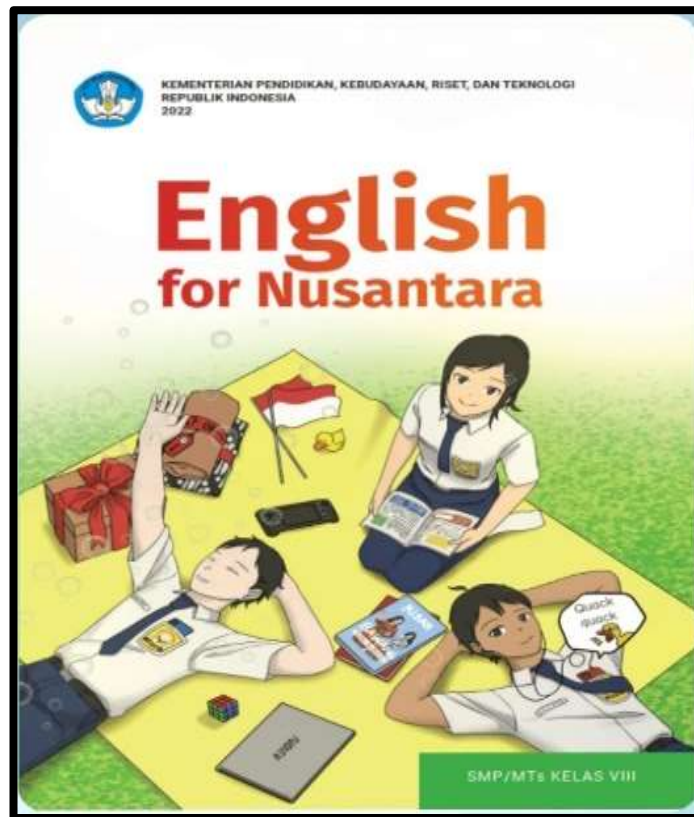


APPENDCES



English for nusantara textbook



Picture 1.1. (Independence Day Celebration)



Picture 1.2. (Monita's story and parade illustration)



[illegible]

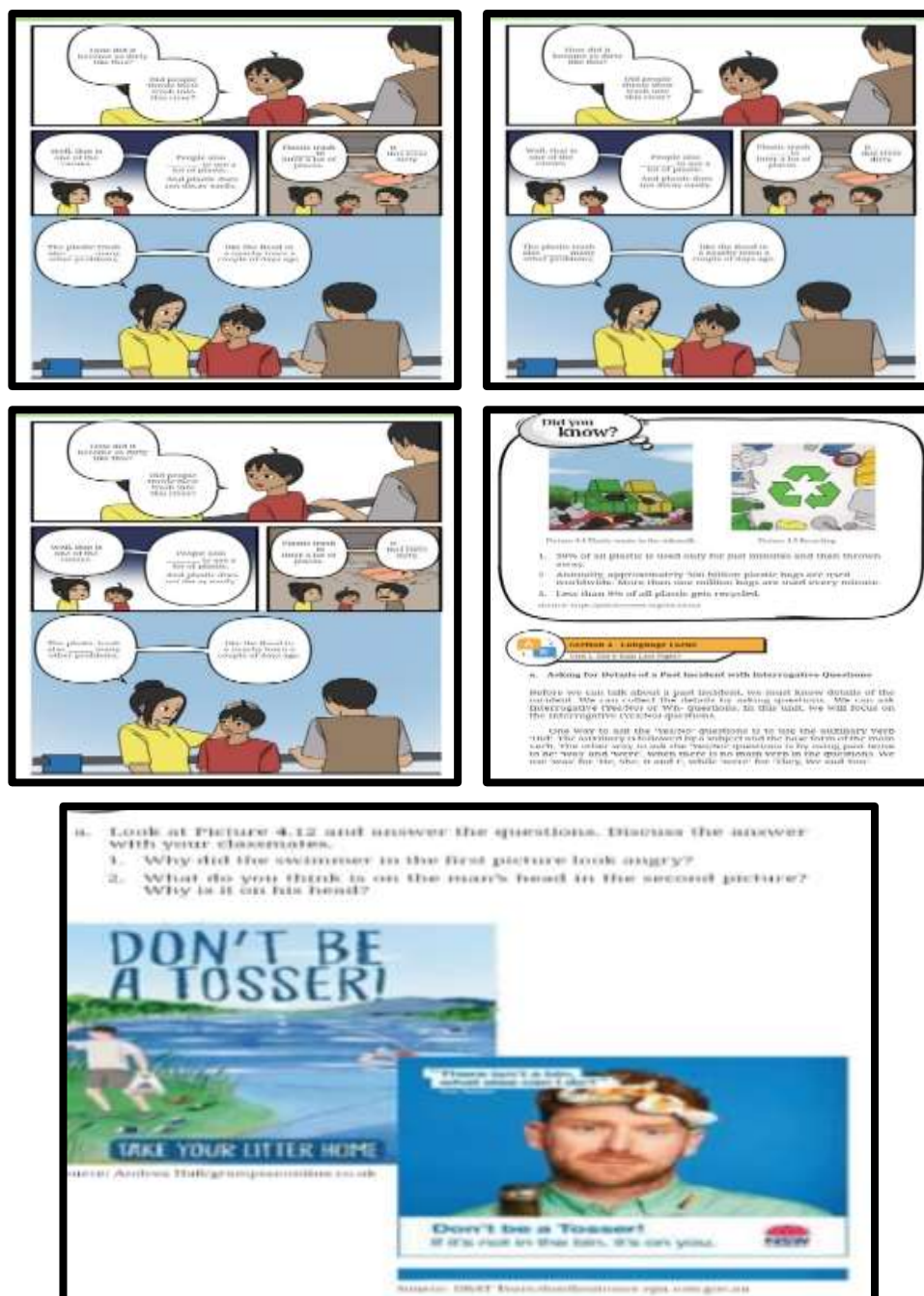
Picture 1.3. (*Helping activities, classroom interaction, kindness illustrations*)

Narrator 1 (Student 1):	Mother Duck was angry.
Mother Duck (Student 5):	Now line up. We will go to the river and swim.
Ducklings (All students):	Quack! Quack! We are swimming in the river.
Narrator 2 (Student 2):	Four yellow duckling jumped in the river and swam behind Mother Duck.
The Ugly Duckling (Student 3):	Quack! Quack! I can swim, too, Mother!
Narrator 3 (Student 3):	After swimming, the yellow ducklings started to play. The Ugly duckling tried to play with his brothers and sisters, ran
The Ugly Duckling (Student 5):	Quack! Quack! I can jump and shake my wings!
Narrator 2 (Student 2):	But, the yellow ducklings yelled
Ducklings (All students):	Go away!
Narrator 1 (Student 1):	The Ugly duckling walked with his head down. He was sad.
Narrator 3 (Student 3):	The Ugly Duckling went to his mum and said,
The Ugly Duckling (Student 3):	"Mom, they don't want to play with me. Am I too ugly?"
Mother Duck (Student 5):	"You're different. You are not yellow but gray and brave."

[illegible][illegible]

Unit 3. Kindness and Friendship





Picture 1.5. (Cleaning activities, public hygiene illustrations)



Picture 1.6 (Self-confidence, friendship, diversity illustrations)

Unit 3: Practice Makes Perfect



LIVING BY THE CITARUM RIVER BANKS

Pak Sutrisno lives on the banks of the Citarum River. He started fishing in the Citarum river when he was a teenager and chose to be a fisherman since he grew up. After being a school master, being a fisherman was the second best job for people living in that area. It was a good decision as everything was fine till seventeen years ago and started going worse from five years ago.

Starting from that time, Pak Sutrisno did not catch much fish as he used to. Less and less fish, he thought. Then, he often comes home empty-handed. As a result, he had to think a lot about his life. He said that he could no longer be called a fisherman. Instead, he should be called a scavenger because he collected and sold plastic waste to make a living. He collected the garbage from the same river he used to fish - the Citarum river.

The Citarum River was often labeled as the world's most polluted river. Every day, no less than 20,000 tons of waste and 540,000 tons of wastewater are thrown into this river. The wastewater came from around 2,000 textile factories. The waste killed the fish and destroyed the environment. The Citarum river is the third biggest river in Java but since then, the fish were largely gone. In total, about 90% of its fish species was no longer found in the river since 2005.

As the river remained chemically that killed the animals living in and drank the water, there were dead animals floating along the water and roads. Not only the river's bad smell and color, but also the polluted water made people suffer from skin and respiratory diseases and farmers lost their crops. This condition gave bad conditions in its surrounding, including Pak Sutrisno and 15 million people living near the river, and people depending on the electricity produced from the river.

(Adapted from: <https://thebigidea.com/indonesian-education-the-waste-man-edited.com/>.)

Section 3 - Say What You Know
Unit 3: Practice Makes Perfect



Picture 1.7 (Career discussions, future job)

SMP Merdeka's School Parade

On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed up like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked handbells, swords, and many more. They also wore many red and white stickers making the event more patriotic.

In the beginning, as instructed, all participants lined up and started to march. Then, they marched along the decided route passing some villages near SMP Merdeka. The villagers were very excited to watch the parade pass their houses. Many of them stood along the street welcoming and cheering the parade.

Not so long after, the parade reached the rest post. It was the place for participants to draw a dove prize coupon and have some drinks. After drawing a coupon, they continued to parade to their school as the final destination.

After returning to school, all participants took some rest while waiting for the door prize announcement. Finally, the headmaster announced the winner. There were ten students who got the door prize and Galang was one of them. Everyone felt happy with the event.

Find a video of a unique parade celebrating a country's independence day. Retell the activities in that parade. Don't forget to use time connectives that you have learned in this unit to retell the story. You may post it on your social media.



English for Nusantara | Grade SMP/MTs Kelas VIII



Picture 2.0 (classroom introduction activity and student interaction picture)

6. Study the challenge below, then at the top of section 2, can you tell us the value of the picture of the student? The following is the text taken from Unit 3 Section 6. Pay attention to the structure of the text below.	
Introduction and Description The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.	Text in Unit 3 Section 2 The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.
Reasons of success The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.	Reasons of success The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.
Conclusion The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.	Conclusion The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.

How many times did you see the picture?	
Observations The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.	Section 2 The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.
Reasons of success The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.	Section 3 The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.
Conclusion The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.	Section 4 The picture shows a group of people sitting on the ground, looking at a picture of a person standing. The picture is a photograph of a person standing in a field, surrounded by other people. The person is wearing a white shirt and a blue tie. The background is a green field with trees in the distance.

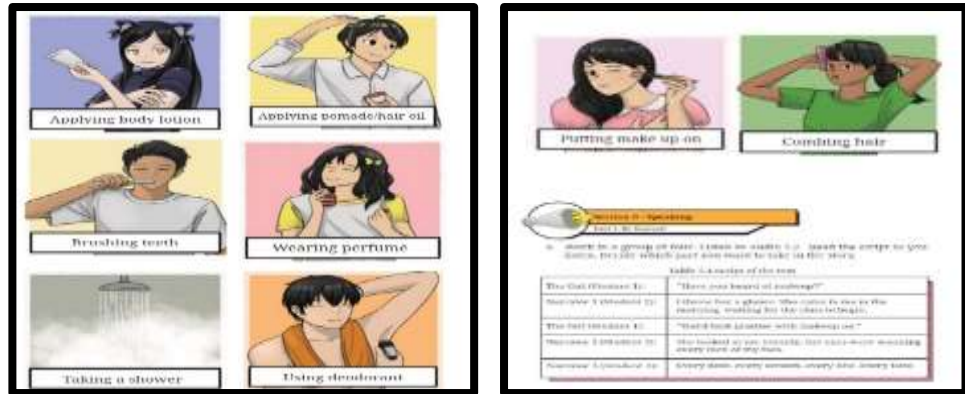
Picture 2.1 (helping and kindness activity)



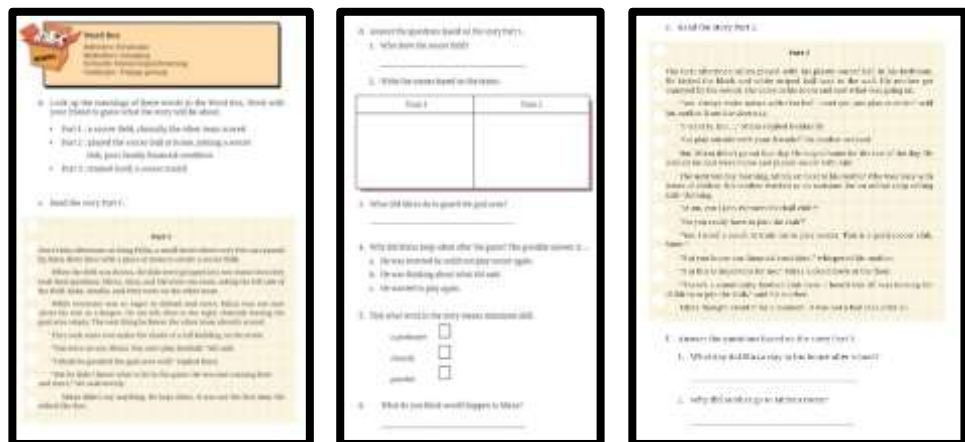
Picture 2.2 (environmental teamwork and discussion picture)



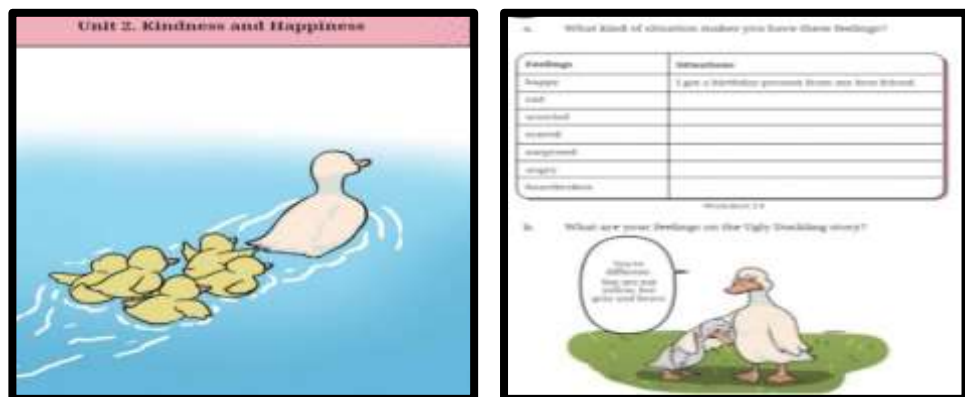
Picture 2.3 (cleaning and hygiene activity)



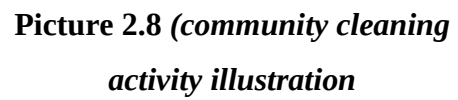
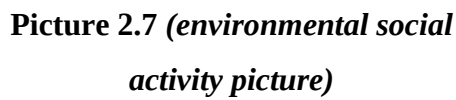
Picture 2.4 (Friendship and self-confidence interaction picture)



Picture 2.5 (career discussion and group activity picture)



Picture 2.6 (helping behavior illustration)



Picture 3.0 (public hygiene) responsibility illustration

b. Share of the income and savings of each interviewee while stating that every income was given from the project (the savings were not given)		
Interview		
Interviewer	Expense and Savings	Findings, Interviewee
Interviewer 1 (Interview 1)	"Have you found of savings?"	Interviewee Answered: Nothing like
Interviewer 1 (Interview 2)	"I have not a lot, but what not in the morning, because for the day to begin"	
Interviewer 1 (Interview 3)	"What kind of profit with savings?"	
Interviewer 1 (Interview 4)	"We looked in the morning, but they were not giving every thing all day then"	
Interviewer 1 (Interview 5)	"They had some income, every day, every day"	
Interviewer 1 (Interview 6)	"Suddenly all the people's food was in hands with throughout my job, everything I saw, everything in the day of the morning, I did not know what was"	
Interviewer 2 (Interview 7)	"Nothing, I don't"	
Interviewer 2 (Interview 8)	"I don't know about"	
Interviewer 1 (Interview 9)	"We started coming to do the work, because a long time was required by the union, approximately two weeks of the month for the people were absent"	
Interviewer 2 (Interview 10)	"They got better, I was sent to the new house, then, because everything was completely changed and they had no money, they lost"	

8. Answer the questions based on the audio.

- What is causing a great big history world wide's movement?
- What is the great threat?
- Whose conversation is important in Blomdia's independence?
- Why does right think nothing?

Worksheet 1/2



Work Sheet

1. What is the main topic of the text?

2. What is the main problem?

3. What is the main solution?

4. What is the main conclusion?

5. What is the main recommendation?

6. What is the main warning?

7. What is the main advice?

8. What is the main suggestion?

9. What is the main proposal?

10. What is the main recommendation?

9. Complete the following chart. Write in the columns above just what is in the chart. Then, write in the columns below just what you think the text is about.

What is the main topic?	What is the main problem?	What is the main solution?	What is the main conclusion?
What is the main topic?	What is the main problem?	What is the main solution?	What is the main conclusion?

5. Circle the words that could describe how Henry was feeling in each part. You can choose more than one word.

anxious	chancey	stilly
excited	surprised	sad
worried	disappointed	happy
upset	cranky	hopeful
	mad	

Part 1	Part 2	Part 3

Word Bank

reusable
 recycling
 waste
 plastic
 trash
 litter
 pollute
 clean
 green

4. Read the poster from Figure 3.4.

5. Read the elements at the poster.

The poster above gives instructions to the audience. It pays attention to the goal and steps. Identify the goal and steps in the poster.

Goal	
Steps	

8. Listen to Audio 2.5. Monica and Lindsay are talking about a story. Listen and identify the title of the story.



Audio 2.5: Talking about a story

Girling: Hi, Monica. What are you doing?

Monica: Hi, Girling. I'm entering in a story. The title is The _____ It's an assignment from Mr. Hill.

Girling: Remembrance?

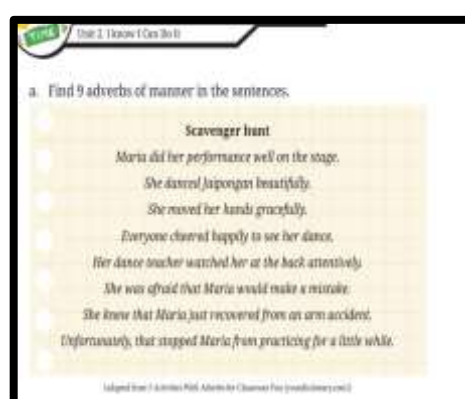
Monica: My goodness! Almost forgot about it. Can we listen to it together?

Girling: Sure thing. It's on the headspeaker there.

9. Work with a classmate and decide the sequence of the story. Write a number on each picture based on your prediction. (Monica was last to leave the page.)



Picture 3.7 (diversity and self-acceptance picture)



Picture 3.8 (future career and aspiration illustration)



Picture 3.9 (students appearance illustration)



Picture.4.0 (self-expression activity and classroom interaction showing diversity)



Picture 4.1 (discussion about environment and local identity)

Expressions of uncertainty		Expressions of certainty	
I'm not sure about it.	Saya tidak yakin.	Yes, I am certain.	Ya, saya yakin.
I doubt it.	Saya meragukannya.	I'm a hundred percent certain.	Saya yakin seratus persen.
I'm not really sure about...	Saya tidak begitu yakin tentang...	I'm absolutely sure.	Saya sangat yakin.
I don't know for sure.	Saya tidak tahu pasti.	I have no doubt about it.	Saya tidak ragu akan hal itu.
It's very unlikely.	Itu sangat tidak mungkin.	I'm sure about it.	Saya yakin akan hal itu.
I have my own doubts.	Saya ragu.	I don't think there can be any doubt about...	Sepertinya tidak ada yang perlu diragukan tentang...
I don't think so.	Saya kira tidak begitu.	Of course.	Tentu.
I don't believe this is true.	Saya tidak percaya bahwa ini benar.	I'm positive.	Saya yakin.
I'm not a hundred percent sure.	Saya tidak seratus persen yakin.	I'm quite sure about it.	Saya cukup yakin akan hal itu.
I don't know yet.	Saya belum tahu.	I'm absolutely certain that...	Saya benar-benar yakin akan...

Expressions of likes	
I like...	Saya suka...
I love...	Saya cinta...
I really love...	Saya sangat suka...
I adore...	Saya mengidolakan...
I really enjoy...	Saya sangat menikmati...
I am crazy about...	Saya sangat-gila dengan...
I am very fond of...	Saya sangat menyukai...
I am very keen on...	Saya sangat tertarik pada...
Expressions of dislikes	
I dislike...	Saya tidak suka...
I don't like...	Saya tidak cinta...
I hate...	Saya benci...
Oh, how much I hate...	Sungguh sangat saya benci...
I am not keen on...	Saya tidak tertarik pada...
I am not up with...	Saya tidak sependapat dengan...
I don't think I like...	Saya rasa saya tidak suka...
I don't stand with...	Saya tidak setuju dengan...

Picture 4.2 (social gathering and interaction picture)