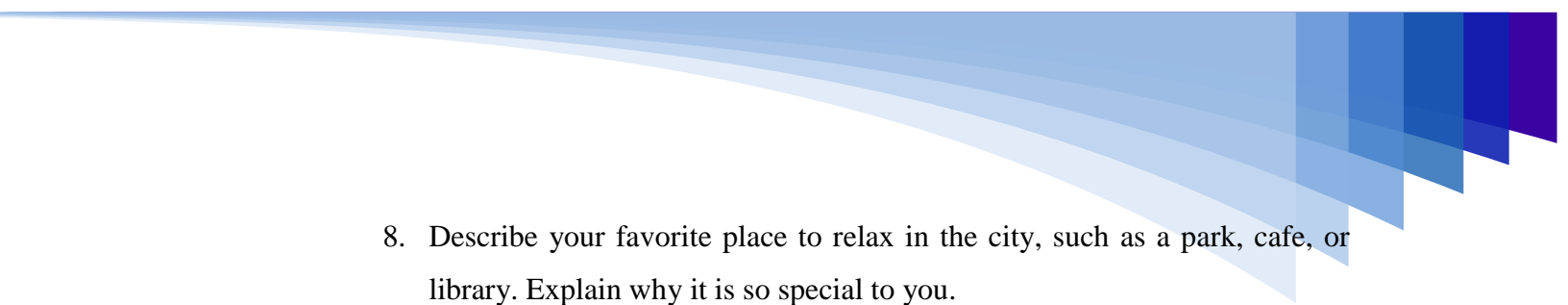
- 
- D. Touch
3. What does "bohemian atmosphere" mean when describing a place like a district in a city?
- A. Lively and artistic
 - B. Dull and uninspiring
 - C. Strict and conservative
 - D. Noisy and chaotic
4. Which of the following words can be used to describe a city with tall skyscrapers and modern architecture?
- A. Quaint
 - B. Historic
 - C. Contemporary
 - D. Rustic
5. What do you call a place where people can enjoy leisurely activities and engage in social interactions?
- A. Park
 - B. Library
 - C. Cafe
 - D. Office
6. Which adjective describes a place that is extremely crowded and noisy?
- A. Tranquil
 - B. Bustling
 - C. Serene
 - D. Secluded
7. What does the term "architectural marvel" mean when describing a building or structure?
- A. A poorly designed building
 - B. A building of historical importance
 - C. An exceptionally well-designed building
 - D. A temporary structure
- 

- 
8. What do you call a place with a diverse range of plant and animal species, often preserved for scientific research and public enjoyment?
 - A. Zoo
 - B. Aquarium
 - C. Botanical garden
 - D. Museum
 9. Which of the following adjectives can be used to describe a beach?
 - A. Crowded
 - B. Sandy
 - C. Noisy
 - D. Concrete
 10. What does the phrase "off the beaten path" mean when describing a place?
 - A. A popular tourist destination
 - B. A place that is difficult to find or reach
 - C. A well-known landmark
 - D. A dangerous area
 11. Which sense is least likely to be targeted when describing a place?
 - A. Sight
 - B. Hearing
 - C. Smell
 - D. Taste
 12. What is a synonym for the word "scenic" when describing a place?
 - A. Ugly
 - B. Picturesque
 - C. Ordinary
 - D. Unimpressive
 13. What does the term "cosmopolitan" mean when describing a city or place?
 - A. Isolated and remote
 - B. Diverse and sophisticated
 - C. Simple and traditional
- 

- 
- D. Overcrowded and chaotic
14. 14. Which adjective describes a place that is extremely clean and well-organized?
- A. Cluttered
 - B. Tidy
 - C. Chaotic
 - D. Disheveled
15. 15. What is a word that can be used to describe a place that has historical importance?
- A. Ancient
 - B. Modern
 - C. Futuristic
 - D. Contemporary

Answer the following questions below !

1. Describe your dream vacation spot. Describe the location, atmosphere, and activities you would like to do there.
2. Describe a metropolitan city you have visited. Focus on the skyscrapers, nightlife, and cultural uniqueness of the city.
3. Describe your favorite natural place, such as mountains, beaches, or forests. Describe the natural beauty, flora, fauna, and the impression the place gives you.
4. Describe a historical place that has high cultural value. Describe the architecture, art, and cultural uniqueness of the place.
5. Describe a small town that you love. Tell us about the daily life of the people, the places of interest, and the friendliness of the people.
6. Describe an amusement park you have visited. Tell us about the rides, shows, and experiences visitors can enjoy there.
7. Describe an art museum that inspired you. Describe the artworks on display, the atmosphere inside the museum, and how it influenced your art knowledge.

- 
8. Describe your favorite place to relax in the city, such as a park, cafe, or library. Explain why it is so special to you.
 9. Describe a famous shopping spot in a big city. Tell us about the shops, the featured products, and your shopping experience there.
 10. Describe a shrine or place of worship that you know. Describe the architecture, religious rites, and spiritual significance of the place.

Answer the questions below!

1. Describe your favorite place in detail. What makes it special to you?
2. Imagine you are standing in the middle of a bustling city. Describe the sights, sounds, and smells around you.
3. Explain a place you have visited recently. What were your impressions?
4. Describe a peaceful natural location. What elements of nature make it serene and calming?
5. Think of a historical place you've learned about. Describe it and explain its significance.
6. Picture a place from your childhood memories. Describe it vividly, including any emotions associated with it.
7. Describe a busy market or shopping mall. What kind of people do you find there, and what are they doing?
8. Choose a famous tourist destination. Describe the main attractions and explain why people are drawn to visit it.
9. Think of your dream vacation spot. Describe the place, the activities you would do, and why it appeals to you.
10. Describe your ideal home. Include details about its location, surroundings, and the reasons why you find it perfect.

3. Descriptive Text

a. Definition

Writing that provides a clear and detailed description of a certain person, location, thing, or event is known as descriptive writing. Its goal is to give readers precise, sensory-driven information so they may see, feel, and experience the subject matter being described. By using expressive language and appealing to the reader's senses and emotions, this kind of writing stimulates the reader's imagination.

A descriptive essay skillfully weaves together minute elements to produce a visceral experience. The author uses a wide variety of adjectives, metaphors, and similes to arouse sensory impressions, whether describing a verdant forest, a historical monument, a beloved childhood toy, or the thrilling ambiance of a performance.

b. Objectives of descriptive text

Giving the reader a clear and vivid picture of a certain person, place, thing, or event is the goal of descriptive writing. In order to help the reader visualize and emotionally connect with the subject being described, descriptive texts try to stimulate the reader's senses and imagination. Descriptive texts give the reader a clear, immersive experience by giving them sensory-driven details that make them feel as though they are actually seeing or experiencing the described situation.

Descriptive texts not only elicit a sense of touch and feel, but they also communicate mood, environment, and feelings. Writers evoke particular feelings and sensations relating to the subject matter by using expressive language, such as vivid adjectives, metaphors, and similes.

c. Structure of descriptive text

- Identification (identification): a general description of a topic.
- Description: an explanation containing the special characteristics of the object, place or person being described.

d. Language features of descriptive text

- Specific participant: has a specific object, is not general and unique (there is only one). For example: Uncle Jack, Borobudur Temple.
- Use adjectives to clarify nouns. For example: a handsome man, a beautiful woman.
- Use of simple present tense: The sentence pattern used is simple present - because it tells the facts about the object being described.
- Action verbs: there are verbs that indicate an activity (the activity can be seen). For example: run, walk, cut, etc.

Explanative Text about an Individual: My Grandmother

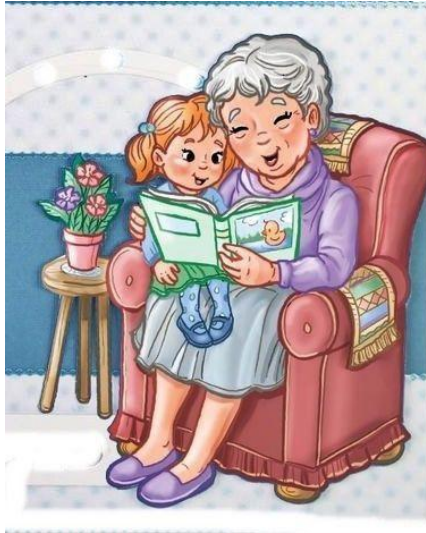


Figure 1.11 www.pinterest.com

Mrs. Evelyn Johnson, my grandma, embodies grace, kindness, and tenacity. She gives off an air of peace and knowledge that instantly puts people at ease, especially with her silver hair carefully pulled back and her kind, soothing smile.

Her soft hazel eyes gleam with the memories of a vast life filled with adventures. Her eyes are lined with wrinkles, a reminder of all the smiles she has given and the obstacles she has surmounted. Years of labor have worn her

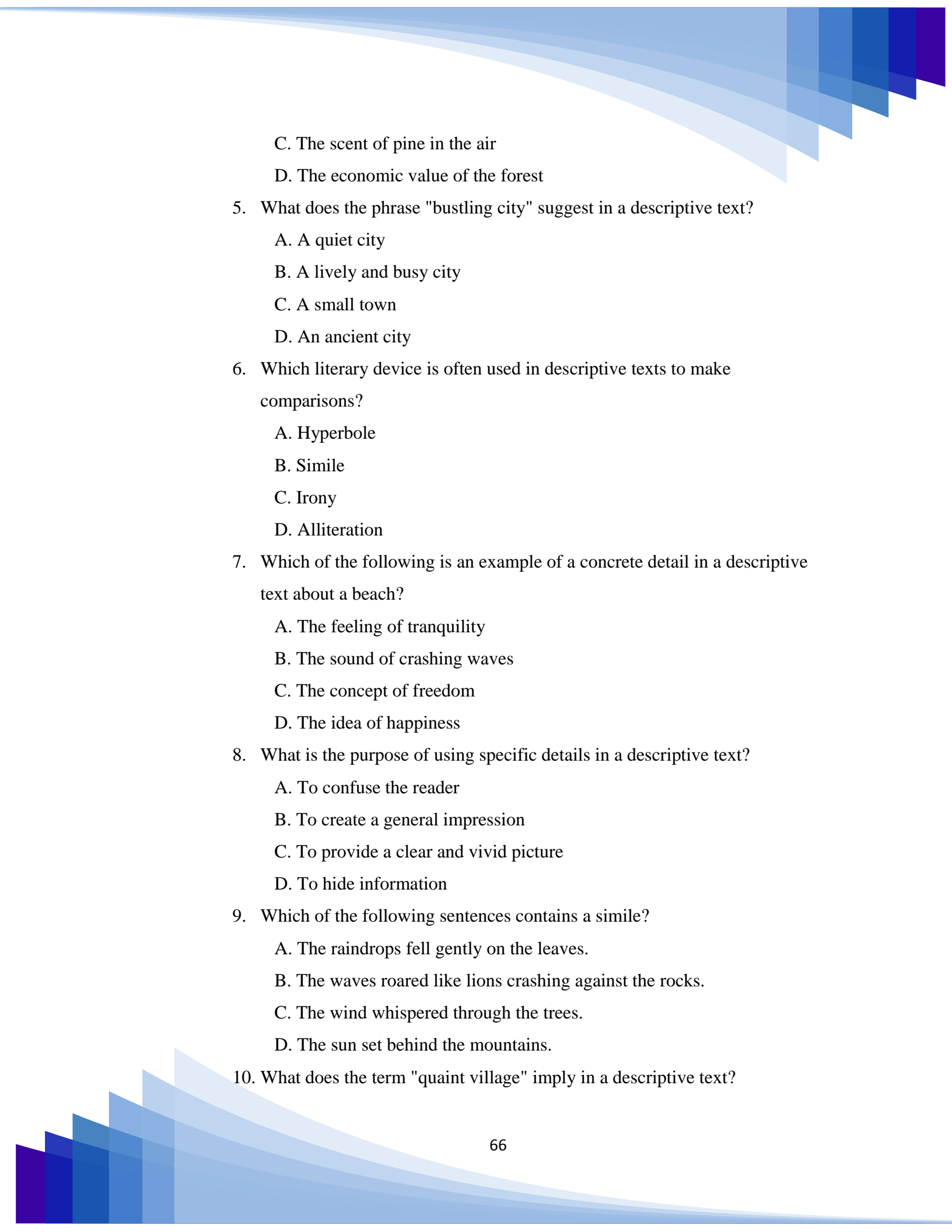
hands remarkably gentle and tender, with the ability to provide both delicate care and solid toughness.

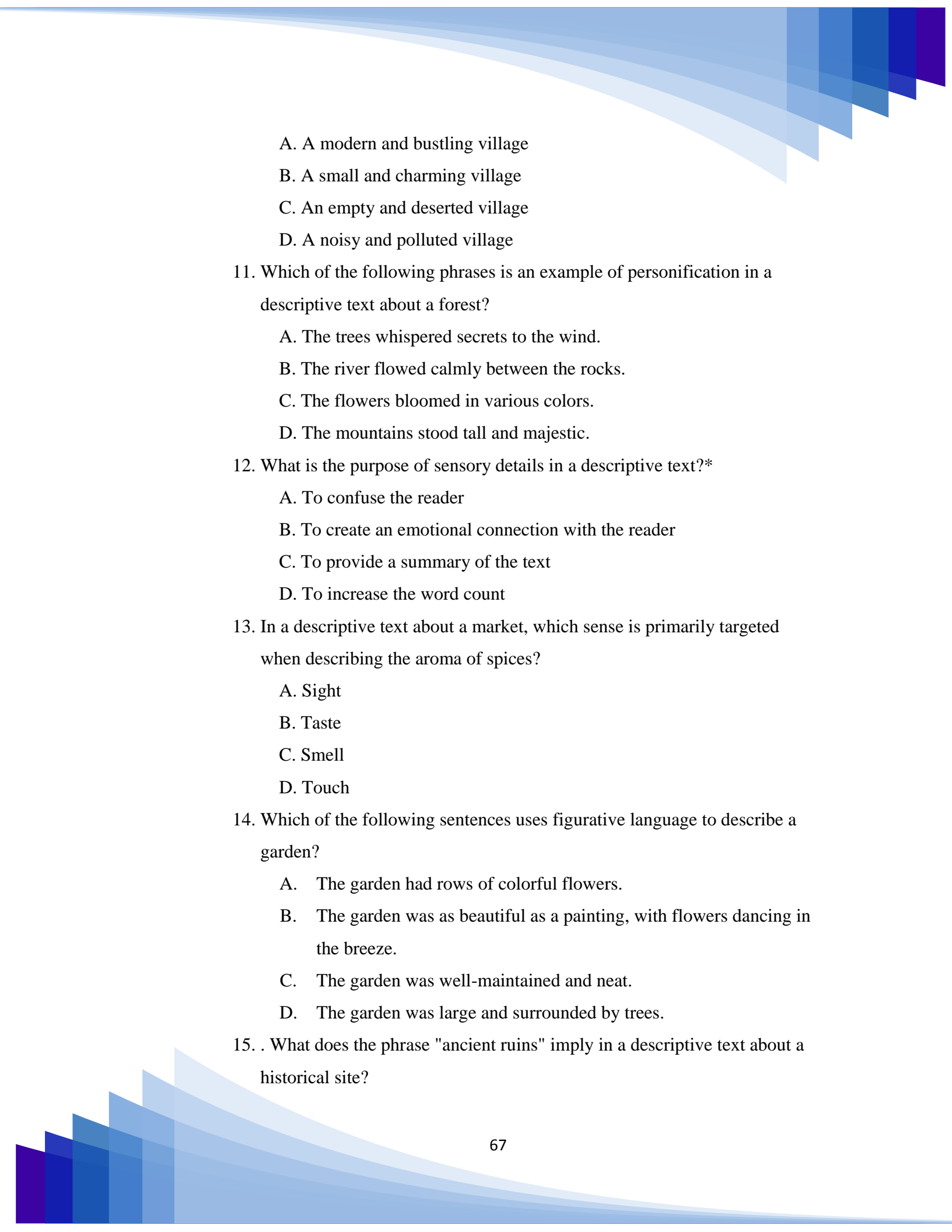
The gentle melody of sympathy is carried by the grandmother's voice. She speaks with a voice that seems to have every word picked with care, carrying

EXERCISE

Choose the correct answer !

1. What is the main purpose of a descriptive text?
 - A. To persuade
 - B. To entertain
 - C. To inform and describe
 - D. To criticize
2. Which of the following senses is NOT typically targeted in a descriptive text?
 - A. Sight
 - B. Hearing
 - C. Taste
 - D. Temperature
3. What type of language is often used in descriptive texts to create vivid images?
 - A. Abstract
 - B. Formal
 - C. Figurative
 - D. Technical
4. In a descriptive text about a forest, which of the following details is sensory-related?
 - A. The history of the forest
 - B. The variety of tree species

- 
- C. The scent of pine in the air
- D. The economic value of the forest
5. What does the phrase "bustling city" suggest in a descriptive text?
- A. A quiet city
- B. A lively and busy city
- C. A small town
- D. An ancient city
6. Which literary device is often used in descriptive texts to make comparisons?
- A. Hyperbole
- B. Simile
- C. Irony
- D. Alliteration
7. Which of the following is an example of a concrete detail in a descriptive text about a beach?
- A. The feeling of tranquility
- B. The sound of crashing waves
- C. The concept of freedom
- D. The idea of happiness
8. What is the purpose of using specific details in a descriptive text?
- A. To confuse the reader
- B. To create a general impression
- C. To provide a clear and vivid picture
- D. To hide information
9. Which of the following sentences contains a simile?
- A. The raindrops fell gently on the leaves.
- B. The waves roared like lions crashing against the rocks.
- C. The wind whispered through the trees.
- D. The sun set behind the mountains.
10. What does the term "quaint village" imply in a descriptive text?

- 
- A. A modern and bustling village
 - B. A small and charming village
 - C. An empty and deserted village
 - D. A noisy and polluted village
11. Which of the following phrases is an example of personification in a descriptive text about a forest?
- A. The trees whispered secrets to the wind.
 - B. The river flowed calmly between the rocks.
 - C. The flowers bloomed in various colors.
 - D. The mountains stood tall and majestic.
12. What is the purpose of sensory details in a descriptive text?*
- A. To confuse the reader
 - B. To create an emotional connection with the reader
 - C. To provide a summary of the text
 - D. To increase the word count
13. In a descriptive text about a market, which sense is primarily targeted when describing the aroma of spices?
- A. Sight
 - B. Taste
 - C. Smell
 - D. Touch
14. Which of the following sentences uses figurative language to describe a garden?
- A. The garden had rows of colorful flowers.
 - B. The garden was as beautiful as a painting, with flowers dancing in the breeze.
 - C. The garden was well-maintained and neat.
 - D. The garden was large and surrounded by trees.
15. . What does the phrase "ancient ruins" imply in a descriptive text about a historical site?

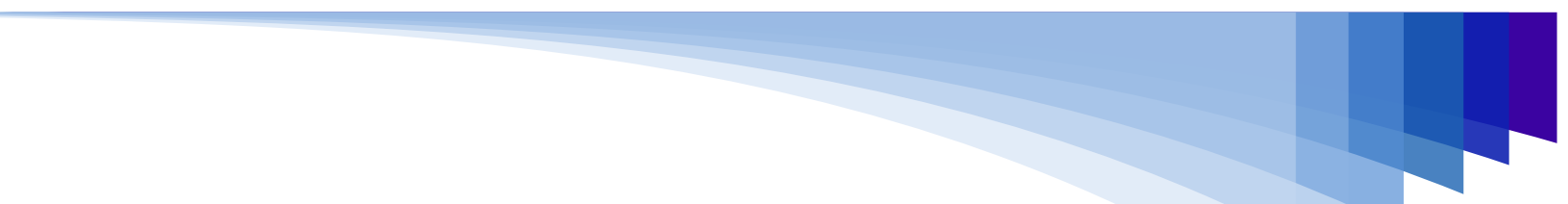
- A. Newly constructed buildings
- B. Old and crumbling structures from the past
- C. Modern architectural wonders
- D. Incomplete construction sites

Answer the following questions below !

1. Explain the concept of descriptive text and give simple examples from everyday life.
2. Choose an object around you and make a detailed description of the object using descriptive text.
3. What are the general characteristics of descriptive text? Give at least two examples of descriptive text that you know.
4. Write a description of your dream vacation spot, including the details that make it special.
5. Select an animal that interests you and provide a thorough description of the animal using descriptive language.
6. What is the difference between descriptive text and narrative text? Give examples of each type of text.
7. Describe the physical characteristics and unique traits of your favorite character in a book or film using descriptive text.
8. Choose a favorite food and give a complete description of the taste, texture and aroma of the food.
9. Explain why it is important to have clear and detailed descriptions in a descriptive text.
10. Choose a historical place that is interesting to you and write a complete description of the history and uniqueness of the place.

Choose the correct answer !

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.



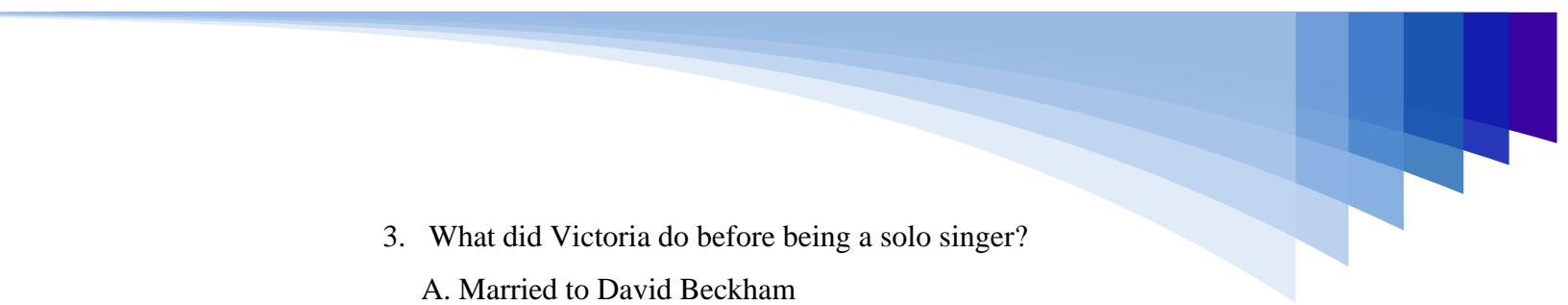
He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

1. What is the purpose of the text?
 - A. To persuade the readers to choose him in the election
 - B. To entertain the readers about the story of Barack Obama
 - C. To report the life of the president of United States of America
 - D. To describe Barack Obama's physical appearance and personality
2. "... dark complexion, pointed nose, and oval face." The antonym of the word "pointed" is
 - A. Flat
 - B. Short
 - C. Straight
 - D. Handsome

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

- 
3. What did Victoria do before being a solo singer?
 - A. Married to David Beckham
 - B. Worked as fashion designer
 - C. Joined The Spice Girl
 - D. Created fashion style
 4. We found in the text that
 - A. Victoria named her fragrance by dVb style
 - B. Beckham is Victoria's autobiography
 - C. Beckham is Victoria's brand for her fragrance
 - D. Posh Spice is the title of her new album
 5. Based on the text, what do we know about Victoria?
 - A. She is an ordinary woman
 - B. She is a multi-talented woman
 - C. She designed The Spice Girls
 - D. She married to an ordinary person

Jennifer Lopes (J.Lo) is a highly successful actress, singer, and dancer. Her new ?lms and new albums usually go straight to the top.

What's a typical working day for her? Making a ?lm is a hard work. She usually gets up at half past five in the morning and she's always on the ?lm set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her ?lms, says "J.Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video.

If J.Lo isn't working on a ?lm or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves

New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

6. What is the text about?
 - A. A successful actress
 - B. Jennifer Lopez
 - C. Jennifer Lopez's sisters
 - D. Jennifer Lopez's sisters
7. What does J.Lo do when she has a problem?
 - A. Sees her parents every weekend
 - B. Phones her parents
 - C. Meets her two sisters
 - D. Goes clubbing in New York
8. What is the main idea of paragraph four?
 - A. J. Lo's typical working day
 - B. J. Lo's family relationship
 - C. J. Lo's lifestyle on her free days
 - D. J. Lo's activities in New York
9. "They get on very well together." Who does the word "THEY" refer to?
 - A. Adam Shankman and J.Lo
 - B. Her parent and her sisters
 - C. J. Lo and her sisters
 - D. Her parents and J. Lo

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and

Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

10. The text mainly describes ...

- A. Rowan Atkinson
- B. Rowan Atkinson’s school
- C. Rowan Atkinson’s movies
- D. Comedy festivals in England

11. “Rowan Atkinson is a quite thin man.” (Paragraph 2) The word ‘thin’ has the same meaning as ...

- A. Stocky
- B. Athletic
- C. Skinny
- D. Chubby

12. “The couple has two children, Lily and Benjamin, ...” (Paragraph 3) The words “couple” refer to ...

- A. Atkinson and family
- B. Lily and Benjamin

- C. Atkitson and his children
- D. Atkinson and Sunetra Sastry

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona.

After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

13. Picasso used shades of blue in his painting during the Blue Period,

because

- A. He was sad to live in a traditional Barcelona
- B. The blue was to show poverty in Barcelona
- C. The blue represented modern art of this paintings
- D. Blue was Picasso's favorite color in his paintings

14. What is the main idea of paragraph three?

- A. Picasso used shades of blue in his paintings
- B. Picasso died in France on 1973
- C. Picasso was taught by his father
- D. Picasso was taught by his father

15. "... which depicted the destruction of Spanish town." (Paragraph 4). The word "depicted" has the same meaning as

- A. Drawed
- B. Described
- C. Painted
- D. Presented

CHAPTER 5

DAILY ACTIVITIES

A. Learning Achievements

Giving pupils the knowledge and abilities they need to prosper in the real world and in the future is the goal of education. Students will gain a thorough comprehension of a variety of ideas and subjects via education. Their critical, creative, and analytical thinking abilities will be strengthened as they learn how to use this knowledge in practical settings.

Learning also attempts to develop pupils' character by imparting virtues like empathy, cooperation, and honesty. Both oral and written communication skills will be taught to the students. They will gain an appreciation for diversity, learn how to collaborate in groups, and grow in regard for others.

Learning is essential for fostering students' independence and self-assurance. They will have the information and abilities needed in the real world.

B. Learning Objectives

1. Identify Everyday Tasks
2. Build Speaking Capabilities
3. The Significance of Health and Hygiene

C. Activities Procedures

1. Teacher

5. The teacher distributes print out sheets of material
6. The teacher explains related material.
7. The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

8. Students listen and listen to the presentation of the material.

D. Learning Activity

Definition

The tasks and behaviors that people carry out on a regular basis as part of their daily lives are referred to as everyday routines or daily activities. Keeping up one's physical health, general wellbeing, and personal hygiene all depend on these activities. People's daily routines can differ greatly from one another and are impacted by societal, cultural, and personal variables.

Daily actions that fall under the category of personal hygiene include bathing, brushing teeth, hand washing, and grooming. In addition to being essential for maintaining cleanliness, these actions also promote health by stopping the transmission of bacteria and germs. Promoting a healthy lifestyle requires establishing a regular personal hygiene practice.

Daily tasks that pertain to nutrition include preparing meals, cooking, etc.

Use Daily Expressions

Wake up	:	Bangun tidur
Get dressed	:	Berpakaian
Brush teeth	:	Menyikat gigi
Have breakfast	:	Sarapan
Go to school	:	Pergi ke sekolah
Attend classes	:	Hadir ke kelas
Study	:	Belajar
Have lunch	:	Makan siang
Participate in activities	:	Berpartisipasi dalam kegiatan
Do homework	:	Mengerjakan pekerjaan rumah
Play sports	:	Bermain olahraga

Read a book	:	Membaca buku
Watch TV	:	Menonton televisi
Use the computer	:	Menggunakan komputer
Have dinner	:	Makan malam
Take a shower	:	Mandi
Go to bed	:	Tidur
Commute to work	:	Berangkat kerja
Work	:	Bekerja
Commute home	:	Pulang kerja
Cook dinner	:	Memasak makan malam
Clean the house	:	Membersihkan rumah
Listen to music	:	Mendengarkan musik
Talk on the phone	:	Bicara di telepon
Relax	:	santai
Write in a journal	:	Menulis dalam jurnal
Grocery shopping	:	Berbelanja kebutuhan sehari-hari
Plan the day	:	Merencanakan kegiatan hari
Feed the pets	:	Memberi makan hewan peliharaan
Meet friends	:	Bertemu teman
Drive to work	:	Mengemudi ke tempat kerja
Go for a walk	:	Berjalan-jalan
Do yoga	:	Melakukan yoga
Play a musical instrument	:	Bermain alat musik
Do house chores	:	Melakukan pekerjaan rumah
Go shopping	:	Berbelanja
Plan for the future	:	Merencanakan untuk masa depan

Example text of daily activities

Text 1

My Daily Activities

I usually wake up in the morning at 4.00 a.m. Then I immediately pray subuh. Before I go to school I already tidied my room, breakfast, and fed my cat. I go to school at 06.30 with my father accompany me. In the school I study from 06.30 a.m until 12.00 p.m. After school, I immediately change my clothes and have a lunch. After that, I play with my beloved cat. In the afternoon, I usually watch TV with my family. In the night, I do my homework and go to sleep at 09.00.

Text 1

I wake up at 05.00. After that I pray subuh and eat breakfast. I prepare all the books and the things I need for school to the bag. Then I go to school by bike. In the school I studied many things. At 09.30 I take a break and buy food in the canteen. Sometime I am talking with my friends and play around with them. Then I continue study until the end of the school. After school I take a bath and have a lunch. In the afternoon I usually play football with my friends in the field, it is really great to have a good time with friends. Then in maghrib I take a pray and continue reads qur'an. After that I do my homework and sleep.

Text 3

I wake up at 05.00, then I make the bed. I move to the bathroom then I wash my face. Then I clean my house. Before go to work I already have a breakfast and take a bath. I'm working from 8.00 a.m until 15.00 p.m. After work, I take a bath and change clothes. I usually play video games when I am alone at home. In the afternoon I water my plants and sweep the floor. In the

night I have dinner that I cooked by myself. I have dinner when I am watching my favorite TV show. After that I will get sleepy and go to sleep immediately

The following are some frequently asked questions about daily activities.

1. Morning Routine (Rutinitas Pagi):
 - 1) What time do you usually wake up?
 - 2) Do you have a specific morning routine?
 - 3) How long does it take you to get ready in the morning?
 - 4) What do you typically have for breakfast?
2. School and Work (Sekolah dan Pekerjaan):
 - 1) What time do you go to school or work?
 - 2) How do you commute to school or work?
 - 3) What subjects or tasks do you have in the morning?
 - 4) Do you have any extracurricular activities after school or work?
3. Afternoon and Evening (Sore dan Malam):
 - 1) What do you usually do after school or work?
 - 2) How do you spend your evenings?
 - 3) Do you have any hobbies or activities you enjoy in the evening?
 - 4) What time do you go to bed?
4. Weekend Activities (Kegiatan Akhir Pekan):
 - 1) What do you typically do on weekends?
 - 2) Do you have any special routines or activities on Saturdays and Sundays?
 - 3) Are there any chores or errands you do on weekends?
 - 4) Do you relax or engage in more social activities on weekends?
5. Favorite Activities (Kegiatan Favorit):
 - 1) What is your favorite daily activity?
 - 2) Is there a specific daily routine you look forward to the most?
 - 3) Are there any activities you wish you could do more often during the week?

- 4) How do you unwind or relax after a busy day?
6. Planning and Organization (Perencanaan dan Organisasi):
 - 1) How do you plan your daily activities?
 - 2) Do you use any tools or apps to organize your schedule?
 - 3) How do you prioritize your tasks for the day?
 - 4) Are there any changes you would like to make to your daily routine?

READ AND PRACTICE !

"Read the following examples of daily activities. Then, retell them in front of the class."

A Day in the Life of Emily

Emily, a high school student, begins her day by waking up at 6:30 AM. She quickly gets dressed in her school uniform and brushes her teeth. After that, she enjoys a healthy breakfast of oatmeal and fruits.

She commutes to school by taking the bus, attending classes from 8:00 AM to 2:00 PM. Emily's favorite subjects are art and history. During lunch break, she participates in the school's art club, where she works on her painting skills.

After school, Emily does her homework and spends some time studying. She then heads to the local park for her daily jog, a relaxing activity that helps clear her mind.

In the evening, Emily has dinner with her family, and they discuss their day. Afterward, she practices playing the guitar, one of her favorite hobbies. Emily also enjoys reading a book or watching TV before going to bed around 10:00 PM.

On weekends, Emily often goes shopping with her friends or visits the local library to find new books. She balances her weekend activities with some relaxation, perhaps going for a walk in the nearby nature reserve.

Emily's well-planned daily routine includes a mix of academic activities, hobbies, and time spent with family and friends. This balance helps her stay organized and enjoy each day to the fullest.

Read and this conversation

Conversation 1

Ben : Sarah! Where are you?

Sarah : I'm here!

Ben : There you are! What are you doing here?

Sarah : I found something, Ben.

Ben : What is it?

Sarah : I will show it, but you have to promise not to tell Mom

Ben : Alright! So, what is it?

Sarah : Come look at this

Ben : A puppy! OMG It's so cute! Can we keep it?

Sarah : Come on! You know Mom can't stand animals fur

Ben : Yeah, that's right. So, what are you going to do with it?

Sarah : I'm building a house for it at our backyard

Ben : Yeah! That's so cool! Let me help you.

Sarah : Okay. Anyway, why were you looking for me?

Ben : Owh, yeah, I almost forgot it. Mom ask me to tell you that we have
to do the dishes this evening

Sarah : Owh, okay. Let's do it after this

Ben : Yeah, but Mom said that we have to finish it before she come home

Sarah : Well, we better be faster then

Ben : Okay!

Conversation 1

Amna : Hi Nabila! How was your day today?

Nabila : Hi Amna! It was good, thanks. I had classes in the morning and then went to the library to study. How about you?

Amna : Nice! I had a busy day too. In the morning, I did some yoga and then went to the market with my mom. After that, I worked on my assignment for a while.

Nabila : That sounds productive! By the way, have you been watching any interesting shows lately?

Amna : Yes, I started watching a new series on Netflix. It's a mystery thriller, and I can't stop watching it. What about you?

Nabila : Oh, I've been into documentaries lately. I watched one about wildlife conservation last night. It was really informative.

Amna : That sounds fascinating! I'll have to check it out. Hey, do you have any plans for the weekend?

Nabila : Not really. I might catch up on some reading and maybe go for a hike on Sunday. How about you?

Amna : I'm thinking of trying out a new recipe. Maybe we can cook something together on Saturday?

Nabila : That sounds like a great idea! Let's plan for it. What recipe are you thinking of?

Amna : How about making homemade pizza? We can choose our own toppings.

Nabila : Perfect! I love pizza. It's a plan then. Looking forward to it!

Amna : Me too! It will be a fun weekend.

Conversation 1

- Jon : Hi Ben! How's it going?
- Ben : Hey Jon! It's good, just finished my morning workout. How about you?
- Jon : Nice! I had a hearty breakfast and then walked my dog in the park. Speaking of which, have you met Max?
- Ben : Not yet! We should plan a doggy playdate sometime. Anyway, I spent my morning working on a project for class.
- Jon : That sounds productive. I had a meeting at work and then grabbed a quick lunch. By the way, have you tried the new cafe downtown?
- Ben : No, not yet. What's good there?
- Jon : Their coffee is amazing, and they have this delicious chocolate cake. We should check it out together this week.
- Ben : Absolutely! Maybe on Thursday? After my afternoon class.
- Jon : Sounds like a plan. Oh, speaking of which, have you decided on your elective courses for next semester?
- Ben : Not yet. I'm considering taking a photography class. How about you?
- Jon : I'm thinking of joining a language course, maybe Spanish. It's always good to learn something new.
- Ben : True! I've been trying to learn a bit of Spanish on my own too. Maybe we can practice together.
- Jon : That's a great idea! We can make it a weekly thing. Anyway, gotta run now. Catch you later, Ben!
- Ben: Sure thing, Jon! See you later!

EXERCISE

Choose the correct answer

1. Every morning, she _____ up at 6 AM.
 - A. wake
 - B. waking
 - C. wakes
 - D. woken
2. They usually _____ breakfast at 7:30 AM.
 - A. has
 - B. have
 - C. having
 - D. had
3. He _____ to the gym after work.
 - A. goes
 - B. going
 - C. go
 - D. gone
4. She _____ her dog in the park every evening.
 - A. walks
 - B. walking
 - C. walk
 - D. walked
5. We _____ TV shows together on weekends.
 - A. watch
 - B. watching
 - C. watched
 - D. watches
6. I _____ my teeth before going to bed.

- A. brushes
- B. brushing
- C. brush
- D. brushed

7. They _____ for a picnic last Sunday.

- A. goes
- B. going
- C. went
- D. go

8. My brother _____ his homework in the evening.

- A. do
- B. doing
- C. done
- D. does

9. She _____ her grandparents every summer vacation.

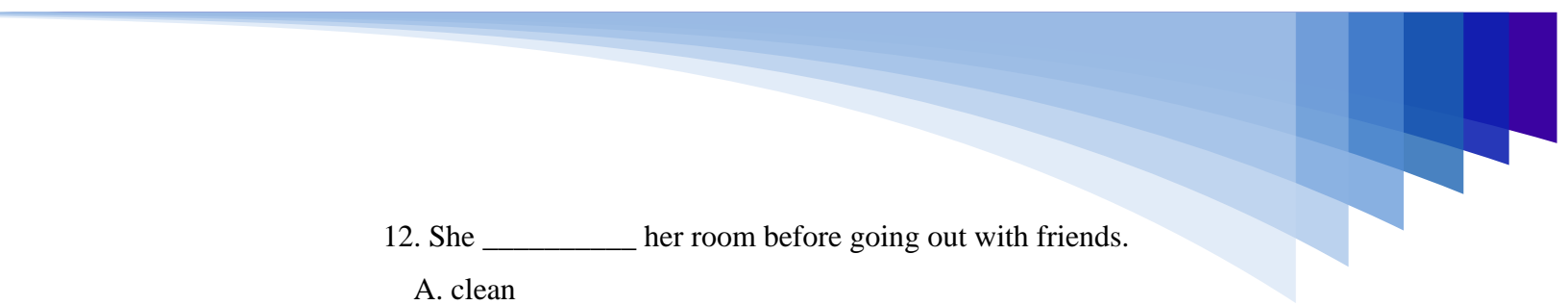
- A. visiting
- B. visit
- C. visits
- D. visited

10. He _____ up early on weekdays.

- A. getting
- B. gets
- C. get
- D. got

11. We _____ our favorite movie last night.

- A. watched
- B. watching
- C. watch
- D. watches

- 
12. She _____ her room before going out with friends.
- A. clean
 - B. cleaning
 - C. cleans
 - D. cleaned
13. They _____ at the new restaurant downtown last Friday.
- A. eat
 - B. eating
 - C. ate
 - D. eats
14. He _____ his guitar every evening.
- A. plays
 - B. playing
 - C. play
 - D. played
15. My parents _____ for a walk after dinner.
- A. goes
 - B. going
 - C. go
 - D. went

Fill the blank in the sentences

1. Every morning, I _____ my teeth and take a shower before going to work.
2. Sarah enjoys _____ novels in the evening before she goes to bed.
3. After school, we usually _____ some sports activities at the park.
4. On weekends, they like to _____ movies at home with their family
5. My sister always _____ her room before she goes to sleep.
6. In the afternoon, I often _____ a short nap to recharge my energy.
7. He _____ his dog for a walk every evening in the nearby park.
8. Before going to work, he _____ a cup of coffee to start his day.

9. They _____ breakfast together every morning before heading to school.
10. My parents usually _____ the newspaper with their morning tea.
11. 11. She enjoys _____ her favorite songs on the radio while doing her homework.
12. 12. Every evening, he _____ the plants in his garden to keep them healthy.
13. 13. They often _____ their friends for dinner on weekends.
14. 14. After dinner, I like to _____ a relaxing bath before going to bed.
15. 15. He _____ his bicycle to work every day instead of driving a car.

Read the text and answer the questions below !

Evelyn lives in Houston, Texas. She is eleven and studies at Theodore Roosevelt School. She is in sixth grade.

Every morning she gets up at 6:00 a.m., takes a shower, and has breakfast. At noon, she usually has lunch with her mother.

She is a housewife and a web designer too. She designs nice websites. Her father is a mechanic. In the afternoon, she goes to school and she comes back at 6:00 p.m.

Then she does her homework, has dinner, and helps her mother wash the dishes. She doesn't watch TV on weekdays. She goes to bed at about 10:00 p.m.

On weekends, she usually plays with her friends, listens to music, and goes to the movies.

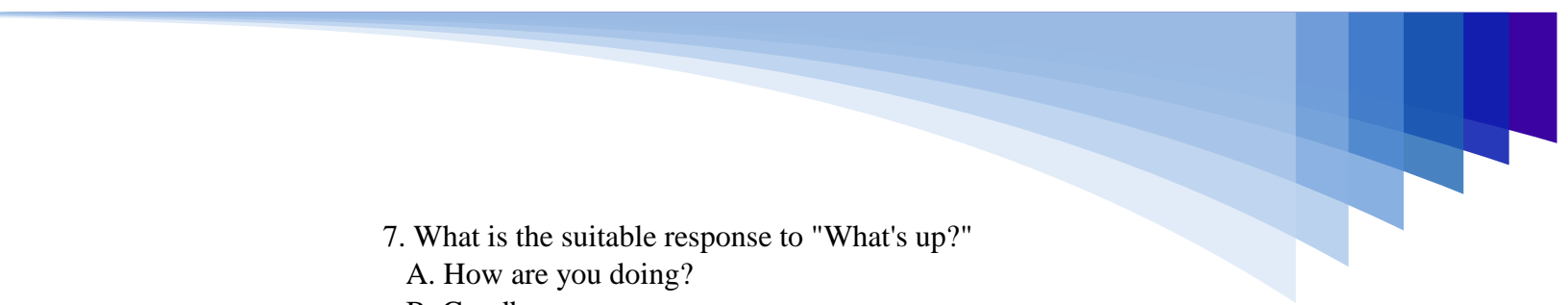
Questions :

1. Does Evelyn study at George Town School?
2. Is she twelve years old?
3. Does she watch TV on weekdays?
4. Does she help her mother wash the dishes after dinner?
5. Is her father a mechanic?

MID-TEST

Choose the correct answer bellow !!

1. What is a common informal greeting in English?
 - A. Goodbye
 - B. Hello
 - C. Farewell
 - D. Goodnight
2. What is the response to "How do you do?"
 - A. How are you?
 - B. Fine, thank you.
 - C. Nice to meet you too.
 - D. I'm good, what about you?
3. Which of the following is a formal way to say goodbye?
 - A. See ya!
 - B. Bye-bye!
 - C. Farewell!
 - D. Catch you later!
4. When do we use "Good evening" as a greeting?
 - A. In the morning
 - B. In the afternoon
 - C. In the evening
 - D. Anytime during the day
5. What is an appropriate response to "Nice to meet you"?
 - A. Goodbye
 - B. Nice to meet you too
 - C. How are you?
 - D. See you tomorrow
6. Which of the following is a casual way to part with someone?
 - A. Farewell
 - B. See you later
 - C. Good evening
 - D. Goodbye forever

- 
7. What is the suitable response to "What's up?"
 - A. How are you doing?
 - B. Goodbye
 - C. Not much, you?
 - D. See you tomorrow

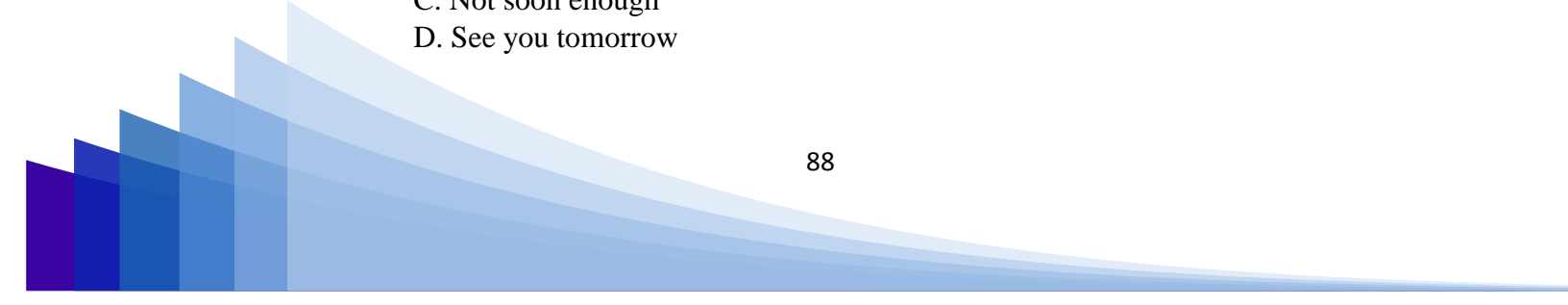
 8. Which of the following is a formal way to say goodbye in an email?
 - A. Cheers
 - B. Best regards
 - C. Take care
 - D. See ya!

 9. What does "Catch you later" mean?
 - A. I'll catch you if you fall.
 - B. I'll see you later.
 - C. Let's play catch.
 - D. I'm catching a flight.

 10. Which of the following is a friendly way to say goodbye?
 - A. Farewell
 - B. See you around
 - C. Adieu
 - D. I bid you adieu

 11. What is a common informal way to greet someone in the morning?
 - A. Goodnight
 - B. Good morning
 - C. Goodbye
 - D. Good evening

 12. Which of the following is a formal way to end a business phone call?
 - A. Bye
 - B. Catch you later
 - C. Goodbye
 - D. Thank you and goodbye

 13. What is the response to "See you soon"?
 - A. Goodbye
 - B. See you later
 - C. Not soon enough
 - D. See you tomorrow
- 

14. Which of the following is a polite way to part with someone in a social setting?

- A. So long!
- B. I'm out of here!
- C. Take care and see you soon!
- D. Get lost!

15. What is the purpose of greetings and partings in social interactions?

- A. To confuse people
- B. To show respect and politeness
- C. To make people uncomfortable
- D. To start arguments

15. What is an introduction?

- A. Saying goodbye
- B. Telling someone about yourself
- C. Asking questions
- D. Ignoring people

16. What is the purpose of an introduction?

- A. To say hello
- B. To provide information about oneself
- C. To ask for directions
- D. To end a conversation

17. When meeting someone for the first time, what might you say to introduce yourself?

- A. "Nice to meet you. My name is Mark."
- B. "I'm busy, can we talk later?"
- C. "What's up?"
- D. "Go away."

18. How can you ask someone about their hobbies during an introduction?

- A. "What do you do for a living?"
- B. "What's your favorite color?"
- C. "What are your hobbies?"
- D. "How old are you?"

19. Which of the following is a polite way to end an introduction conversation?

- A. "I have to go. Bye!"
- B. "It was nice talking to you. Have a great day!"
- C. "Leave me alone!"
- D. "I don't like talking to strangers."

20. What is a suitable response to "How are you?" during an introduction?

- A. "Blue."
- B. "I'm fine, thank you. How about you?"
- C. "Where are you from?"
- D. "I don't know."

21. What should you do after someone has introduced themselves to you?

- A. Ignore them
- B. Ask them personal questions
- C. Shake hands and introduce yourself too
- D. Walk away without saying anything

22. When is it appropriate to interrupt someone's introduction?

- A. Always
- B. When you are bored
- C. Never
- D. When you want to talk about yourself

23. Which of the following is a hobby related to outdoor activities?

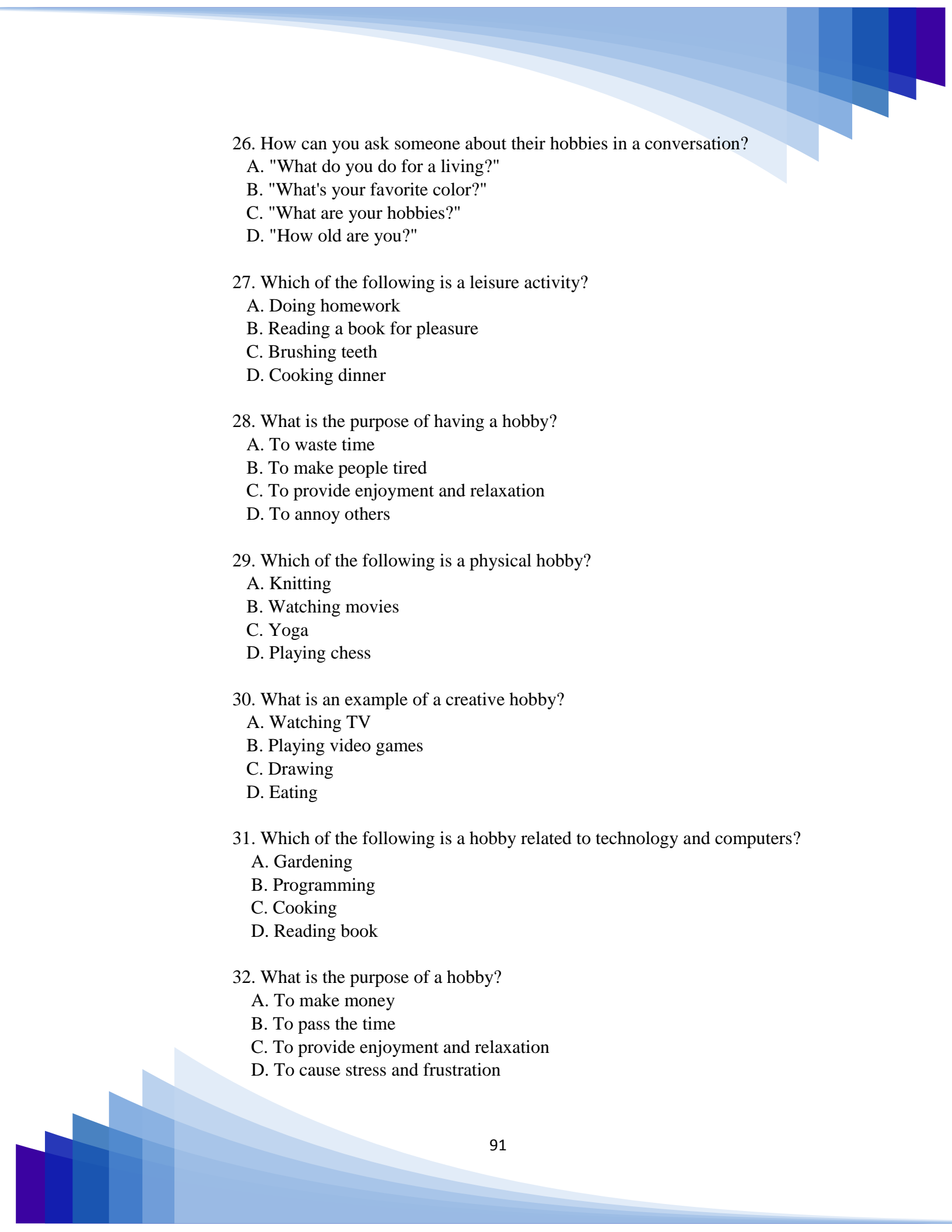
- A. Reading
- B. Gardening
- C. Playing video games
- D. Watching movies

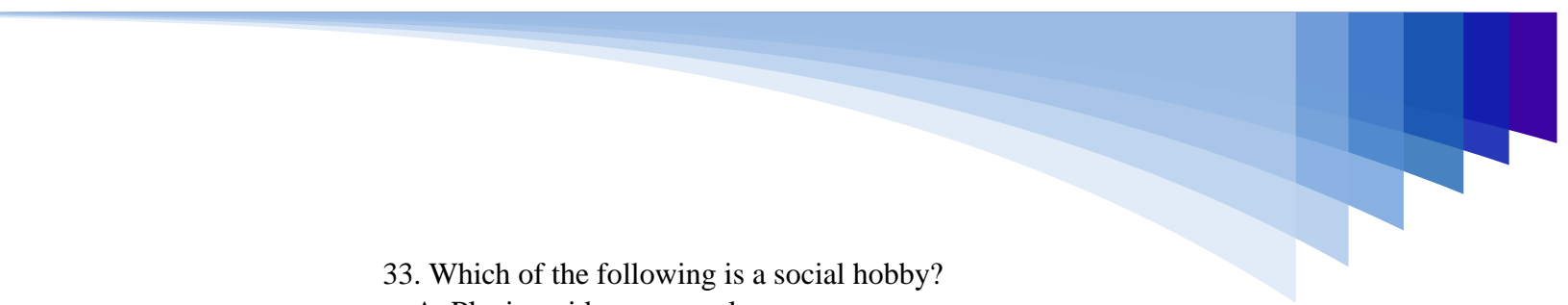
24. What is a common indoor hobby?

- A. Swimming
- B. Cooking
- C. Playing soccer
- D. Hiking

25. Which of the following is a creative hobby?

- A. Watching TV
- B. Painting
- C. Jogging
- D. Cleaning the house

- 
26. How can you ask someone about their hobbies in a conversation?
- A. "What do you do for a living?"
 - B. "What's your favorite color?"
 - C. "What are your hobbies?"
 - D. "How old are you?"
27. Which of the following is a leisure activity?
- A. Doing homework
 - B. Reading a book for pleasure
 - C. Brushing teeth
 - D. Cooking dinner
28. What is the purpose of having a hobby?
- A. To waste time
 - B. To make people tired
 - C. To provide enjoyment and relaxation
 - D. To annoy others
29. Which of the following is a physical hobby?
- A. Knitting
 - B. Watching movies
 - C. Yoga
 - D. Playing chess
30. What is an example of a creative hobby?
- A. Watching TV
 - B. Playing video games
 - C. Drawing
 - D. Eating
31. Which of the following is a hobby related to technology and computers?
- A. Gardening
 - B. Programming
 - C. Cooking
 - D. Reading book
32. What is the purpose of a hobby?
- A. To make money
 - B. To pass the time
 - C. To provide enjoyment and relaxation
 - D. To cause stress and frustration

- 
33. Which of the following is a social hobby?
- A. Playing video games alone
 - B. Going to the movies with friends
 - C. Reading a book at home
 - D. Cooking dinner for oneself
34. What is the benefit of having a hobby?
- A. It can improve mental and physical well-being
 - B. It always leads to financial success
 - C. It makes people lazy
 - D. It alienates friends and family
35. Which of the following is a hobby that involves creativity and design?
- A. Reading newspapers
 - B. Gardening
 - C. Knitting
 - D. Graphic design

CHAPTER 6

DIRECTION AND LOCATION

A. Learning Achievements

1. Knowledge of Vocabulary:

Students must be able to recognize and utilize terminology related to directions, such as the names of the cardinal points (north, south, east, and west), street names, building names, and other public places. These words will be recognized in the context of maps and directions.

2. Formation of Phrases and Sentences:

Students will be able to compose short phrases and sentences relating to directions after completing this content. They can put proper words and phrases together to create clear and understanding directions.

3. Comprehensive Directions:

Students are expected to understand instructions.

B. Learning Objectives

The goals of learning about directions in English for Grade 7 are clear. First, students are encouraged to grasp language linked to directions, such as words indicating the cardinal points (north, south, east, and west), as well as street, building, and other public place names. Students can speak more easily in the setting of maps and directions if they comprehend this vocabulary.

Another purpose is to help pupils grasp the formulation of directions-related phrases and sentences. They learn how to blend terms like "on the right," "turn left," and "crossroads" into clear and accurate directional sentences. As a result, students can clearly describe guidance in both oral and writing formats.

Students are expected to apply their knowledge in real-world circumstances, such as providing or following directions within and outside of the classroom, if they have a thorough understanding of the content. Learning about directions not only provides them with solid English language abilities, but also assists them in becoming more confident and skilled communicators, particularly in the context of navigation and directions.

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of material
- The teacher explains related material.
- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- c. Students listen, respond, answer and practice.

D. Learning Activity

Definition

The content on "direction" in 7th grade English is designed to teach students about vocabulary, phrases, and sentences relating to directions. Students are encouraged to grasp words that indicate directions, such as north, south, east, and west, as well as the names of streets, public places, and other structures, in this context. They also learn to compose short phrases and sentences that they can use to give and follow directions. Students are expected to communicate smoothly while giving directions or following directions offered by others as a result of this learning. Furthermore, learning about directions helps students enhance their listening and comprehension skills, as well as their English speaking and writing skills. Students who understand the concept of direction will be able to.

1. Giving and Asking direction

Students learn two fundamental concepts in English: "giving directions" and "asking for directions." Students are taught terminology linked to directions, such as the names of streets, buildings, and other public places, as they learn how to provide instructions. They also learn words like "Go straight ahead," "Turn left/right," and "It's on your left/right," which are used to give precise directions. Students are also taught proper grammar in the direction statements.

Students, on the other hand, develop directional vocabulary when they learn how to ask for directions, such as "Where is...?" or "Can you tell me how to get to...?" They are also taught how to respond to others' directions in a pleasant and polite manner.

Useful Vocabularies

Building and Traffics sign / Bangunan dan Rambu Lalu Lintas

House	: Rumah	Destination	: Tempat tujuan
School	: Sekolah	Go straight/go ahead	: Jalan lurus
Bank	: Bank	Turn right	: Belok kanan
Office	: Kantor	Turn left	: Belok kiri
Hospital	: Rumah sakit	Right side	: Sebelah kanan
Police office	: Kantor polisi	Left side	: Sebelah kiri
Railway station	: Stasiun KA	T-junction	: Pertigaan
Pos office	: Kantor pos	Intersection	: Perempatan
Bus station	: Terminal	Round about	: Bundaran
Hotel	: Hotel	Bend	: Tikungan
Restaurant	: Rumah makan	Repine	: Tanjakan / turunan
mosque	: Masjid	Traffic light	: Lampu merah
Church	: Gereja	Bridge	: Jembatan

theatre	: Gedung	Traffic jump	: Macet
Café	: Café	Ware house	: Toko besar
Shop/store	: Toko	Store room	: Gudang
market	: Pasar	Museum	: Musium
Book store	: Toko buku	Palace	: Kraton
stationary	: Toko alat tulis	Garage	: Garasi
inn	: Kedai	Conference hall	: Balai sidang
Stadium	: Stadion	Dome	: Kubah
Factory	:	Light house	: Mercusuar

Read and practice these expressions.

1. How can I get to [location] from here?
2. Is there a quicker route to [location]?
3. Could you tell me the best way to reach [place] using public transportation?
4. Where is [location] from here?
5. Can you give me directions to [place] using private transportation?
6. Are there any landmarks or reference points I can use to find [location]?
7. What's the fastest way to get to [location] during rush hours?
8. What is the main street I should follow to reach [place]?
9. Are there any alternative routes I can take to avoid traffic?
10. Could you show me on the map the best way to get to [location]?
11. Are there any specific things to look out for or signs that indicate I've reached [place]?
12. How can I walk to [place] from here?
13. Is there convenient parking around [place]?
14. Can you tell me about the nearest public transportation station from [location]?
15. Are there any good restaurants or rest stops along the way to [place]?

Read and practice this conversation with your friends

Conversation 1

Lisa : Excuse me, can you tell me how to get to the library?

John : Sure! Go straight ahead until you reach the intersection, then turn left. Walk two blocks, and you'll see the library on your right.

Lisa : Thank you so much!

Conversation 1

Tom : Excuse me, where is the nearest post office?

Sarah : Sure, go straight and take the first right turn. Walk for about 200 meters, and you'll find the post office on your left, next to the grocery store.

Tom : Thank you for your help!

Conversation 1

John : Hey Ben, can you help me find the nearest post office? I need to mail something.

Ben : Of course, John! Sure thing. Let me check. Have you tried using your phone's map app?

John : Yeah, I did, but it's not very clear. I got a bit confused.

Ben : No worries. So, you're starting from your place, right? Head south on Main Street until you reach the traffic light.

John : Okay, got it. Then?

Ben : Take a left at the traffic light, and you'll see a big blue building on your right. That's the post office.

John : A left at the traffic light, big blue building on the right. Got it. Is it far from here?

Ben : Not at all. It's just a five-minute walk from the traffic light. You can't miss it.

John : Awesome, thanks, Ben! I appreciate your help.

Ben : No problem, John. If you have any trouble, just give me a call. Safe travels!

2. Preposition of Place

It is an English preposition that is used to indicate a place or position. The place or position is shown in the combination of the preposition with its object (object of preposition) which is called a prepositional phrase.

What is the purpose of using this preposition? The purpose is to show the position of the object of preposition towards the subject or object of the sentence.

The object of preposition can be a noun, noun phrase, or pronoun.

In using this preposition, of course, there is a formula that you need to know. The formula is prepositional phrase = preposition + object of preposition.

Example: There is a glass of milk on the table. From this sentence, we can see that there is a prepositional phrase, namely on the table.

"On" in the sentence acts as a preposition of place and the noun phrase "the table" acts as the object of preposition.

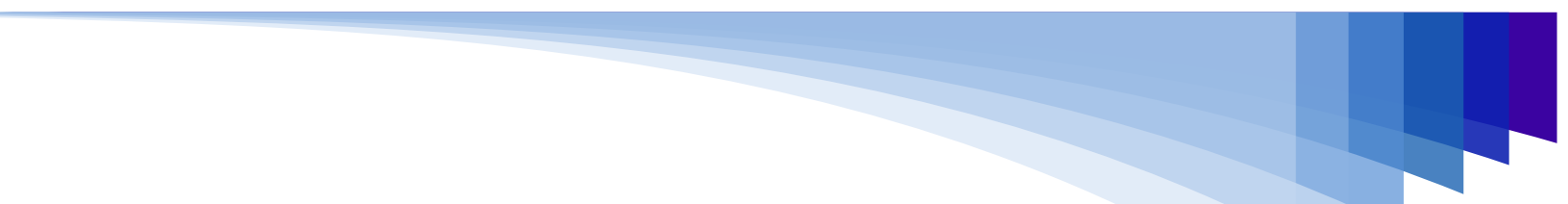
Usefull vocabularies of preposition

On	:	Di atas
Under	:	Di bawah
In	:	Di dalam
Out	:	Di luar
In front of	:	Di depan

Behind	:	Di belakang
Beside	:	Di sebelah
Right side	:	Di sebelah kanan
Left side	:	Di sebelah kiri

Preposition of Place

Preposition	Usage	Example
Above	Higher than something	The picture hangs above my bed.
Across	From one side to the other side	You must not across this road.
After	One follows the other	The can ran after the dog.
Against	Directed towards something In a line	The bird flew against the window.
Along	In a line	They're walking along the beach.
Among	In a group	I like being among people.
Araund	In a circular way	We're sitting around the campfire.
Behind	At the back of	Our house is behind the hotel.
Below	Lower than something	Death Valley is 79 meters below sea level.
Beside	Next to	Our house is beside the supermarket.
Between	Something/somebody is on each side	Our house is between supermarket and hotel.
By	Near	He lives in the house by the river.
Close to	Near	Our house is close to the swimming pool.
Down	From hight to low	He came down the hill.
From	The flace where it starts	Do you come from Bandung?
In front of	The part that is in the direction it faces	Our house is in front of the museum.
Inside	Opposite of outside	You should not stay inside the castle.
Into	Entering something	You should not go into the castle.
Near	Close to	Our house is near the hotel.



Next to	Beside	Our house is next to the supermarket.
Off	Away from something	The cat jumped off the roof.
Onto	Moving to place	The cat jumped onto the roof.
Opposite	On the other side	Our house is opposite the café

EXERCISE

Exercise 1: Giving Directions

Read the following directions and answer the questions below:

1. Guides: Go straight ahead, cross the bridge, and turn right at the traffic light. The bookstore is on your left.

Question: Where is the bookstore located?

2. Directions: Walk two blocks, then turn left. The museum is in front of the park.

Question: How far is the museum from here?

3. Directions: Take the second exit at the roundabout, and you'll find the school on your right.

Question: How can someone reach the school?

Exercise 2: Asking for Directions

Create appropriate questions based on the following situations:

1. Situation: You are in the city center and want to know how to get to the train station.

Question: Excuse me, can you tell me how to get to the train station?

2. Situation: You are in a park and want to know where the public restrooms are.

Question: Excuse me, where is the nearest public restroom?

3. Situation: You are in a mall and want to know where there is a fast food restaurant.

Question: Excuse me, could you please tell me where the fast food restaurant is?

These exercises will help students hone their skills in giving and asking for directions correctly in English.

Exercise 3 : Fill in the dots below with the appropriate words to complete the following story.

"Jane wants to go to the library to return her books. She starts at her house and needs to follow the directions to reach the library. First, she walks ... (1) ... for three blocks. Then, she turns ... (2) ... and continues walking. After that, she passes the park on her right and crosses the ... (3) Finally, she turns ... (4) ... and sees the library in front of her."

(1) a. straight ahead

(2) b. left

(3) c. bridge

(4) d. right

Complete the sentences with the correct question words:

1. Excuse me, can you tell me _____ the nearest bus stop is?
2. How do I get _____ the post office from here?
3. Could you please show me _____ to the library?

Fill in the blanks with appropriate question words:

1. _____ is the Hospital located?
2. _____ do I reach the shopping mall from this point?
3. _____ far is the park from here?

Write sentences giving directions to these places:

1. Hospital
2. School
3. Museum



Complete the sentences with the correct prepositions:

1. Turn right _____ the traffic light.
2. Go straight _____ the intersection.
3. The Supermarket is _____ your right.

CHAPTER 7

FOODS

Have you ever cooked something? What did you cook? Can you share with us how to make it? Do you have any special recipe? How to make it? Tell us.

A. Fried Rice

1. Ingredients

- Rice - about 2 cups
- Cooking oil - 2 tablespoons
- Garlic - 3 cloves, finely chopped
- Shallots - 2 pieces, thinly sliced
- Chicken, shrimp, or meat of choice - 1 cup, cut into small pieces
- Eggs - 2, beaten
- Sweet soy sauce - 2 tablespoons
- Soy sauce - 1 tablespoon
- Salt - to taste
- Ground pepper - to taste
- Green onions - to taste, finely sliced for garnish (optional)
- Crackers - as a complement (optional)

2. Procedure

- a. Preparing the Rice
 - Cook the rice and let it cool overnight to ensure it's dry and not sticky.
- b. Heating the Oil
 - Heat cooking oil in a pan over medium heat.
- c. Sautéing Onions and Spices

- Sauté chopped garlic and sliced shallots until fragrant.
- Add chicken, shrimp, or meat, stir until cooked.
- d. Adding Eggs
 - Push the ingredients to the side, pour beaten eggs in the middle.
 - Quickly stir until the eggs are halfway cooked.
- e. Adding Rice
 - Mix the cooled rice into the pan, stir well with the other ingredients.
- f. Adding Sweet Soy Sauce and Soy Sauce:**
 - Pour sweet soy sauce and soy sauce, stir until all ingredients are well mixed.
- g. Seasoning
 - Add salt and pepper to taste, stir again.
- h. Garnishing
 - Garnish with finely sliced green onions.
- i. Complement
 - Serve with crackers as a complement, if desired.
- j. Serving
 - Plate the fried rice and enjoy your delicious meal!

B. Iced Te

1. Ingredients

- Tea bags - 2 bags
- Water - 4 cups
- Sugar - 4 tablespoons (adjust to taste)
- Ice cubes - as needed
- Lemon slices - for garnish (optional)
- Mint leaves - for garnish (optional)

2. Procedure

- Boiling Water
 - Bring 4 cups of water to a boil.
- Steeping Tea
 - Place the tea bags in a heatproof pitcher.
 - Pour the boiling water over the tea bags.
 - Let it steep for about 5-7 minutes.
- Adding Sugar
 - Stir in sugar while the tea is still warm.
 - Adjust the sweetness according to your preference.
- Chilling
 - Allow the tea to cool to room temperature.
- Refrigerating
 - Refrigerate the tea for at least 1-2 hours to chill it.
- Serving
 - Pour the chilled tea into glasses over ice cubes.
- Garnishing
 - Garnish with lemon slices and mint leaves if desired.
- Stirring
 - Stir the tea gently before sipping to mix the flavors.
- Enjoy
 - Refresh yourself with a cool glass of iced tea!

Useful vocabularies

Firs of all	:	Pertama-tama	:	Pour	Menabur
First (ly)	:	Pertama	:	Boil	Merebus
Second (ly)	:	Kedua	:	Grill	Memanggang
After that	:	Setelah itu	:	Spread	Mengoles
afterwards	:	Segera setelah itu	:	Fry	Menggoreng
Then	:	Kemudian	:	Bake	Memanggang (kue)
And then	:	Dan kemudian	:	Dry	Mengeringkan / menitiskan
Next	:	Berikutnya	:	Grate	Memarut
Later	:	Kemudian	:	Chop	Mencincang
Before	:	Sebelumnya	:	Dice	Memotong dadu
When	:	Ketika	:	Roast	Memanggang (roti)
While	:	Selagi / sambil	:	Mix	Mencampus
At the and	:	Pada akhirnya	:	Shake	Mengocok
Finally	:	Akhirnya	:	Saute	Menumis
Cut	:	Memotong	:	Steam	Mengukus
Slice	:	Mengiris	:	Food	Makanan

Meal	Camilan	:	Boiled-egg	:	Telur rebus
Appetizer	Hidangan pembuka	:	Omelet	:	Telur dadar
Main course	Hidangan utama	:	Sunny-side up	:	Telur mata
Desert	Pencuci mulut	:	Poached-egg	:	Telur di goreng di atas air telanjang
Spices	Bumbu	:	Salted fish	:	Ikan asin
Snack	Makanan ringan	:	Soup	:	Sup
Bread	Roti	:	Crackers	:	Keripik
Cake	Roti / kue	:	Soy bean cake	:	Tempe
Beverange / drink	Minuman	:	Soy bean curd	:	Tahu
Soft drink	Minuman non alcohol	:	Fried chicken	:	Ayam goreng

Alcoholic drink	Minuman beralchol	: Maize	: Tepung maizena (jagung)
Side dish	Lauk pauk	: Wheat	: Gandum
Spesifich food	Makanan khas	: Vinegar	: Cuka
Cheese	keju	: Palm sugar	: Gula jawa
Noodle	Mie	: Pickle	: asinan
Meat	Daging	: Fermented cassava	: Tape kedelai
Mutton	Daging kambing	:	Taste / Rasa
Beef	Daging sapi	: Flavor	: Aroma
Ham	Daging babi	: Taste	: Rasa
Salad	Lalapan	: Sweet	: Manis
Meat ball	Bakso	: Salty	: Asin
Flour	Tepung	: Hot	: Pedas
Porridge	Bubur	: Bitter	: Pahit
Butter	Mentega	: Fishy	: Amis
Rice	Beras / nasi	: Nice / good	: Enak
Corn	Jagung	: Delicious	: Lezat
Soy	Kedelai	: Spicy	: Pedas
Green been	Kacang hijau	: Tasty	: Enak
Egg	Telur	: Sour	: Masam
Yolk	Putih telur	: Rau	: Mentah
kit		: Rare	: Setengah matang
		: Well cook	: Matang
		: Expired	: Kadalwarsa

Kitchen utensils / Peralatan dapur

Sink	: wastafel	Cabinet	: lemari dapur
Stove	: kompor	Drawer	: laci
Refrigerator	: kulkas	Utensils	: peralatan makan
Oven	: oven	Spatula	: spatula

Microwave	: microwave	Tongs	: penjepit
Knife	: pisau	Peeler	: pengupas
Cutting board	: papan potong	Measuring cup	: gelas ukur
Pot	: panci	Scale	: timbangan
Pan	: wajan	Tray	: nampan
Dish	: piring	Can opener	: pembuka kaleng
Cup	: cangkir	Kettle	: teko
Spoon	: sendok	Mixer	: mikser
Fork	: garpu	Corkscrew	: pembuka tutup botol
Plate	: piring	Strainer	: saringan
Bowl	: mangkuk		:
Toaster	: pemanggang roti		:
Blender	: blender		:
Grater	: parutan		:
Colander	: saringan		:

Fruits / Buah-buahan

Vegetables / Sayuran

Apple	apel	: Carrot	: wortel
Banana	pisang	: Broccoli	: brokoli
Orange	jeruk	: Cucumber	: mentimun
Grapes	anggur	: Spinach	: bayam
Watermelon	semangka	: Tomato	: tomat
Pineapple	nanas	: Potato	: kentang
Strawberry	stroberi	: Lettuce	: selada
Mango	mangga	: Bell Pepper	: paprika
Mango	Peach	: Onion	: bawang
Pear	pir	: Garlic	: bawang putih
Cherry	ceri	: Mushroom	: jamur
Kiwi	kiwi	: Eggplant	: terong

Avocado	alpukat	:	Cauliflower	:	kembang kol
Lemon	lemon	:	Peas	:	kacang polong
Lime	jeruk nipis	:	Radish	:	lobak
Cantaloupe	melon	:	Cabbage	:	kubis
Coconut	kelapa	:	Cilantro	:	ketumbar
Blueberry	Blueberry	:	Green Bean	:	kacang panjang
Raspberry	raspberry				
Pomegranate	delima				
Passion fruit	buah markisa				
Guava	jambu batu				
Dragon fruit	buah naga				
Fig	buah tin				
Papaya	pepaya				
Cactus fruit	buah kaktus				
Rambutan	rambutan				

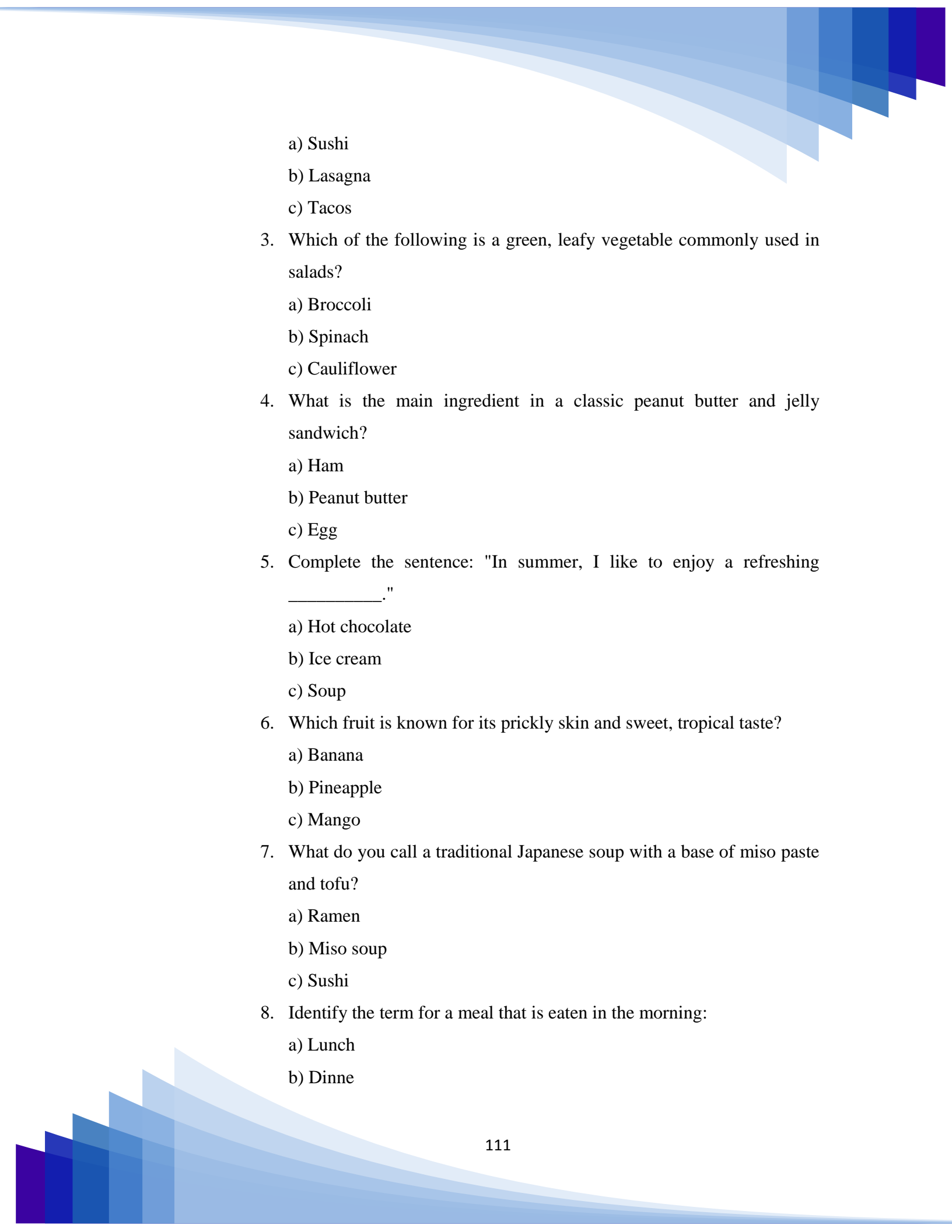
EXERCISE

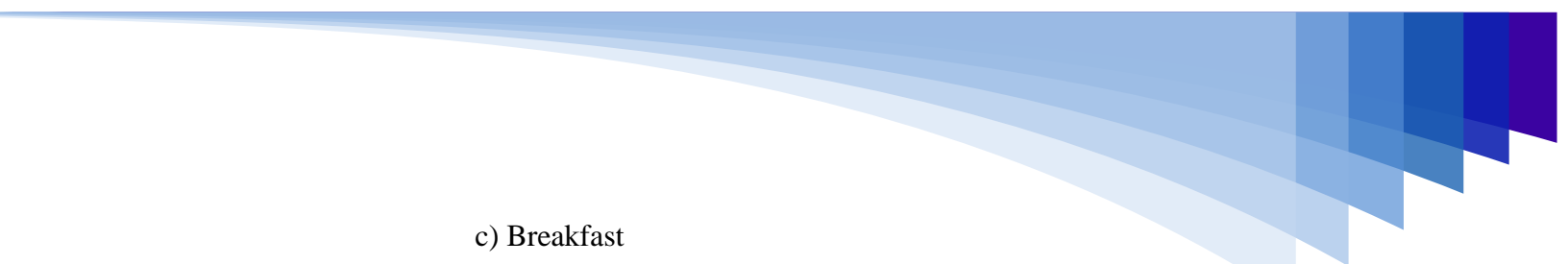
"Make notes about your favorite food and drinks. Then, tell your classmates how to prepare them and what ingredients are needed."

Exercise 1

Choose the correct answer below!

1. Choose the correct option to complete the sentence: "I like to eat _____ for breakfast."
 - a) Pizza
 - b) Noodles
 - c) Cereal
2. What do you call a popular Italian dish consisting of layers of pasta, cheese, and tomato sauce?

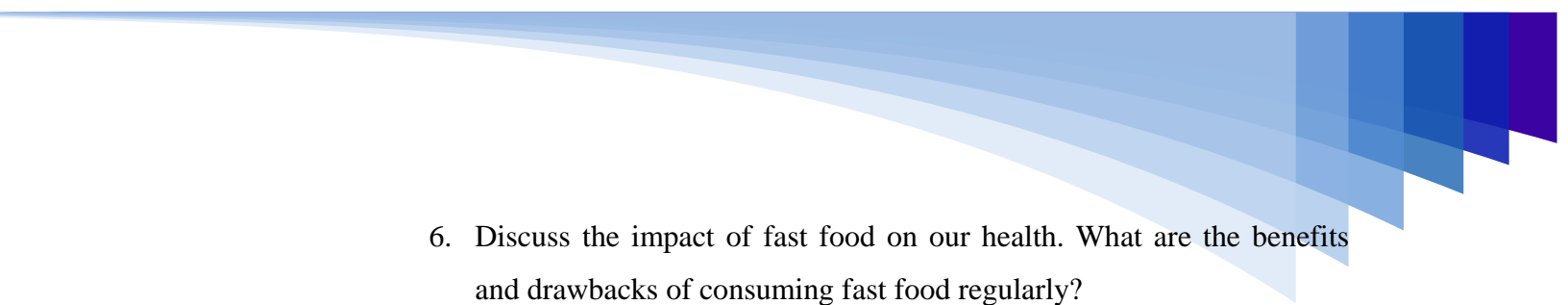
- 
- a) Sushi
 - b) Lasagna
 - c) Tacos
3. Which of the following is a green, leafy vegetable commonly used in salads?
- a) Broccoli
 - b) Spinach
 - c) Cauliflower
4. What is the main ingredient in a classic peanut butter and jelly sandwich?
- a) Ham
 - b) Peanut butter
 - c) Egg
5. Complete the sentence: "In summer, I like to enjoy a refreshing _____."
- a) Hot chocolate
 - b) Ice cream
 - c) Soup
6. Which fruit is known for its prickly skin and sweet, tropical taste?
- a) Banana
 - b) Pineapple
 - c) Mango
7. What do you call a traditional Japanese soup with a base of miso paste and tofu?
- a) Ramen
 - b) Miso soup
 - c) Sushi
8. Identify the term for a meal that is eaten in the morning:
- a) Lunch
 - b) Dinne

- 
- c) Breakfast
9. Choose the correct option: "I don't like _____ because it's too spicy."
- a) Pizza
 - b) Curry
 - c) Ice cream
10. Complete the sentence: "For dessert, I enjoy a slice of _____."
- a) Salad
 - b) Cake
 - c) Sandwich

Exercise 2

Read and answer the questions below !

1. Describe your favorite meal. Include details about the dishes, flavors, and why you enjoy it so much.
2. Imagine you are creating a new type of pizza. What ingredients would you choose, and what would you name your pizza? Explain the reasoning behind your choices.
3. Discuss the importance of having a balanced diet. What types of foods should be included in a healthy diet, and why is it essential for our well-being?
4. Write about a traditional dish from your culture. Include information about its ingredients, preparation, and any special occasions when it is typically served.
5. Explain the process of making your favorite homemade snack. Include step-by-step instructions and any personal tips or variations you like to add.

- 
6. Discuss the impact of fast food on our health. What are the benefits and drawbacks of consuming fast food regularly?
 7. If you could have dinner with any famous person, dead or alive, who would it be, and what food would you like to share with them? Explain your choices.
 8. Write about a memorable food-related experience you had, such as trying a new dish or cooking with family or friends. What made the experience special for you?
 9. Share your thoughts on vegetarianism or veganism. What are the reasons people choose these diets, and what challenges might they face?
 10. Discuss the concept of "food miles" and its impact on the environment. How can individuals make more sustainable choices when it comes to the food they consu



CHAPTER 8

APOLOGIZING AND THANKING

A. Learning Achievements

1. Communication competency: Students will be able to apologize and thank people using appropriate words and expressions, displaying communication competency.
2. Cultural Competence: Students will recognize and appreciate cultural differences in apologizing and thanking customs, demonstrating awareness and respect for varied cultural practices connected to gratitude and remorse.
3. Social Etiquette: Students will learn proper etiquette for apologizing and showing thanks in various social circumstances, allowing them to efficiently traverse varied interpersonal scenarios.
4. Empathy and Emotional Intelligence: Students will build empathy by comprehending the emotions at work.

B. Learning Objectives

1. Communication Skills: Learning how to successfully apologize and express gratitude improves students' capacity to speak in a variety of social contexts. These abilities are essential for developing positive relationships.
2. Cultural Understanding: Apologies and thanks differ among cultures. Students get insights into cultural variety and cross-cultural awareness by mastering these nuances in English.
3. Civility and Respect: Knowing how to apologize and thank others in acceptable ways develops civility and respect. Students learn the value of acknowledging the generosity of others and accepting responsibility for their actions.

4. dispute settlement: Apologizing is an important aspect of the dispute settlement process. Students improve conflict resolution skills by learning how to honestly apologize.

C. Learning Activity

1. Asking for Apology

How are you doing today, everyone? I hope you're always fine. On this time, we will talk about English apologetic content. What exactly is an apology? In Indonesian, an apology is an apology. Our parents have always told us to apologize when we do anything wrong to others since we were little. So expressing apology is a statement in which an apology is expressed. What is the significance of apologizing? Apologizing is crucial because it shows that we recognize our error and wish to improve our relationship with the other person. In other words, apologizing is essential for maintaining human friendship:) So, without further ado, let's look at the English expression apologies below



Figure 1.12 www.pinterest.com

- Expressing for apology
 - Sorry
 - I'm so sorry
 - I'm terribly sorry
 - Sorry, It was my fault
 - I'm really sorry
 - I do apologize for...
 - Please, forgive me for...
 - Please, accept my apology
 - Pardon me for...
 - Sorry, please don't be mad at me
- Accepting Apology
 - It's fine/ It's okay/ It's alright
 - That's fine/ That's okay/ That's alright
 - Forget it
 - Don't worry about it
 - It doesn't matter
 - Don't mention it
 - Don't apologize
 - Never mind

Dialog

Dialog 1

Tara : Aska, I'm sorry I can't join to your party yesterday.

Aska : it's okay Tara, don't worry about that

Doalog 2

Sarah and John, discussing the importance of apologizing and thanking in various situations:

Sarah : Hey, John! Do you know how important it is to know when to apologize and how to express gratitude?

John : Absolutely, Sarah! Apologizing and thanking appropriately can make a big difference in our relationships and interactions.

Sarah : I completely agree. For instance, the other day, I accidentally stepped on Jane's foot, and I immediately apologized. It helped diffuse the situation and showed that I didn't mean to hurt her.

John : That's a good example, Sarah. Apologizing sincerely shows that you respect the other person's feelings. And expressing gratitude is just as crucial.

Sarah : Right! Like when our teacher stayed after class to explain a difficult concept. I thanked her, and it encouraged her to keep helping students, fostering a positive learning environment.

John : Exactly. Expressing gratitude not only makes the other person feel valued but also encourages positive behavior. It's like a cycle of kindness and respect.

Sarah : And you know, these skills are not only important in personal relationships but also in the workplace. In my internship, I always make sure to thank my colleagues for their assistance. It strengthens our teamwork and collaboration.

John : That's a great practice, Sarah. It enhances the overall atmosphere and builds a strong, supportive work environment. It's amazing how such simple gestures can have a significant impact.

Sarah : Definitely, John. Mastering the art of apologizing and thanking enriches our lives and makes our interactions more meaningful. It's a skill that everyone should learn and practice regularly.

John : Couldn't agree more, Sarah. Let's continue to spread kindness and gratitude in our everyday interactions!

Dialog 3

Adam : Hi Nada, I need to apologize. I neglected to give back your laptop yesterday.

Nada : Oh, did you? I needed it for some work. It's fine, but please make an effort to remember next time.

Adam : I genuinely regret it. With everything happening, I completely forgot. Is there a way I can compensate for this oversight?

Nada : Well, perhaps you could lend a hand with my project this weekend.

Adam : Certainly, I'd be glad to help. Thanks for being understanding.

EXERCISE

Exercise 1

Read the following scenarios and choose the appropriate way to apologize for each situation from the options provided.

Scenario 1:

You accidentally spill coffee on your colleague's important documents.

Options:

- a) "Oops! My bad, but you should have been more careful with your papers."
- b) "I'm really sorry about that. Let me help you clean it up and reprint the documents if needed."

Scenario 2:

You forgot your friend's birthday and missed the party.

Options:

- a) "Birthdays are overrated anyway. I don't see why you're so upset."
- b) "I can't believe I forgot your birthday. I'm truly sorry. Can I make it up to you by taking you out for dinner?"

Scenario 3:

You borrowed your sister's favorite dress without asking and accidentally ripped it.

Options:

- a) "It's just a dress. Why are you making such a big deal out of it?"
- b) "I'm really sorry for not asking before borrowing your dress, and I'm devastated that I ripped it. I promise I'll replace it."

Scenario 4:

You were late to an important meeting, causing a delay in the presentation.

Options:

- a) "I was late because traffic was terrible. It's not my fault."

- b) "I sincerely apologize for my tardiness. I should have planned my time better. I'll ensure it doesn't happen again."

Scenario 5:

You accidentally bumped into someone in a crowded place, causing them to drop their belongings.

Options:

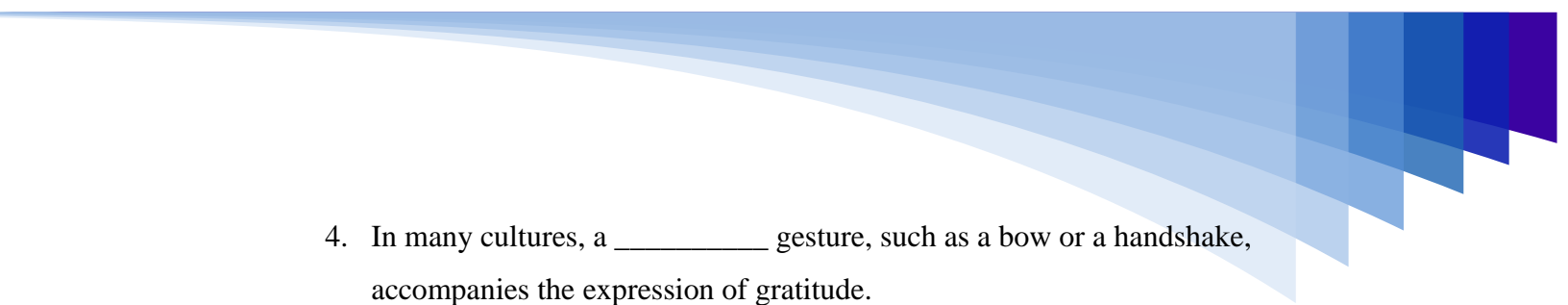
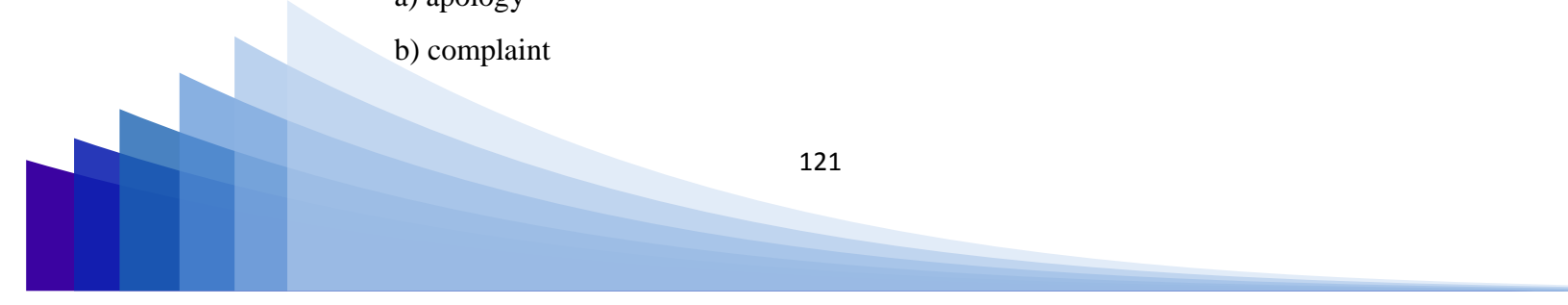
- a) "Watch where you're going! It's not my fault you can't hold onto your stuff."
- b) "I'm so sorry for bumping into you and causing you to drop your things. Let me help you pick them up."

This exercise helps reinforce the appropriate way to apologize in different situations.

Exercise 2

Fill in the blanks with the appropriate words or phrases to complete the sentences. Choose from the options provided.

1. Sarah accidentally _____ her friend's book and immediately apologized for the mistake.
 - a) stepped on
 - b) broke
 - c) borrowed
2. After receiving a thoughtful gift, it's important to _____ the giver to show your appreciation.
 - a) criticize
 - b) ignore
 - c) thank
3. During the meeting, Mark realized he made a mistake in his report. He _____ to his colleagues and promised to correct it.
 - a) apologized
 - b) complained
 - c) celebrated

- 
4. In many cultures, a _____ gesture, such as a bow or a handshake, accompanies the expression of gratitude.
 - a) verbal
 - b) non-verbal
 - c) written
 5. When someone apologizes _____, it helps rebuild trust and strengthen relationships.
 - a) sincerely
 - b) loudly
 - c) rarely
 6. Amanda received an award for her hard work and _____ her colleagues for their support in her speech.
 - a) blamed
 - b) thanked
 - c) criticized
 7. Apologizing is a way of taking _____ for your actions and acknowledging the impact they had on others.
 - a) blame
 - b) responsibility
 - c) credit
 8. A handwritten _____ note can leave a lasting impression on the person you want to thank.
 - a) email
 - b) text message
 - c) thank-you
 9. Understanding and showing empathy for the other person's feelings is an important aspect of a sincere _____.
 - a) apology
 - b) complaint
- 

- c) criticism
10. In business emails, it is common to include a _____ at the end of the message to express gratitude.
- a) greeting
 - b) closing
 - c) subject line

Exercise 3

Choose the correct option (A, B, C, or D) for each question based on the context provided.

1. When should you apologize?
 - A. Only when someone demands an apology.
 - B. When you realize you've made a mistake or hurt someone, regardless of whether they ask for an apology.
 - C. Apologies are never necessary.
 - D. Only if the mistake was intentional.
2. Which of the following is a sincere way to apologize?
 - A. "I'm sorry if you were offended."
 - B. "I'm sorry, but it's not entirely my fault."
 - C. "I apologize for my mistake. I'll make sure it doesn't happen again."
 - D. "I didn't mean to do it, so there's no need for an apology."
3. Why is it important to take responsibility when apologizing?
 - A. It shows that you're weak.
 - B. It helps the other person feel more upset.
 - C. It acknowledges your mistake and shows respect for the other person's feelings.
 - D. It avoids the need to apologize.
4. What should you do after apologizing for a mistake?
 - A. Blame others for the mistake.
 - B. Repeat the same mistake to prove it wasn't a big deal.
 - C. Learn from the mistake and make an effort not to repeat it.

- D. Ignore the situation and hope it goes away.
- 5. How can body language enhance a verbal apology?
 - A. By crossing your arms and avoiding eye contact.
 - B. By maintaining good posture and making eye contact, showing sincerity and remorse.
 - C. By looking disinterested and distracted.
 - D. By speaking loudly to emphasize your point.

2. Expressing Thanking

Thanking, to thank means to thank or express gratitude to others who have helped or assisted us.



Figure 1.13 www.pinterest.com

Expressing gratitude/Thanking

- Thank you
- Thank you so much
- Thank you very much
- Thanks a lot
- Thanks
- Many thanks
- Thanks for helping me
- Thanks for your help

Responding to thanking

- You are welcome
- You're welcome
- Don't mention it
- No problem
- All right
- Never mind

Dialog

Dialog 1

Lala : may I borrow your phone?

Nisa : yes, of course.

Lala : thank you, Nisa.

Lala : you are welcome.

Dialog 2



Figure 1.14 www.pinteresrt.com

Azri : Hi, how are you today?

Amna : I'm good, thanks for asking. How about you?

Azri : I'm doing well too, thanks. By the way, I wanted to thank you for helping me with my homework yesterday.

Amna : You're welcome! I'm happy to help anytime.

Azri : I really appreciate it. Your explanation made it much easier for me to understand the lesson.

Amna : No problem at all. I'm glad I could assist you.

Azri : Thanks again, and let me know if you ever need help with anything.

Amna : Sure, I will. Thanks for your kind words.

EXERCISE

Exercise 1

Choose the correct answer below about expression of thanking !

1. What is the most polite way to say "terima kasih" in English?
 - a) Thanks
 - b) Thank you
 - c) Thanks a lot
2. Which of the following is NOT a common way to express gratitude in English?
 - a) Much appreciated
 - b) You're welcome
 - c) I owe you
3. What does the phrase "Thanks a million" mean?
 - a) Thanks a lot
 - b) Thanks one million times
 - c) A small token of gratitude
4. Which of the following is a formal way to thank someone in English?
 - a) Cheers
 - b) Thanks a bunch
 - c) Thank you very much
5. If someone has helped you significantly, which phrase would be most appropriate to use?
 - a) Thanks
 - b) Thank you very much
 - c) Thanks a lot
6. What is the appropriate response when someone says, "Thank you"?
 - a) You're welcome
 - b) It's nothing
 - c) My pleasure

Exercise 2

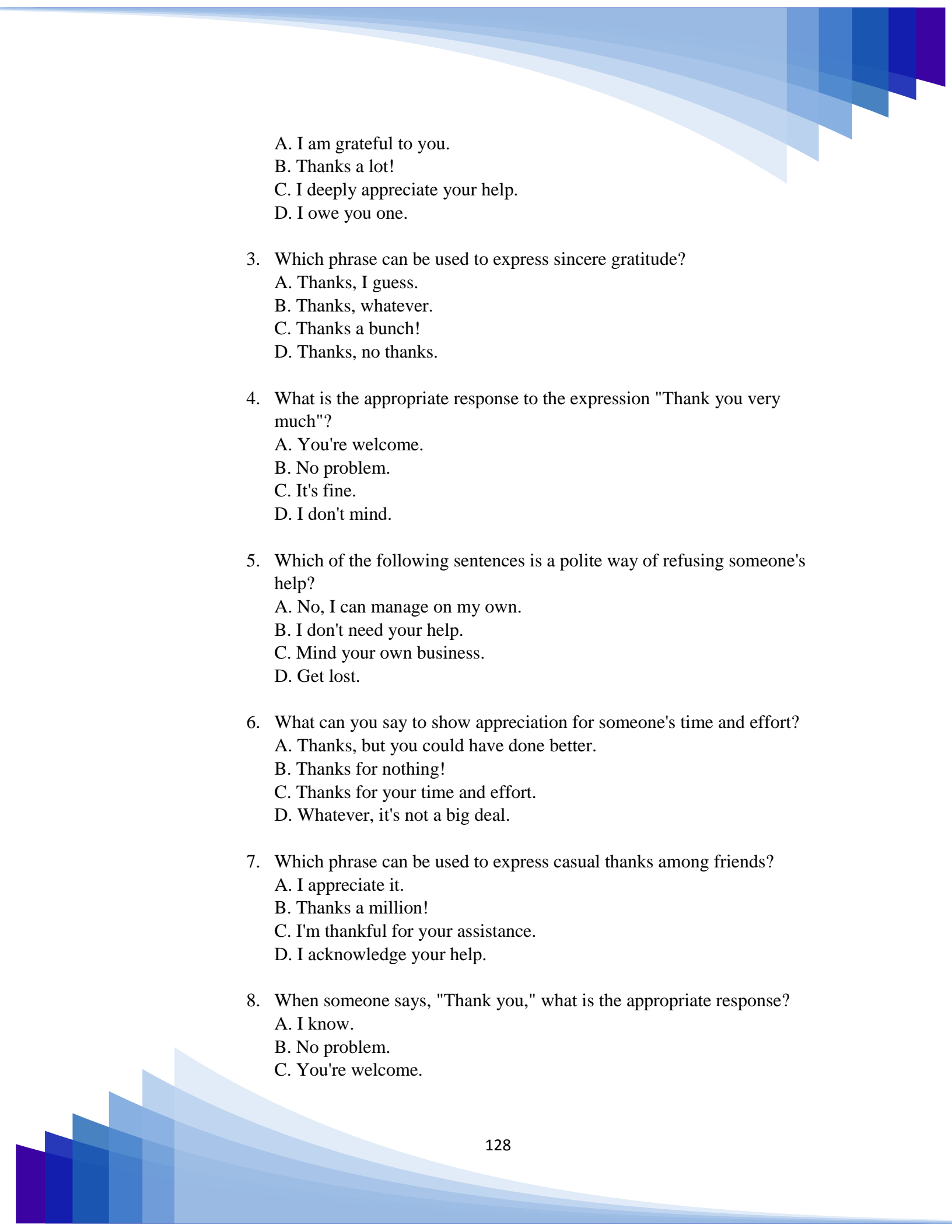
Complete the sentence:

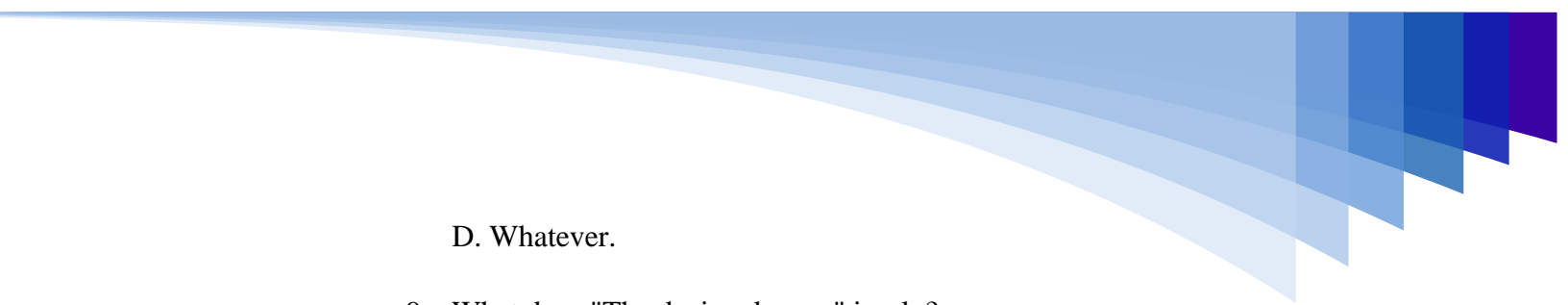
1. "I want to _____ you for your help."
2. Make your own sentences using expressions of gratitude in English.
3. What is the meaning of the phrase "Thank you very much"?
4. Name some other words that can be used as alternatives to "thank" in expressing gratitude.
5. Role-play situations where you have to express gratitude, such as receiving a gift or favor.
6. When someone offers you their seat on the bus, it's polite to say, "_____ for your kindness."
7. If someone provides you with valuable advice, you can express your gratitude by saying, "I want to _____ you for the insightful guidance."
8. In response to someone helping you with a difficult task, you can say, "I can't thank you _____ for your assistance."
9. After receiving a handwritten note or card, a common way to express appreciation is to write, "_____ for the lovely message."
10. When a friend goes out of their way to help you move to a new apartment, you might say, "I really appreciate all your _____ during the move."

Exercise 3

Choose the best answer below !

1. What is the correct way to say thank you in formal situations?
 - A. Thanks a bunch
 - B. Thanks a million
 - C. Thank you
 - D. Thanks, dude!
2. Which of the following expressions is informal and commonly used among friends?

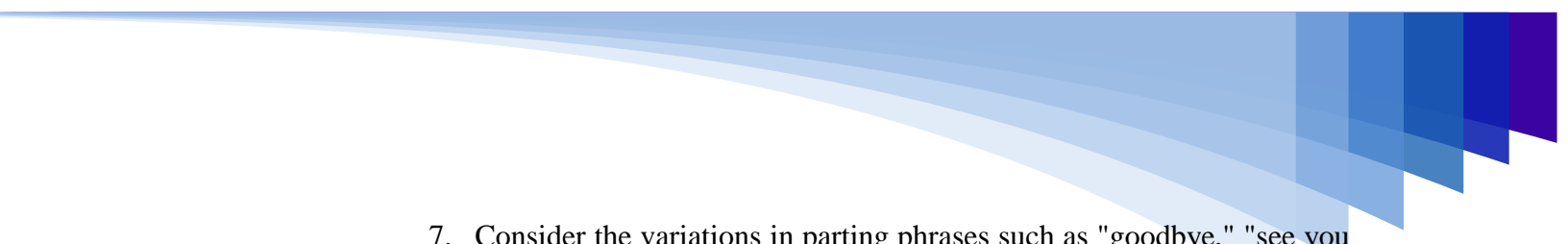
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- A. I am grateful to you.
B. Thanks a lot!
C. I deeply appreciate your help.
D. I owe you one.
3. Which phrase can be used to express sincere gratitude?
A. Thanks, I guess.
B. Thanks, whatever.
C. Thanks a bunch!
D. Thanks, no thanks.
4. What is the appropriate response to the expression "Thank you very much"?
A. You're welcome.
B. No problem.
C. It's fine.
D. I don't mind.
5. Which of the following sentences is a polite way of refusing someone's help?
A. No, I can manage on my own.
B. I don't need your help.
C. Mind your own business.
D. Get lost.
6. What can you say to show appreciation for someone's time and effort?
A. Thanks, but you could have done better.
B. Thanks for nothing!
C. Thanks for your time and effort.
D. Whatever, it's not a big deal.
7. Which phrase can be used to express casual thanks among friends?
A. I appreciate it.
B. Thanks a million!
C. I'm thankful for your assistance.
D. I acknowledge your help.
8. When someone says, "Thank you," what is the appropriate response?
A. I know.
B. No problem.
C. You're welcome.

- 
- D. Whatever.
9. What does "Thanks in advance" imply?
- A. Thanking someone after they help.
 - B. Thanking someone before they help.
 - C. Thanking someone without expecting help.
 - D. Thanking someone for no reason.
10. Which phrase can be used to politely decline an offer and express gratitude at the same time?
- A. No way!
 - B. I don't want it.
 - C. Thanks, but I can't accept it.
 - D. Just take it back.

Exercise 4

Read and answer the following questions !

1. Explain the importance of using appropriate greetings in different social situations. Provide examples to illustrate your points.
2. Describe a scenario where a formal greeting is more suitable than an informal one. Explain the factors that influence your choice of greeting in that situation.
3. Discuss the cultural significance of greetings. How do cultural norms influence the way people greet each other, and why is it important to be aware of these differences?
4. Imagine you are meeting someone for the first time in a professional setting. Write a brief dialogue illustrating a formal greeting and the reasons behind your choice of words.
5. Explore the role of body language in greetings. How can non-verbal cues enhance or detract from the effectiveness of a greeting? Provide examples to support your explanation.
6. Discuss the potential consequences of using inappropriate greetings. How might it impact relationships, both personally and professionally?

- 
7. Consider the variations in parting phrases such as "goodbye," "see you later," and "take care." Explain when each might be most appropriately used and the sentiments they convey.
 8. Reflect on the impact of technology on greetings and partings. How has the digital age influenced the way people interact in terms of saying hello and goodbye?
 9. Imagine you are in a multicultural environment. Discuss the challenges and benefits of navigating various greeting customs and parting phrases.
 10. Share a personal experience where a greeting or parting had a significant impact on your mood or the dynamics of a situation. What did you learn from that experience?

CHAPTER 9

STORY TELLING

A. Learning Achievements

The learning outcomes for the storytelling content in junior high school 7th grade English class are intended to meet a variety of educational aims. By the completion of this module, students should be able to:

1. **Develop Language Proficiency:** By actively participating in narrative activities, they can improve their vocabulary, grammar, and language fluency. Students' breadth of phrases and mastery of English improve as a result of storytelling.
2. **Improve Your Listening Skills:** Improve their listening comprehension skills by actively participating in a variety of stories, such as folktales, fables, and current narratives. They learn to recognize important details, follow the plot, and comprehend the nuances of spoken English.
3. **Strengthen Speaking Skills:** Through storytelling exercises, develop confidence in speaking English. Students develop articulation, pronunciation, and intonation so that they can clearly present stories.

B. Learning Objectives

The story telling material in English class for 7th grade pupils has multiple learning objectives. To begin, this module attempts to improve students' language abilities by emphasizing vocabulary growth, sentence construction, and proper tenses usage. Students learn to express themselves effectively in English, both written and spoken, through storytelling. Second, by allowing kids to construct and tell their own stories, this material fosters their creativity and imagination. It

creates an environment in which students can experiment with their narrative skills, allowing them to acquire a strong sense of creativity and uniqueness.

In addition, the story telling module fosters critical thinking and comprehension abilities. Students learn to recognize tale characteristics such as plot, characters, and themes by examining and interpreting diverse stories. They hone their skills.

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of material
- The teacher explains related material.
- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- Students listen, respond, answer and practice.

D. Learning Activity

Story telling – Almost everyone has told a story in front of a crowd, whether only through pictures, sounds or words. This storytelling activity is generally taught when we are still in elementary school (SD), at that time, we will tell about ourselves, starting from name, date of birth, to hobbies. On the one hand, we will be proud of the story told, but on the other hand, we will feel nervous because we have to tell the story in front of many people.

Even though you feel nervous, it turns out that telling a story in front of many people builds a person's self-confidence. Therefore, telling stories in front of many people is sometimes used as a learning method so that students' self-confidence increases.

Telling a story is not just about telling the story, but we also have to think of a way so that the listener or listener can enjoy every storyline that is told. In fact, when someone tells a story, they need to think about how to convey the meaning

of a story well. Thus, this storytelling activity is not easy to do because it requires a special method or requires regular training with a trainer.

As time goes by and the times develop, telling stories is not just an activity, but is starting to turn into a skill that must be possessed. Moreover, in the world of work, the ability to tell stories is very important, especially in jobs that are directly related to offering goods or selling.

A salesperson who does not or does not have the ability to tell stories well will find it difficult to offer products from a company, which will affect product sales which are slowly showing a decline. If this continues to happen, it will be difficult for a company to develop and salespeople will be considered less productive at work.

Therefore, someone needs to have the ability to tell stories even if they don't use it in front of many people. By telling stories, it will be easy for someone to express the contents of their thoughts, so that they can produce a story. However, some people who are good at telling stories sometimes use existing fairy tales, such as the golden cucumber, the mouse deer and the crocodile, and many more.

1. Definition of Story telling



Figure 1.15 www.istcokphoto.com

Storytelling is an ancient and effective style of communication that entails the art of transmitting a narrative or a set of events to an audience. It is the process of creating a vivid and captivating story using words, gestures, and emotions, frequently with the goal of amusing, educating, or motivating listeners. To create an engaging and coherent story, the storyteller employs many components such as characters, storyline, setting, conflict, and resolution.

The storyteller captivates the audience's attention and immerses them in the narrative by using voice modulation, facial emotions, and body language. Cultures, traditions, and historical events can be preserved through the transmission of stories across generations. Furthermore, in educational settings, storytelling is used to improve learning experiences by making complicated concepts more accessible.



Figure 1.16 *inggrism.com*

2. Structure of Story telling

In doing storytelling, you definitely want to give your best so that the reader or listener is impressed with the story you tell. Therefore, in order for the storytelling to impress, it should be made using a storytelling structure consisting of orientation, complication, and resolution.

a. Orientation

This first structure is called orientation where the storyteller will provide information derived from questions to make readers or listeners curious about what kind of storytelling will be presented. In this structure, the characters in the story and their characters will be explained. In addition, when entering this structure, it will also explain when an event occurs and where it occurs. In other words, the orientation structure can be considered as the introduction stage.

b. Complication

The second structure of storytelling is complication. In this structure, a character or several characters begin to face various conflicts that make the reader or listener feel the conflict. In general, the complication structure will contain friction between the characters in the story. From the friction that occurs, a conflict is present in the story. There are various types of conflict, but based on existing theories, conflict is divided into three types, namely natural conflict, psychological conflict, and social conflict.

c. Resolution

The third structure of storytelling is resolution, this structure is located at the end of the story. Every ending must contain the resolution of the conflicts that occur. Every character in the story will find a resolution. In other words, the characters' conflicts are defused, resulting in a happy ending or a sad ending. A happy ending story is often referred to as a

happy ending story and a sad ending story is often referred to as a sad ending story.



Figure 1.17 www.contohtext.com

3. Story Telling Elements

Parts in the Story (Storytelling Elements):

- a. **Characters:** The characters in the story. They have different roles and personalities.
- b. **Setting (Place and Time):** The place and time where the story takes place. Setting includes a description of place, time (both daily and seasonal), and atmosphere.
- c. **Plot (Storyline):** A series of events in the story. The storyline usually consists of introduction, conflict, climax, and resolution.
- d. **Conflict:** Problems or obstacles faced by the main character in the story. Conflict gives the story tension and keeps the reader interested.
- e. **Resolution:** The part of the story where the conflict is resolved or the problem is overcome. The resolution reveals how the story ends and whether the main character successfully overcomes the conflict.



Example of Storytelling:

Story Title: "The Lost Necklace"

Characters:

- Alice: A little girl who lost her gold necklace.
- Emily: Alice's best friend who helps her look for a lost necklace.
- Settings: A beautiful small town, where Alice's house is located on the edge of a dense forest.
- Plot: One day, Alice decided to explore the forest around her house. When he returned, he realized that the gold necklace he inherited from his grandmother was missing. Alice panicked and immediately asked her best friend, Emily, for help. Together, they begin their search into a dark and mysterious forest.
- Conflicts: Alice felt very sad and worried because the gold necklace was very valuable to her. They must find the necklace before the sun sets or it may be lost forever.
- Resolution: After searching carefully and sharing stories with the forest animals, Alice and Emily finally found the gold necklace lying under the bushes. They felt very happy and grateful because they managed to find the necklace. They both learn that friendship and cooperation are very important in facing challenges.

In this story, we see how storytelling elements such as character, setting, plot, conflict, and resolution are used to create an interesting and meaningful story

EXERCISE

Exercise 1

Choose the correct answer below !

1. What is the main purpose of storytelling?
 - A. To entertain
 - B. To educate
 - C. Both A and B
 - D. Neither A nor B

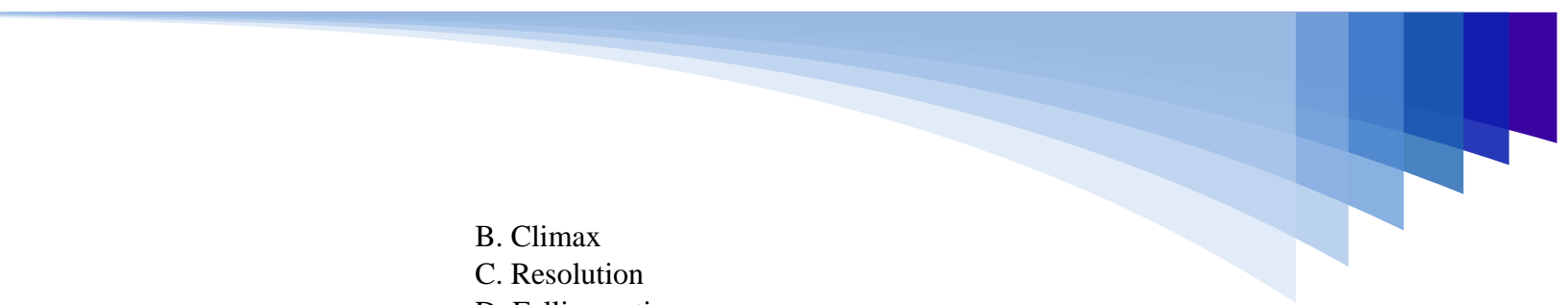
2. What are the essential elements of a story?
 - A. Characters, plot, setting, conflict, resolution
 - B. Title, author, publisher
 - C. Introduction, conclusion, references
 - D. Cover design, table of contents, index

3. Which literary device involves giving human-like qualities to non human entities or animals?
 - A. Irony
 - B. Foreshadowing
 - C. Symbolism
 - D. Personification

4. What is the lesson or moral of a story called?
 - A. Theme
 - B. Plot
 - C. Climax
 - D. Conflict

5. Which of the following is an example of a traditional folktale?
 - A. "The Boy Who Cried Wolf"
 - B. "Harry Potter and the Sorcerer's Stone"
 - C. "To Kill a Mockingbird"
 - D. "The Great Gatsby"

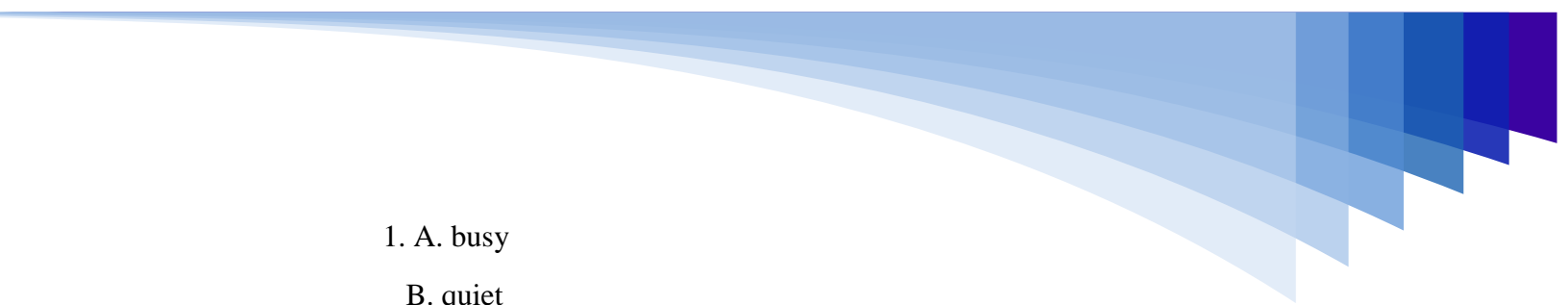
6. What is the turning point in a story where the main character face a major obstacle?
 - A. Introduction

- 
- B. Climax
 - C. Resolution
 - D. Falling action
7. Which of the following is NOT a common theme in storytelling?
- A. Love and Friendship
 - B. Betrayal and Revenge
 - C. Mathematics and Science
 - D. Good vs. Evil
8. What is the sequence of events in a story called?
- A. Climax
 - B. Plot
 - C. Setting
 - D. Flashback
9. What is the imaginary or physical place where the story unfolds called?
- A. Character
 - B. Plot
 - C. Setting
 - D. Theme
10. Which literary device hints at events that will occur later in the story?
- A. Flashback
 - B. Foreshadowing
 - C. Irony
 - D. Simile

Exercise 2

Fill in the blanks with the appropriate words to complete the following story.

Once upon a time, in a _____ (1) village, there lived a young boy named Jack. Jack was always curious and loved to explore the nearby _____ (2). One day, he discovered a magical _____ (3) hidden deep inside the forest. Inside the cave, he found a talking _____ (4) who granted him three wishes.

- 
1. A. busy
B. quiet
C. colorful
D. ancient
 2. A. mountain
B. forest
C. river
D. desert
 3. A. book
B. lamp
C. cave
D. mirror
 4. A. cat
B. genie
C. tree
D. rock

Exercise 3 : True or False

Determine whether the following statements are true or false based on the story provided.

1. Jack lived in a modern city. (True/False)
2. Jack found the magical cave in the forest. (True/False)
3. Inside the cave, Jack found a talking lamp. (True/False)
4. The magical creature who granted Jack's wishes was a genie. (True/False)

Exercise 4 : Story Sequencing

Arrange the following events in the correct order to recreate the story.

- A. Jack makes his wishes, and the magical creature grants them.
- B. Jack discovers a magical cave in the forest.

- C. Jack decides to explore the nearby forest.
- D. Jack finds a talking lamp inside the cave.
- E. Jack uses his first wish to help his village.

Exercise 5 : Discussion Questions

1. What do you think Jack's three wishes were? Why did he choose those wishes?
2. How would the story change if Jack had never found the magical cave?
3. Do you believe in magical creatures and wishes coming true? Why or why not?
4. Can you think of any other stories where a character makes a wish that leads to unexpected consequences? Share one such story.

CHAPTER 10

STORY TELLING EXERCISE

A. Learning Achievements

1. **Improve Your Speaking Ability:** Students will improve their speaking abilities by recounting stories clearly, correctly, and with suitable tone. They will learn to articulate their thoughts coherently and effectively engage the audience.
2. **Increasing Creative Expression:** Students will improve their creative expression by generating imaginative and appealing narratives through storytelling. In their stories, they will learn to weave compelling plots, create relatable characters, and construct vivid surroundings.
3. **Knowing Story Elements:** Students will understand the basic aspects of a tale, such as characters, setting, plot, conflict, and resolution. They will learn to recognize and effectively combine these aspects into their own narratives.
4. **Improving Listening Skills:** By listening to their peers, they can improve their listening skills.

B. Learning Objectives

1. **Develop Speaking Skills:** Through story telling activities, students are expected to develop their speaking skills in English. They learn to organize the story, choose the right words, and deliver the story clearly and fluently.
2. **Developing Creativity and Imagination:** Students are expected to develop their creativity and imagination by creating unique and interesting stories. They learn to explore creative ideas and organize stories in a way that is appealing to listeners.
3. **Understanding Narrative Structure:** Through learning story telling, students are expected to understand the basic structure of a story, including

introduction, conflict, climax, and resolution. They learn how to build a story by introducing good characters, setting, and plot.

4. **Improving Listening Skills:** Besides speaking, students also hone their listening skills by listening to classmates' stories. They learn to understand other people's stories, identify story elements, and assess the success of the story in conveying a message or moral.
5. **Developing Writing Skills:** In the process of composing stories for story telling, students are expected to develop their writing skills. They learn to organize ideas, construct sentences correctly, and use appropriate vocabulary to describe the story.
6. **Teaching Morals and Values:** Stories often contain certain moral messages or values. Through storytelling, students can learn about values such as honesty, cooperation, courage and justice. They can identify moral messages in the story and understand the implications of these values in everyday life.
7. **Increase Self-Confidence:** Through story presentation in front of classmates, students are expected to increase their confidence in public speaking. They learn to overcome anxiety and build confidence when speaking in front of an audience.
8. **Appreciate Cultural Diversity:** Story telling can also introduce students to traditional stories from different cultures around the world. This can help students understand and appreciate cultural diversity and broaden their horizons about stories from different cultural backgrounds.

By achieving these goals, students can not only improve their English skills, but also develop a deeper understanding of story structure, values, and relevant speaking skills in an English context.

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of material
- The teacher explains related material.

- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- Students listen, respond, answer and practice.

D. Learning Activity

"Alright, now it's time for the story telling task. Students who will present their stories, please come forward with confidence. Remember to speak clearly, use the right intonation, and build an interesting story atmosphere. We are all ready to listen to your creative stories. Please come forward and start presenting your stories now. Happy speaking!"

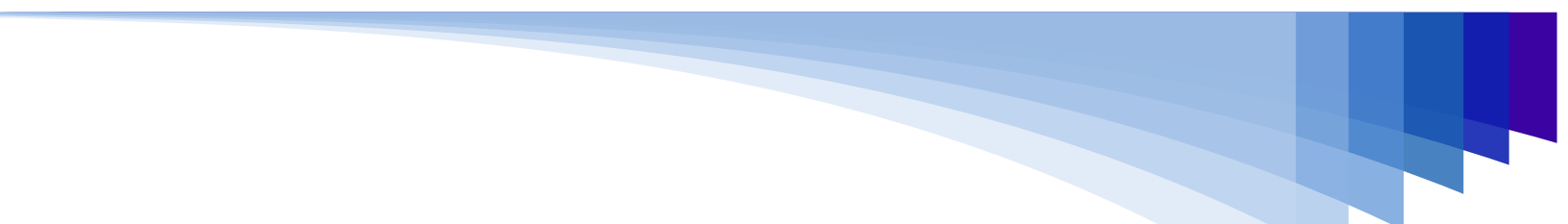
"The Magical Adventure of Luna and the Enchanted Forest"

Once upon a time, in a small town nestled between rolling hills, lived a curious young girl named Luna. Luna was not an ordinary girl; she had a deep love for nature and a vivid imagination that made her adventures even more extraordinary.

One sunny afternoon, as Luna was exploring the outskirts of her town, she stumbled upon a hidden path that led her deep into the heart of the forest. Little did she know, this was no ordinary forest; it was the Enchanted Forest, a place where magical creatures roamed freely.

As Luna ventured further, she encountered a friendly talking rabbit named Oliver. Oliver had a twinkle in his eye and a mischievous smile on his face. He told Luna about the magical powers of the Enchanted Forest and the ancient spell that protected its secrets.

Intrigued, Luna and Oliver decided to embark on a magical adventure together. Along the way, they met a wise old owl named Ophelia, who shared



her knowledge of the forest's mysteries. Ophelia guided them through the dense trees, teaching Luna about the different plants and animals that inhabited the Enchanted Forest.

Their journey took them to the heart of the forest, where they discovered a hidden waterfall with water that glowed like liquid gold. Legend had it that anyone who drank from the magical waterfall would be granted a wish.

Luna, Oliver, and Ophelia decided to make a wish together. They closed their eyes, made their wishes, and drank from the shimmering waters. In an instant, the forest came alive with colors, and the air was filled with laughter and music. Luna's wish had come true – she had brought happiness and harmony to the Enchanted Forest.

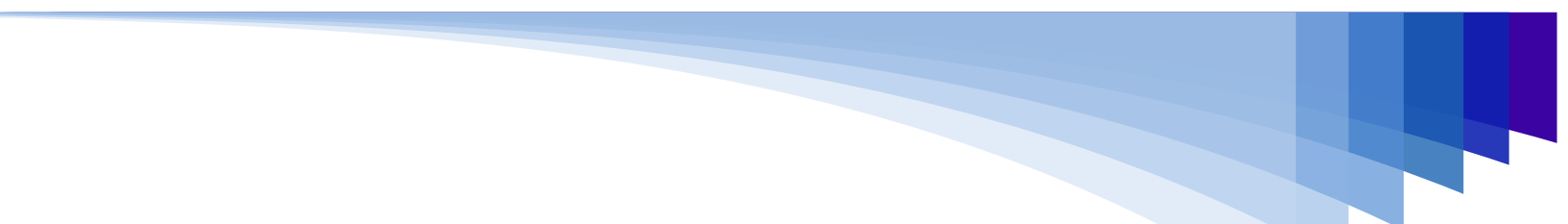
From that day forward, Luna, Oliver, and Ophelia became the guardians of the Enchanted Forest, ensuring that its magic thrived and that its secrets were protected. They continued to have magical adventures, meeting new friends and learning valuable lessons along the way.

And so, the tale of Luna and the Enchanted Forest became a beloved story in their town, inspiring generations to appreciate the wonders of nature and the magic that exists in the world around us.

NOTE : Find the structure about that story!

Title: The Curse of Malin Kundang

Once upon a time, in a small coastal village in Indonesia, there lived a young and ambitious man named Malin Kundang. He came from a humble family but dreamt of wealth and success. Malin was known for his determination and fearless spirit.



One day, a ship arrived at the village, carrying treasures from distant lands. Malin saw an opportunity to fulfill his dreams and decided to join the crew as a sailor. With dreams of prosperity in his heart, he bid farewell to his parents and set sail on a journey that would change his life forever.

Years passed, and Malin Kundang's ship became a symbol of his success. He had amassed wealth beyond imagination and earned a reputation as a shrewd and cunning businessman. However, his success had turned him into an arrogant and prideful man.

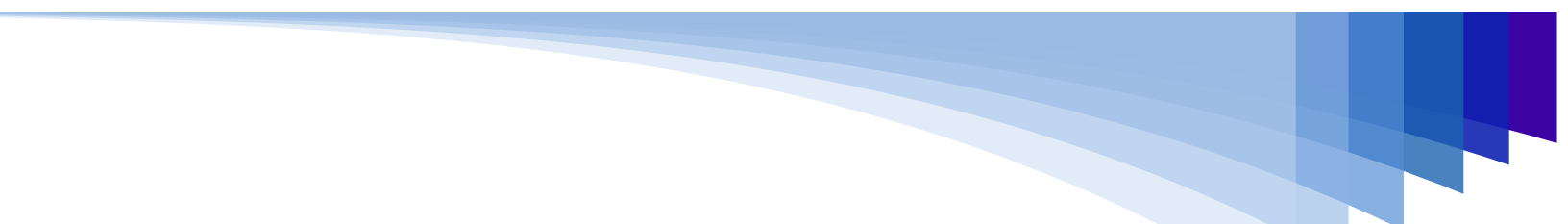
One day, as Malin's ship anchored near his hometown, he decided to visit his family. But to his surprise, instead of a warm welcome, he was met with disdain. The villagers remembered the young man who left in search of wealth and now returned flaunting his riches.

Malin Kundang's arrogance reached new heights. Disowning his humble origins, he refused to acknowledge his elderly parents and the village that once nurtured him. In a fit of rage, he even went as far as to curse his own mother and father for their poverty.

As Malin's ship prepared to leave, a sudden storm descended upon the sea. The waves roared, and the wind howled, creating a tempest that threatened to engulf the ship. Panic spread among the crew as they desperately tried to navigate through the raging storm.

In his attempt to defy the forces of nature, Malin Kundang shouted defiantly at the sea, cursing the gods for the tempest. In that moment, a lightning bolt struck the ship, and it shattered into pieces. The once-prosperous man found himself thrown into the merciless waves.

As the storm subsided, the villagers discovered the wreckage of Malin Kundang's ship and the lifeless body of their once proud son, now turned to stone. Legend has it that the gods had heard his disrespectful curses and transformed him into a rock as punishment for his arrogance.



The villagers, upon realizing the tragic fate that befell Malin Kundang, learned a valuable lesson about the consequences of pride and disrespect. The stone, shaped like a man kneeling in regret, stood as a reminder to all who passed by – a cautionary tale of the curse that befell Malin Kundang, the man who forgot his roots in the pursuit of wealth.

Please read the story above, and tell the story in front of class!

CHAPTER 11

PRACTICE SPEAKING

A. Learning Achievements

1. Be able to speak in English fluently: Students are expected to be able to speak in English fluently and clearly, using appropriate vocabulary and correct grammar.
2. Increase Self-Confidence: Students are expected to increase their confidence in public speaking in English, overcoming anxiety and discomfort when speaking.
3. Able to Use Proper Intonation: Students are expected to be able to use appropriate intonation when speaking, differentiating between the intonation of questions, statements and expressions of emotion.
4. Understand and Use a Varied Vocabulary: Students are expected to be able to understand and use different types of words and phrases in speaking contexts, expand their vocabulary and develop their speaking skills.

B. Learning Objectives

1. Improving Speaking Skills: The main purpose of practice speaking is to help students develop their speaking skills in English. They will learn how to construct correct sentences, use appropriate vocabulary, and pronounce words with proper intonation.
2. Increase Self-Confidence: Through structured speaking practice, students will feel more confident in public speaking. They will learn to overcome anxiety and discomfort when speaking in English.
3. Develop Listening Skills: Students will learn to listen carefully when their peers speak. This will help them understand different accents, intonations and ways of speaking in English.

4. **Interactive Skills:** Students will learn how to interact effectively with classmates. They will develop good listening skills and respond correctly to their classmates' questions and comments.
5. **Expanding Vocabulary:** Through speaking practice, students will be exposed to different types of words and phrases in different contexts. This will help them expand their vocabulary and use them more confidently.
6. **Develop Collaborative Skills:** In pair or group speaking activities, students will learn how to cooperate with others, listen to their opinions, and achieve goals together. This will develop their cooperation skills.
7. **Understanding Cultural Context:** Speaking practice can also include speaking situations in different cultural contexts, helping students understand the cultural norms associated with speaking and interacting in English.

By achieving these goals, students will develop their English speaking skills significantly, enabling them to communicate more fluently and effectively in everyday as well as academic situations.

C. Activities Procedures

1. Teacher

- The teacher distributes print out sheets of material
- The teacher explains related material.
- The teacher practices how to pronounce each vocabulary word, then the students follow.

2. Student

- Students listen, respond, answer and practice.

D. Learning Activity

"Please, all students stand up and come forward to the front of the class together with your classmates, one pair at a time. We will be conducting a collaborative activity that will allow you to work together in small groups to solve a problem or

perform a specific task. This is a great opportunity to collaborate and learn from each other. So, with excitement, stand up and choose a partner to come forward!"

1. Introduction in a Classroom Setting

Teacher : Good morning, class! Today, we have a new student joining us. Let's all welcome him/her. Please introduce yourself to the class.

Student 1 : Good morning, everyone. My name is Maya. I like reading books and playing basketball. I'm really excited to be a part of this class.

Teacher : Thank you, Maya. We're glad to have you here.

2. Introduction with a Focus on Hobbies and Interests

Teacher : Good morning, class. Today, we are going to share our hobbies and interests. Let's start with you, John. Please introduce yourself and tell us about your hobbies.

John : Good morning, everyone. My name is John. I enjoy playing video games and drawing in my free time. I'm also interested in learning to play the guitar. Nice to meet you all.

Teacher : Thank you, John. It sounds like you have some interesting hobbies.

3. Introduction with Family Background

Teacher : Good morning, class. Today, we are going to learn about each other's families. Let's begin with you, Sarah. Please introduce yourself and share something about your family.

Sarah : Good morning, everyone. My name is Sarah. I have a younger brother and a pet cat named Whiskers. My mom is a

teacher, and my dad works in an office. I love spending time with my family and going on picnics together.

Teacher : Thank you, Sarah. It's nice to know more about your family.

CONVERSATION

Talking about Hobbies

Student A : Hi, what is your hobby?

Student B : My hobby is playing basketball. How about you?

Student A : I like playing guitar. Have you ever tried playing the guitar?

Student B : Never, but it sounds fun. Maybe someday I'll try it.

Planning the Weekend

Student A : What are you going to do this weekend?

Student B : I plan to go to the park with my friends. How about you?

Student A : I want to go to the cinema to watch a newly released film. Do you want to come along?

Student B : Unfortunately I already have plans, but I hope you enjoy the film!

Asking About the Lesson

Student A : What is your favorite subject at school?

Student B : I like mathematics. You?

Student A : I prefer natural sciences. What do you think of our teacher?

Student B : I think our teacher is very nice and helpful.

Planning a Vacation

Student A : Summer vacation is coming soon. What are your holiday plans?

Student B : I plan to go to the beach with my family. How about you?

Student A : I want to visit national parks and explore nature. What about your family plans?

Student B : They also want to go to the beach. Hope we have a great holiday!

Daily Activities

Student A : Good morning, Ben! How was your weekend?

Student B : Morning, John! It was great. I went hiking on Saturday and caught up on some reading. How about you?

Student A : Nice! I just relaxed at home and watched a movie. By the way, do you have any plans for today?

Student A : Not much, just the usual stuff. I have a meeting at 10, then I need to finish up a report in the afternoon. How about you?

Student A : I have a gym session at noon, and then I'll be working on a project proposal. Oh, and I need to pick up some groceries after work.

Student B : Cool. Speaking of groceries, I went to the farmer's market yesterday. Found some fresh fruits and veggies.

Student A : That's awesome! I need to start doing that. I've been relying too much on takeout lately.

Student A : It's a game-changer, John. Anyway, got to run. See you at the meeting!

Student B : Absolutely. See you there, Ben!

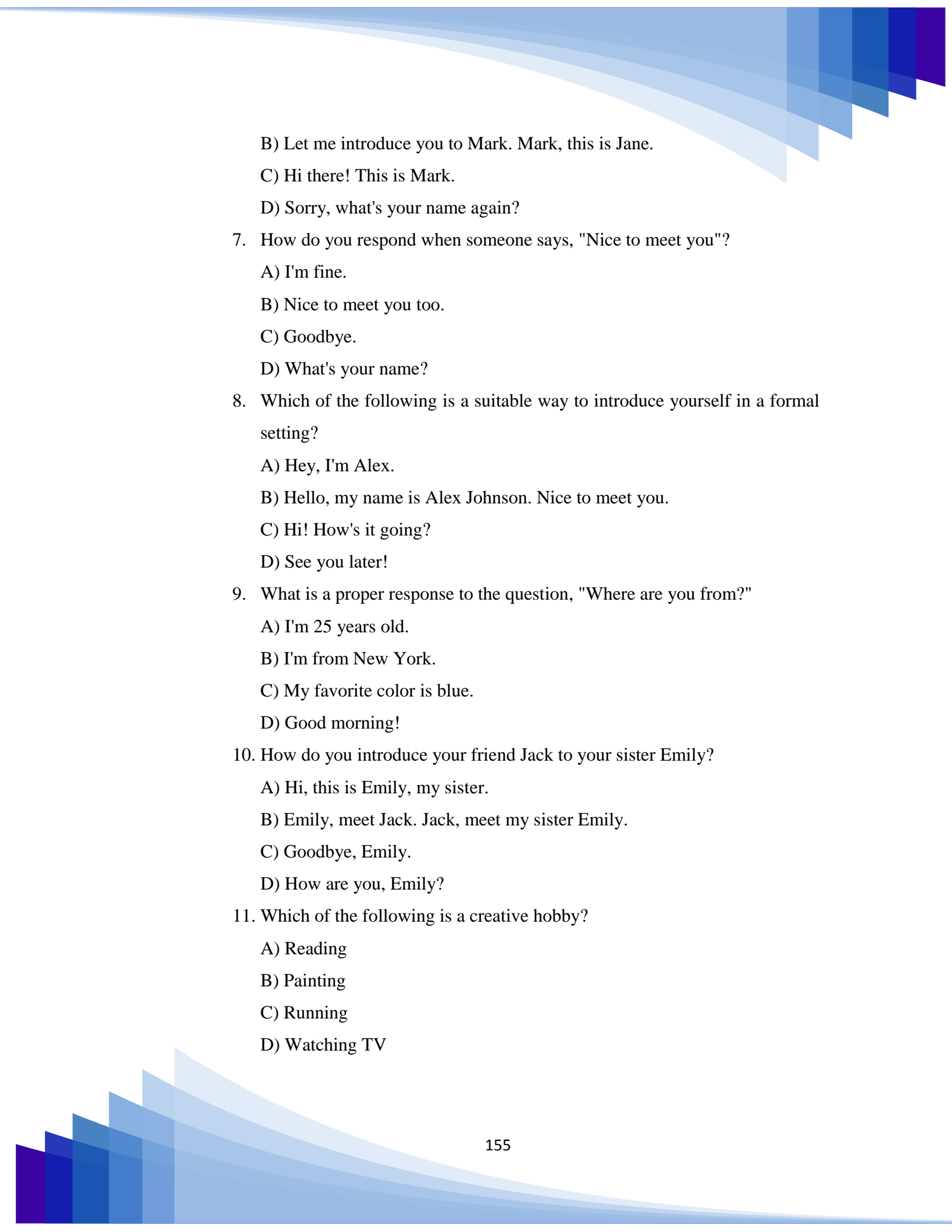
Family

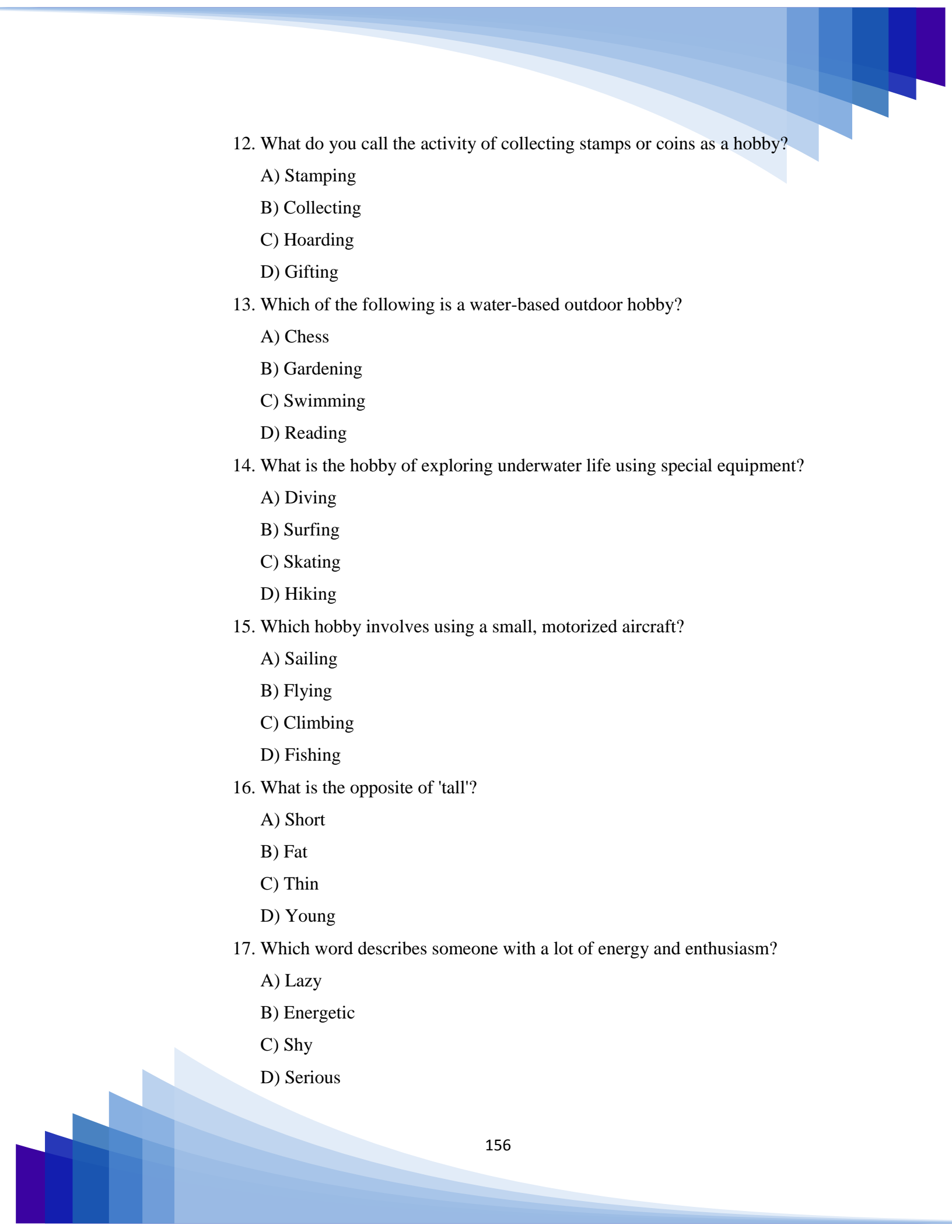
- Student A : Hi there! How's everything going?
- Student B : Hey! Not bad. I spent the weekend with my family. How about you?
- Student A : Oh, that sounds nice. I went to my cousin's birthday party. It was a lot of fun.
- Student B : Birthdays are always a good time. Speaking of family, do you have any siblings?
- Student A : Yeah, I have an older sister. She works in marketing. What about you?
- Student B : I have a younger brother who's still in high school. We usually play video games together over the weekends.
- Student A : That's cool. Family time is important. Do you have any family traditions or activities you enjoy doing together?
- Student B : Well, every Sunday, we have a family dinner where we all gather, cook together, and share stories. It's a nice way to unwind.
- Student A : That sounds lovely. We usually have a movie night every Friday. It's our way of catching up after a busy week.
- Student B : Nice! What's the latest movie you watched with your family?
- Student A : We watched a classic – "The Sound of Music." It's a favorite in our house. How about you?
- Student B : We watched a superhero movie. My brother is a big fan, so we try to watch them together whenever a new one comes out.
- Student A : Sounds like a great way to bond. Well, I should get going. See you around!
- Student B : Sure thing! Take care and say hi to your sister for me.

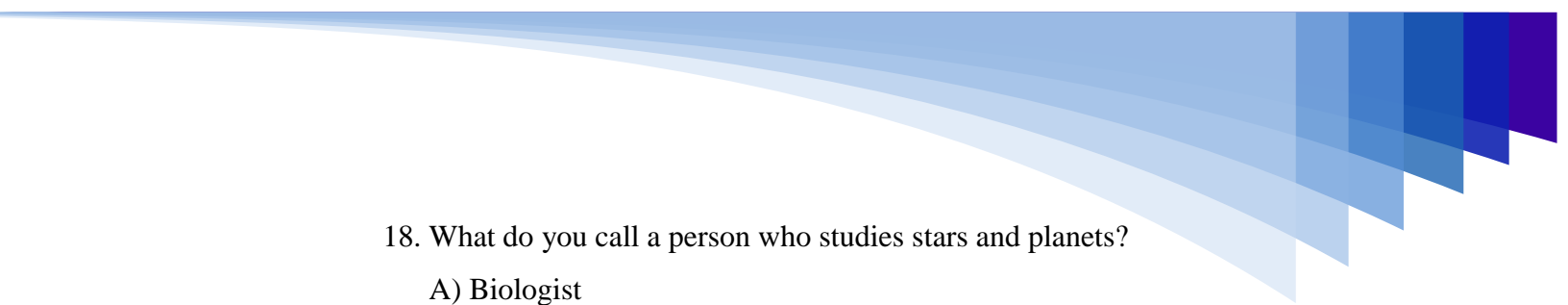
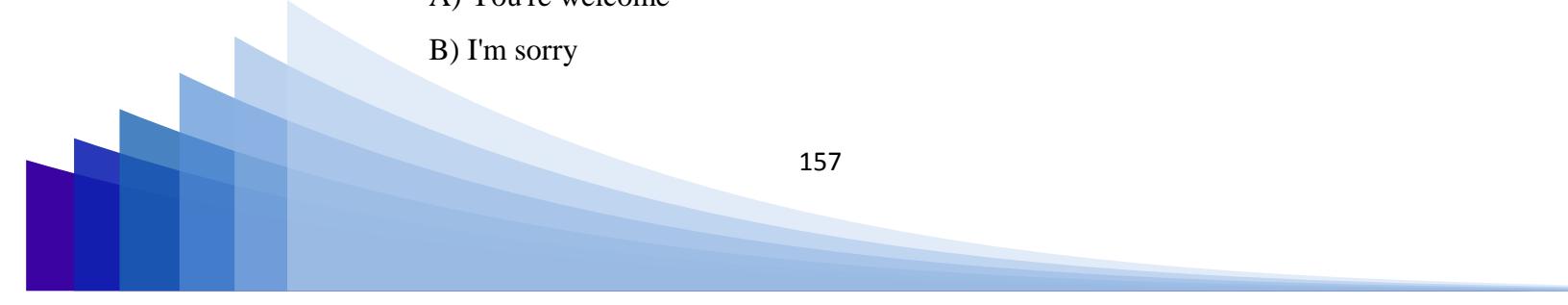
FINAL TEST

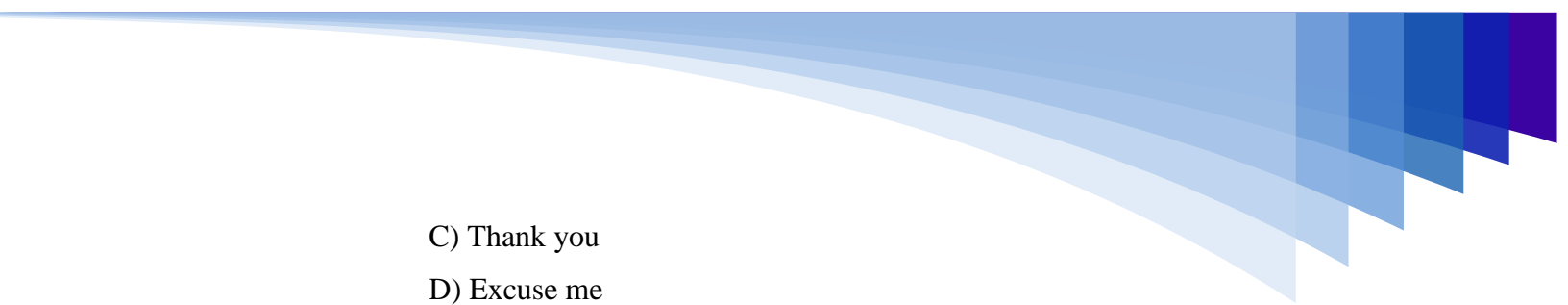
Choose the correct answer (A,B,C or D) below !

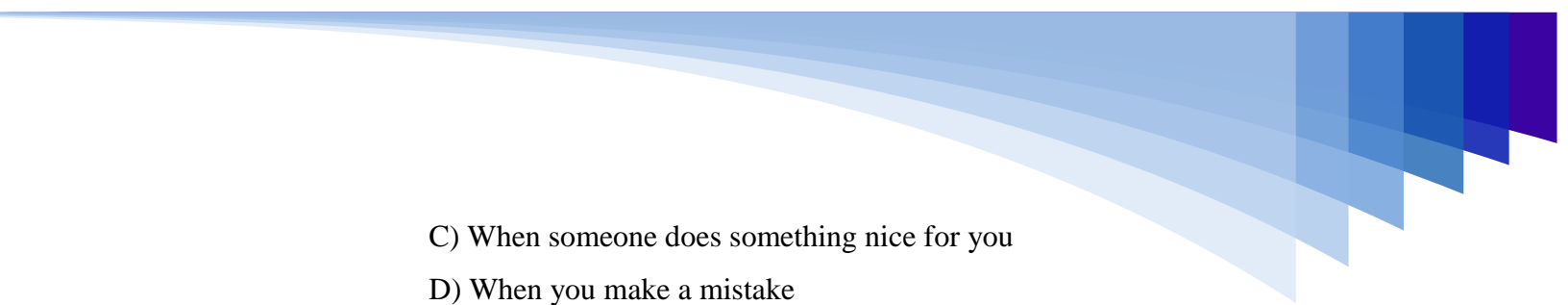
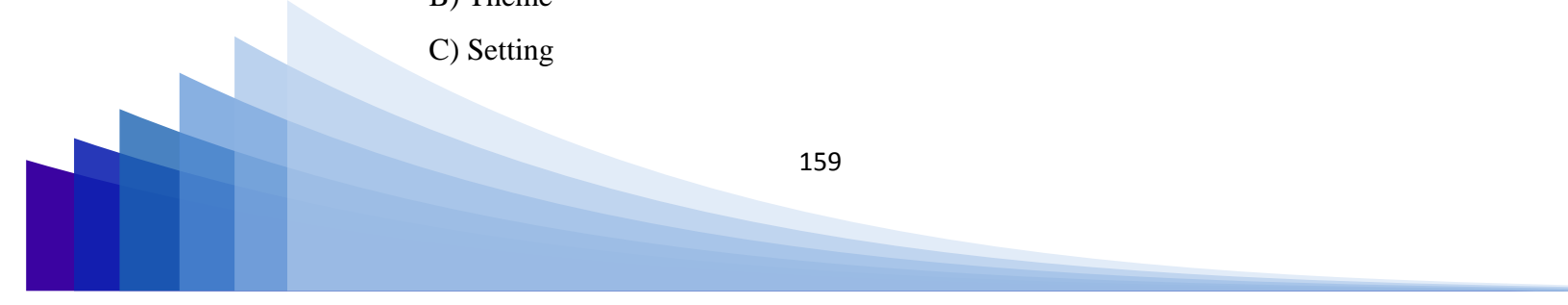
1. What is a common way to greet someone in English?
 - A) Goodbye
 - B) Hello
 - C) Thank you
 - D) Sorry
 2. Which greeting is used in the evening?
 - A) Good morning
 - B) Good afternoon
 - C) Good evening
 - D) Good night
 3. How do you respond to the greeting "How are you?" in a formal way?
 - A) I'm fine, thank you.
 - B) Good morning.
 - C) Nice to meet you.
 - D) See you later.
 4. Which of the following is a common informal greeting in English?
 - A) How do you do?
 - B) Hi there!
 - C) Good day!
 - D) Good evening!
 5. Which of the following is a proper self-introduction?*
- A) How are you?
- B) Good morning!
- C) My name is Sarah. I'm from Canada.
- D) See you later!
6. What is a common way to introduce someone to others?
 - A) Goodbye, meet my friend Mark.

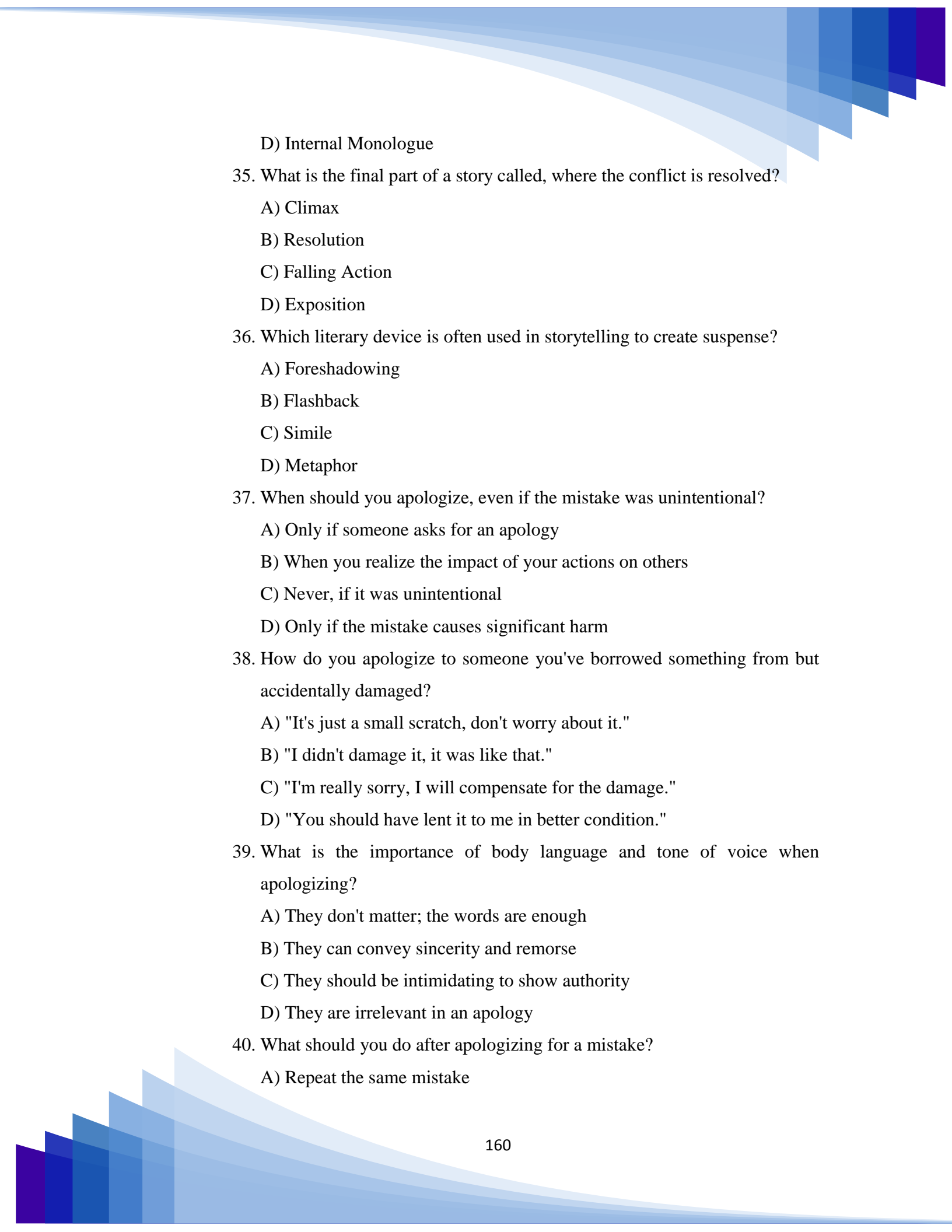
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- B) Let me introduce you to Mark. Mark, this is Jane.
- C) Hi there! This is Mark.
- D) Sorry, what's your name again?
7. How do you respond when someone says, "Nice to meet you"?
- A) I'm fine.
- B) Nice to meet you too.
- C) Goodbye.
- D) What's your name?
8. Which of the following is a suitable way to introduce yourself in a formal setting?
- A) Hey, I'm Alex.
- B) Hello, my name is Alex Johnson. Nice to meet you.
- C) Hi! How's it going?
- D) See you later!
9. What is a proper response to the question, "Where are you from?"
- A) I'm 25 years old.
- B) I'm from New York.
- C) My favorite color is blue.
- D) Good morning!
10. How do you introduce your friend Jack to your sister Emily?
- A) Hi, this is Emily, my sister.
- B) Emily, meet Jack. Jack, meet my sister Emily.
- C) Goodbye, Emily.
- D) How are you, Emily?
11. Which of the following is a creative hobby?
- A) Reading
- B) Painting
- C) Running
- D) Watching TV

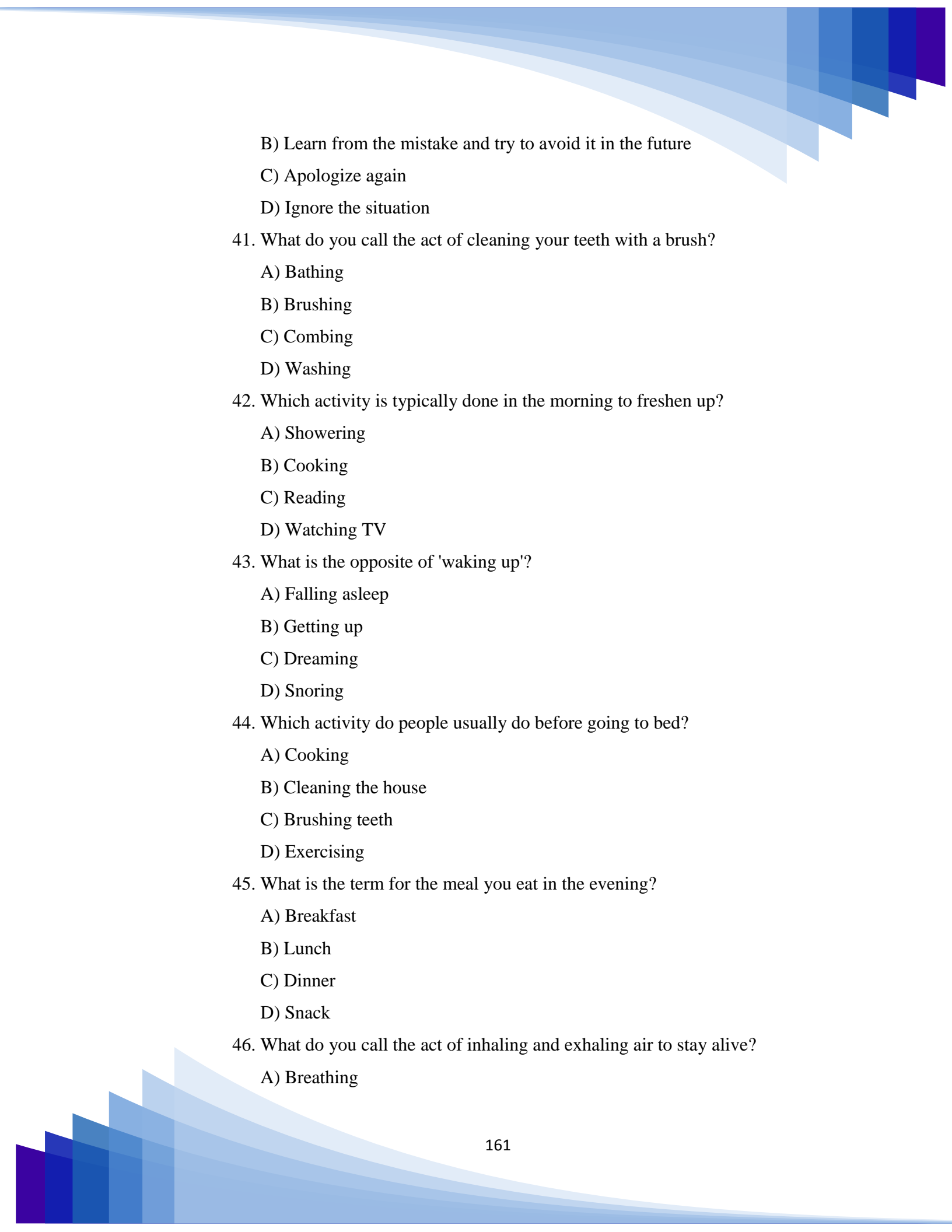
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12. What do you call the activity of collecting stamps or coins as a hobby?
- A) Stamping
 - B) Collecting
 - C) Hoarding
 - D) Gifting
13. Which of the following is a water-based outdoor hobby?
- A) Chess
 - B) Gardening
 - C) Swimming
 - D) Reading
14. What is the hobby of exploring underwater life using special equipment?
- A) Diving
 - B) Surfing
 - C) Skating
 - D) Hiking
15. Which hobby involves using a small, motorized aircraft?
- A) Sailing
 - B) Flying
 - C) Climbing
 - D) Fishing
16. What is the opposite of 'tall'?
- A) Short
 - B) Fat
 - C) Thin
 - D) Young
17. Which word describes someone with a lot of energy and enthusiasm?
- A) Lazy
 - B) Energetic
 - C) Shy
 - D) Serious

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18. What do you call a person who studies stars and planets?
- A) Biologist
 - B) Astronomer
 - C) Geologist
 - D) Chemist
19. What do you call a place where animals are kept for public viewing?
- A) Museum
 - B) Park
 - C) Zoo
 - D) Library
20. What is a synonym for 'peaceful'?
- A) Noisy
 - B) Quiet
 - C) Crowded
 - D) Busy
21. Which word describes a place where you can buy and sell old or used items?
- A) Market
 - B) Mall
 - C) Garage sale
 - D) Store
22. If you go straight ahead, which direction are you moving?
- A) North
 - B) South
 - C) East
 - D) West
23. What is the common phrase used to apologize for a mistake or wrongdoing?
- A) You're welcome
 - B) I'm sorry
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- C) Thank you
D) Excuse me
24. When do you usually apologize?
A) When you want a favor
B) When you're happy
C) When you make a mistake
D) When you receive a gift
25. What is the correct response to "I'm sorry"?
A) It's okay
B) No problem
C) You're welcome
D) I forgive you
26. Which of the following sentences is an appropriate way to apologize?
A) "I'm sorry if you were offended."
B) "I'm sorry, but it's your fault."
C) "I'm sorry you feel that way."
D) "I'm sorry, I shouldn't have said that."
27. What does the phrase "I apologize" mean?
A) I'm angry
B) I'm tired
C) I'm sorry
D) I'm happy
28. What is the common response to "Thank you"?
A) You're welcome
B) I'm sorry
C) Excuse me
D) No problem
29. When do you usually say thank you?
A) When you're angry
B) When you want to apologize

- 
- C) When someone does something nice for you
D) When you make a mistake
30. Which of the following sentences is an appropriate way to thank someone?
- A) "Thanks, it's your duty."
B) "Thanks, but you didn't do much."
C) "Thank you, I appreciate your help."
D) "Thanks, it's not a big deal."
31. What is the main purpose of storytelling?
- A) To entertain and engage the audience
B) To criticize and judge others
C) To confuse the listeners
D) To bore people
32. What is the opening part of a story called, where characters and setting are introduced?
- A) Climax
B) Resolution
C) Rising Action
D) Exposition
33. What is the turning point in a story called, where the main character faces a major conflict?
- A) Climax
B) Resolution
C) Falling Action
D) Exposition
34. Which element of a story provides insight into a character's thoughts and feelings?
- A) Plot
B) Theme
C) Setting
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- D) Internal Monologue
35. What is the final part of a story called, where the conflict is resolved?
- A) Climax
 - B) Resolution
 - C) Falling Action
 - D) Exposition
36. Which literary device is often used in storytelling to create suspense?
- A) Foreshadowing
 - B) Flashback
 - C) Simile
 - D) Metaphor
37. When should you apologize, even if the mistake was unintentional?
- A) Only if someone asks for an apology
 - B) When you realize the impact of your actions on others
 - C) Never, if it was unintentional
 - D) Only if the mistake causes significant harm
38. How do you apologize to someone you've borrowed something from but accidentally damaged?
- A) "It's just a small scratch, don't worry about it."
 - B) "I didn't damage it, it was like that."
 - C) "I'm really sorry, I will compensate for the damage."
 - D) "You should have lent it to me in better condition."
39. What is the importance of body language and tone of voice when apologizing?
- A) They don't matter; the words are enough
 - B) They can convey sincerity and remorse
 - C) They should be intimidating to show authority
 - D) They are irrelevant in an apology
40. What should you do after apologizing for a mistake?
- A) Repeat the same mistake

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- B) Learn from the mistake and try to avoid it in the future
C) Apologize again
D) Ignore the situation
41. What do you call the act of cleaning your teeth with a brush?
A) Bathing
B) Brushing
C) Combing
D) Washing
42. Which activity is typically done in the morning to freshen up?
A) Showering
B) Cooking
C) Reading
D) Watching TV
43. What is the opposite of 'waking up'?
A) Falling asleep
B) Getting up
C) Dreaming
D) Snoring
44. Which activity do people usually do before going to bed?
A) Cooking
B) Cleaning the house
C) Brushing teeth
D) Exercising
45. What is the term for the meal you eat in the evening?
A) Breakfast
B) Lunch
C) Dinner
D) Snack
46. What do you call the act of inhaling and exhaling air to stay alive?
A) Breathing

- B) Sighing
- C) Gasping
- D) Sneezing

47. Which activity is done to keep your clothes clean and fresh?

- A) Ironing
- B) Gardening
- C) Watching TV
- D) Sleeping

48. What do you do if you want to stay in good shape and healthy?

- A) Exercise regularly
- B) Sleep all day
- C) Eat junk food
- D) Avoid drinking water

49. Which activity do people usually do before going to bed?

- A) Cooking
- B) Cleaning the house
- C) Brushing teeth
- D) Exercising

50. What is a synonym for 'peaceful'?

- A) Noisy
- B) Quiet
- C) Crowded
- D) Busy

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GLOSSARY

- Accompanying : Tindakan atau keadaan menjadi teman atau menemani seseorang dalam melakukan suatu aktivitas. Hal ini bisa berarti pergi bersama, mengikuti, atau mendampingi seseorang dalam suatu perjalanan atau acara
- Circumstances : Keadaan dalam lingkungan seseorang (lembaga), di luar dirinya
- Cherish : Menurut Kamus Bahasa Inggris Terjemahan Indonesia, arti kata cherish adalah sangat menyayangi. Arti lainnya dari cherish adalah berharapan.
- Diversity : Keberagaman dari banyak latar belakang. Tentunya perbedaan budaya, suku, ras, gender bahkan umur, akan menghasilkan berbagai macam sudut pandang yang berbeda.
- Proficiency : mampu melakukan sesuatu dengan standar yang lebih tinggi dari rata-rata
- Satisfaction : Berasal dari Bahasa Latin, satis yang berarti cukup dan facere yang berarti melakukan
- Sympathetically : menunjukkan atau dimotivasi oleh simpati dan pengertian serta kemurahan hati.

OUTHORS PROFILE



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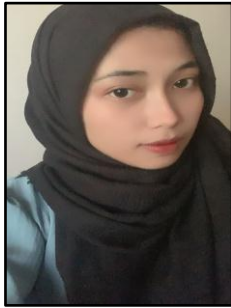
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