



KELAS 12

BAHASA INGGRIS

Exploring Our World Through English:

Buku Pegangan Bahasa Inggris untuk Siswa Kelas 12

Kata Pengantar

Puji syukur kami panjatkan kepada Tuhan Yang Maha Kuasa atas terbitnya e-book Bahasa Inggris ini yang merupakan bagian dari upaya menghadirkan pembelajaran yang lebih mudah diakses oleh seluruh pelajar Indonesia. Bahasa Inggris adalah mata pelajaran yang mempelajari keterampilan berbahasa Inggris, mulai dari membaca, menulis, berbicara, dan menyimak, yang berguna untuk berkomunikasi secara global dan meningkatkan daya saing di era modern.

E-book ini disusun berdasarkan Capaian Pembelajaran Bahasa Inggris Fase E (sesuai dengan Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka). Konten e-book ini dirancang agar peserta didik dapat memahami materi Bahasa Inggris secara komprehensif, mengasah keterampilan berpikir kritis, serta menerapkannya dalam kehidupan sehari-hari. Selain materi utama, e-book ini juga dilengkapi dengan latihan soal, pembahasan, serta tautan ke sumber belajar tambahan seperti video pembelajaran interaktif.

E-book ini merupakan bagian dari platform [Fitri](#), sebuah platform pembelajaran digital yang menyediakan akses gratis ke berbagai materi belajar, termasuk e-book, latihan soal, dan video pembelajaran interaktif untuk seluruh anak Indonesia. Fitri hadir sebagai wujud kontribusi nyata dalam mendukung pemerataan akses pendidikan berkualitas di Indonesia. Dengan semangat gotong royong dan inklusi, Fitri berkomitmen untuk membantu seluruh siswa, di mana pun berada, agar dapat belajar secara mandiri, efektif, dan menyenangkan. Hal ini selaras dengan tujuan besar pendidikan Indonesia, yaitu mewujudkan generasi yang cerdas, berkarakter, dan siap menghadapi tantangan zaman.

Akhir kata, kami mengucapkan terima kasih kepada semua pihak yang telah mendukung tersedianya e-book ini. Semoga kehadiran e-book Bahasa Inggris ini dapat memberikan manfaat nyata dalam proses belajar peserta didik dan turut berkontribusi dalam meningkatkan literasi bangsa.

Jakarta, Juni 2025

Tim Fitri

Table of Contents

LESSON 1: TIMELESS ADVENTURE AND MAGICAL JOURNEYS	4
1. The Art of Expression: Crafting Vibrant Narrative	6
2. Everyday Information: The Key of Communication.....	15
3. Speaking through the lens	23
LESSON 2: A GLIMPSE INTO FUTURE: A DAY IN THE LIFE OF VISIONARIES.....	31
1. Painting People with Words.....	33
2. Sketching Lives with Descriptive Text.....	43
3. The Perfect Tense in Action.....	49
LESSON 3: BUILDING BRIDGES OF DREAMS, MEMORIES AND POSSIBILITIES THROUGH WORDS	57
1. Speak Your Mind.....	59
2. Wishing for a Better World	71
LESSON 4: VOICES OF THE MODERN WORLD	83
1. Finding Harmony in Differences	85
2. Discovering the Power of Your Voice	95
3. The Art of Great Discussions.....	106
LESSON 5: ECHOES OF THE HEART: EXPRESSING FEELINGS WITH WORDS	120
1. Cracking the Code of Creativity	122
2. The Heart of Poetry	133
3. Language Gems	145
LESSON 6: ANSWERING NATURE'S CALL FOR HELP	154
1. Spreading the Message for Wildlife	156
2. Making Yourself Heard	167



LESSON 1

TIMELESS ADVENTURE AND MAGICAL JOURNEYS

Character of Pancasila Students

▷ Critical Thinker

Analyze narrative texts, identify key themes, and evaluate speech forms critically to build logical arguments.

▷ Collaborative

Practice engaging in discussions, exchanging ideas, and providing meaningful responses in group settings.

▷ Empathetic

Understand and respect different perspectives from stories, applying empathy in communication.



Introduction

Every story begins with words, and every conversation can lead you on a new adventure. In this lesson, we'll explore how to use language to express ideas, share adventures, and build meaningful connections with others. You'll learn how to use intensifiers and modifiers to make your language more colorful and precise, and how direct and indirect speech can make your storytelling more vibrant.

Let's dive into the world of narrative texts and learn how to tell compelling stories that leave an impact. Get ready for a journey where language is the key to unlocking new worlds!



Keywords: Narrative Texts, Summarizing, Speech and Conversation

The goals of this chapter are: Understanding Everyday Information, Analyzing Narrative Texts, and Using Direct and Indirect Speech Effectively.

1. Strengthening Information Exchange Skills

- ▷ Develop the ability to formulate and ask detailed questions to gather important information in different situations.
- ▷ Respond effectively to questions by providing detailed and meaningful answers.
- ▷ Learn how to confirm and clarify details to avoid confusion during conversations.
- ▷ Improve the ability to confidently exchange ideas and information.

2. Expanding Vocabulary and Contextual Understanding

- ▷ Learn new words and recognize how the meaning of words changes depending on the situation or context.
- ▷ Understand how modifiers can bring stories to life by creating vivid mental images.
- ▷ Learn to use descriptive words (modifiers) to make sentences more precise and engaging.
- ▷ Practice improving unclear or simple sentences by adding appropriate details.
- ▷ Improve expression by using alternative words (synonyms and idioms) to add variety to your language.

3. Unlocking a Deeper Understanding of Narrative Texts

- ▷ Understand the purpose, structure, and language features of stories to see how they work.
- ▷ Identify common themes and characters in stories from different cultures or genres.
- ▷ Explore how different times and cultures influence storytelling styles and ideas.

4. Mastering Direct and Indirect Speech

- ▷ Learn and understand how to use direct speech to make conversations in stories more lively and real.
- ▷ Learn the rules for changing tenses, pronouns, and punctuation when switching between speech forms.
- ▷ Practice using direct and indirect speech to retell events in an interesting way.

5. Confidently Developing Summarization Skills

- ▷ Learn to pick out the main points and supporting ideas in a story for clear summaries.
- ▷ Practice summarizing stories by focusing on the most important events and ideas.
- ▷ Write summaries that include both key details and your own interpretation of the story.
- ▷ Use summaries as a tool for preparing discussions, creative projects, or presentations.

F

I

T

R

I

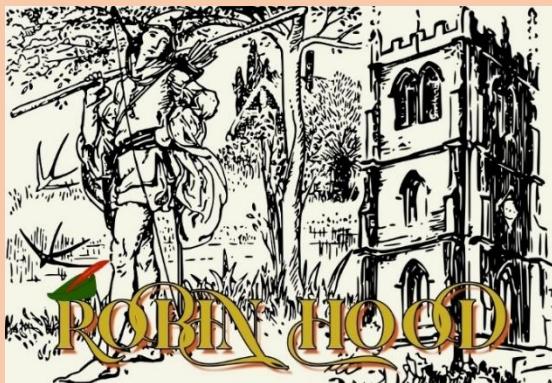


1. The Art of Expression: Crafting Vibrant Narrative

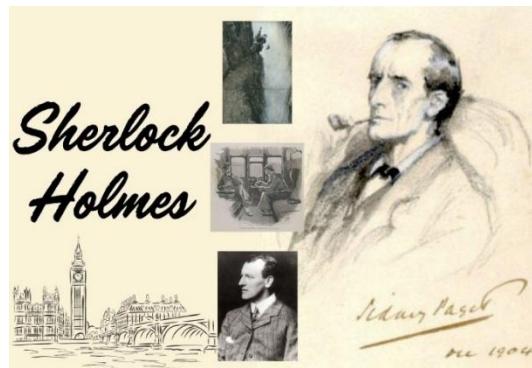
Discover how small words can make a big difference! In this unit, you'll learn to use intensifiers and modifiers to add color, emotion, and excitement to your sentences. Let's explore the magic of language through the legendary tales of Robin Hood, Sherlock Holmes, Aladdin, and Pinocchio!

Mission 1. Rediscovering Legendary Stories

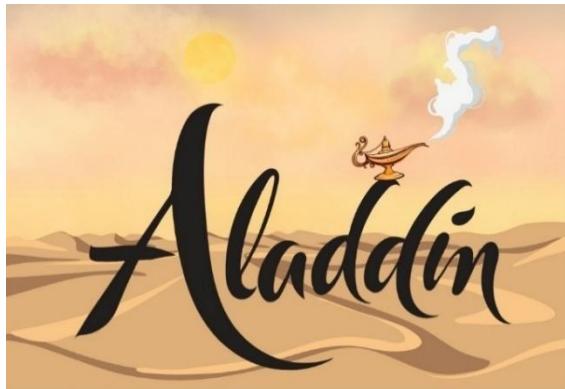
Let's uncover which stories you know, share your thoughts, and imagine the adventures they hold!



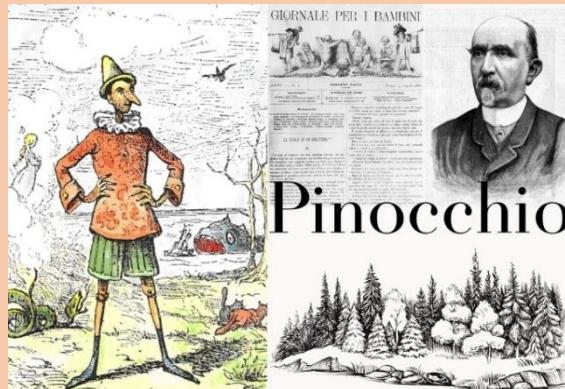
Robin Hood



Sherlock Holmes



Aladdin



Pinocchio

1. Do you recognize any of these stories? Which ones have you heard of before?
2. Which of these stories do you already know? Can you name the main characters?
3. Who do you think are the main characters in these stories? What do you know about them?
4. Out of all the stories shown here, which one do you think you'd enjoy the most? Why?
5. Have you ever seen a movie, show, or read a book about any of these stories? What do you remember about it?

Mission 2. Guess the Story

In this mission, your task is to identify the title of a story by thoughtfully analyzing the synopsis provided. Each synopsis contains valuable hints that will lead you closer to discovering the correct answer.



Synopsis	Name/Title
<p>This is the story of a young man who lives a humble life until one day he stumbles upon a magical lamp. Inside the lamp is a powerful genie who grants him three wishes. With the genie's help, he becomes wealthy and meets the princess of his dreams. However, a cunning and evil sorcerer plots to take the lamp and its powers for himself. The young man must use his wit and bravery to protect the lamp, save the princess, and defeat the villain.</p>	Aladdin
<p>A brave outlaw lives in the forest with a band of loyal followers. He is known for his exceptional archery skills and for robbing the rich to help the poor. While he fights for justice, he faces challenges from a greedy sheriff who wants to capture him. Along the way, he becomes a symbol of hope for the oppressed and an inspiration for those seeking fairness and equality.</p>	.....
<p>A wooden puppet is carved by a kind old craftsman who wishes for the puppet to become a real boy. When his wish is granted, the puppet begins his journey to learn about life. Along the way, he faces challenges, including temptations that lead him astray and mistakes that cause him to grow. With the help of his conscience and the lessons he learns, he discovers that honesty, bravery, and kindness are the keys to becoming truly human.</p>	.....
<p>A brilliant detective is known for his sharp observation skills and his ability to solve the most complex mysteries. With his loyal assistant by his side, he unravels crimes that baffle everyone else. In one of his famous cases, he investigates a peculiar mystery involving a secret organization and a series of strange clues. Using logic, deduction, and determination, he uncovers the truth and brings justice to those involved.</p>	.....

Mission 3. Matching Activity

Get ready to step into the world of these incredible stories! Each character has a unique role to play, but their descriptions have been mixed up. Your mission is to match the characters in the table with their correct descriptions.

Character	Description
1. Robin Hood	A. A brilliant detective who solves mysteries.
2. Sherlock Holmes	B. A clever outlaw who fights for justice.
3. Aladdin	C. A wooden puppet who learns to become a real boy.
4. Pinocchio	D. A young man who embarks on an adventure with a lamp.

Mission 4. Iconic Elements of Stories

Take a moment to think about Robin Hood, Sherlock Holmes, Aladdin, and Pinocchio. What makes them memorable and recognizable? Is it a specific object, a famous location, or a character's unique quality? Identify and list at least three iconic elements for each story.

Story	Iconic Elements
Robin Hood	<i>Bow and arrow, helping the poor, stealing from the rich.</i>
Sherlock Holmes	.....
Aladdin	.....
Pinocchio	.....

Mission 5. Uncovering the Moral Values of Legendary Stories

Think back to the four stories we've explored: Robin Hood, Sherlock Holmes, Aladdin, and Pinocchio and write short paragraphs to summarize the moral values of each story.

Robin Hood

.....
.....
.....
.....

Sherlock Holmes

.....
.....
.....
.....

Aladdin

.....
.....
.....
.....

Pinocchio

.....
.....
.....
.....

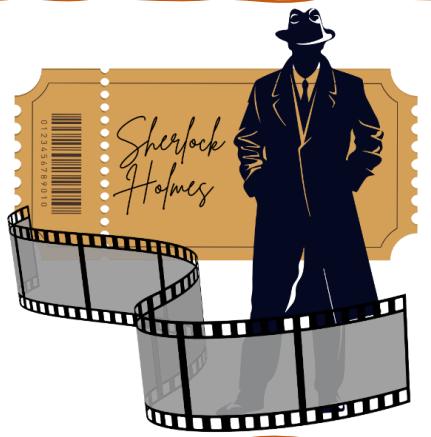


Do You Know?

Sherlock Holmes has been portrayed on screen more than any other fictional character, appearing in over 250 films and TV adaptations.

Interestingly, Holmes was also inspired by a real person: Dr. Joseph Bell, a professor known for his uncanny ability to deduce details about people with just a glance.

Beyond his sleuthing skills, Holmes is a man of many talents; he's an accomplished violinist, boxer, and even a beekeeper in his later years. These details make Sherlock Holmes more than just a detective—they make him a true legend!



Mission 6. The Secret of Powerful Word

Dive into Robin Hood's thrilling adventure and focus on the underlined words. Notice how these words make the sentences more vivid and exciting. Reflect on how they change the tone of the story and why authors use them.

Robin Hood and the Sheriff's Treasure



Robin Hood – Shutterstock.com 2481482103

The sun was extremely bright as Robin Hood stood in the heart of Sherwood Forest, his bow slung across his back. The news he had just heard was absolutely shocking—the Sheriff of Nottingham had stolen an incredibly valuable treasure from the villagers. Robin knew he had to act, and he had to act very quickly.

Gathering his Merry Men, Robin explained the plan. "The Sheriff's guards are unbelievably strong, but we are totally prepared for this challenge," he said with confidence. The group was incredibly motivated, ready to risk everything to bring justice to the poor.

That night, the forest was surprisingly quiet as Robin and his team approached the Sheriff's heavily guarded castle. The guards seemed extremely alert, their eyes scanning every shadow. "This is going to be incredibly difficult," whispered Little John, gripping his staff tightly.

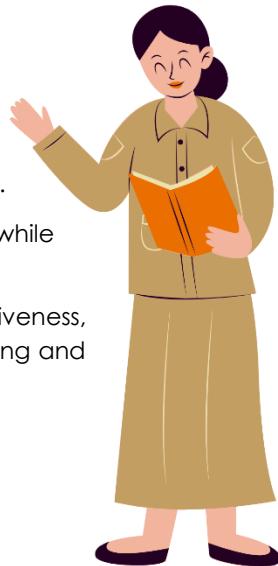
But Robin was completely focused. With a perfectly timed signal, his team distracted the guards, allowing him to sneak into the castle. The treasure chest was ridiculously heavy, but Robin's determination was absolutely unstoppable. He lifted the chest and slipped back into the forest his heart pounding incredibly fast.

By dawn, the villagers gathered to find their treasure returned. The joy on their faces was truly unforgettable, and Robin felt incredibly proud of what they had achieved together. "Justice is always worth the risk," he said, smiling very brightly.

Knowledge Corner

Intensifiers are words that strengthen the meaning of another word, typically an adjective or adverb. They add emphasis, emotion, or importance to a sentence.

- ▷ The purpose of intensifiers is to make descriptions more vivid and expressive while conveying strong emotions or emphasizing opinions.
- ▷ Intensifiers are essential because they add emotion, emphasis, and expressiveness, making both writing and speaking more engaging and impactful in storytelling and everyday conversation.
- ▷ Intensifiers are placed before the adjective or adverb they modify.
- ▷ Overusing intensifiers can make writing sound repetitive or less impactful.
- ▷ Common intensifiers:



Word	Function	Example
Very	Adds a strong degree of emphasis	very tired, very beautiful
Extremely	Indicates a higher level of intensity	extremely happy, extremely fast
Absolutely	Suggests complete or total emphasis	absolutely correct, absolutely stunning
Incredibly	Describes something that is hard to believe or exceptionally intense	incredibly brave, incredibly important
Totally/completely	Shows totality or completeness	totally ready, completely exhausted

Mission 7. Exploring the Power of “Intensifiers”

After reading the story “**Robin Hood and the Sheriff’s Treasure**” in the previous mission, it’s time to dive deeper to the text! Answer the questions below to share your insights.

1. List five intensifiers from the story “**Robin Hood and the Sheriff’s Treasure**” and the sentences where they were used!
2. How do the intensifiers in the story make Robin Hood’s adventure more exciting?
3. Why do you think the author used intensifiers in this story?



4. Have you ever used words like these in your own conversations or writing? Give an example.
5. Write your own sentence about Robin Hood's adventure using at least two intensifiers.

Mission 8. Boost Your Words with Intensifiers

In the table above, you will see a list of words. Your task is to create your own sentences using these words and make them more expressive by adding an appropriate intensifier.

Word	Modified Sentence
Smart	Sherlock Holmes is absolutely smart .
Big
Dark
Brave
Valuable
Happy

Mission 9. Create a Story with Intensifiers

Create a short narrative inspired by your own experiences, using intensifiers to make your writing more vibrant and expressive. Highlight or underline the intensifiers to show how they add depth and emphasis to your narrative.

.....
.....
.....

Mission 10. Identify the Dialogue

Read the dialogue below and pay close attention to the underlined words. Think about their purpose and impact on the dialogue.

Kevin, Niki, Susan, and Wanda are sitting in a cozy classroom after finishing a lesson about famous stories. They're excited to share their thoughts and impressions.

Kevin: Hey everyone, I can't stop thinking about Robin Hood. Isn't he the most fearless hero? I mean, stealing from the rich to give to the poor is such a noble thing to do!

Niki: I agree! He's not just brave; he's also incredibly skilled with a bow and arrow. Did you notice how his shots are always so perfectly aimed?

Susan: That's true, but let's not forget Sherlock Holmes. He's the most brilliant detective I've ever read about. His ability to solve the most complex mysteries is simply unbelievable!

Wanda: Oh, definitely! And his partner, Dr. Watson, is such a loyal assistant. I think their teamwork is truly remarkable.

Kevin: Speaking of remarkable, what about Aladdin? He's such a resourceful guy. Imagine finding a magic lamp and outsmarting a cunning villain like Jafar.

Niki: And let's not forget the Genie! He's so funny and powerful. I think he's the most entertaining character in the whole story.

Susan: True, but Pinocchio's story has its own charm. He's such an innocent and curious little puppet. Watching him learn the value of honesty is both heartwarming and inspirational.

Wanda: I know what you mean. His journey to becoming a real boy is such a beautiful transformation. It's a timeless lesson about growth and character.

Kevin: Wow, when you think about it, all these stories have such unique characters and important lessons. I can't decide which one I like the most.

Niki: Me neither! But one thing's for sure—they're all so incredibly fascinating in their own ways.

Reflecting on the dialogue you just read, answer the questions below to deepen your understanding.



1. How does the word *fearless* change your perception of Robin Hood?
2. Between “*Robin Hood is a fearless hero*” and “*Robin Hood is a hero*”, which version is more engaging? Why?
3. Why do you think authors use modifiers when telling stories? What impact do they have on the reader or listener?

Knowledge Corner

- ▷ Modifiers are words, phrases, or clauses that provide more information about a noun, verb, or another word in a sentence. They add detail, description, or emphasis, making sentences more vivid and engaging.
- ▷ Modifiers play a vital role in making sentences more specific and engaging. They help convey emotions, set the tone, and provide essential details that clarify the speaker's or writer's intent. By adding depth and vibrancy, modifiers bring sentences to life, making them not only clear but also enjoyable to read and experience.
- ▷ Modifiers should be placed close to the word they modify to avoid confusion. Example: *The brave knight fought valiantly.*



Mission 11. Match the Vocabulary

Take a look at the vocabulary list and the definitions/meaning provided. Your mission is to pair each word with its rightful meaning—let's see how well you do!

Vocabulary	Meaning	Matching Pair
1. Outlaw	A. A situation requiring a difficult choice between two unfavorable options.	1 - F
2. Genie	B. The act of hiding the truth or misleading someone.	.....
3. Dilemma	C. An opponent or enemy in a conflict or struggle.	.....
4. Scheme	D. An object made by humans, often of historical or cultural significance.	.....
5. Deception	E. The ability to recover quickly from difficulties or challenges.	.....
6. Resilience	F. A person who lives outside the law, often associated with heroic rebellion.	.....
7. Adversary	G. A clever and often dishonest plan or plot.	.....
8. Artifact	H. A magical being that grants wishes.	.....

Mission 12. Quiz

1. Which of the following sentences uses an intensifier?
 - a. The castle is large.
 - b. The castle is incredibly large.
 - c. The castle is ancient.
 - d. The castle has many rooms.
 - e. The castle looks ordinary.

2. What is the purpose of an intensifier?

- To describe a noun or pronoun.
- To provide additional context about the subject.
- To connect two ideas in a sentence.
- To indicate the location of something.
- To make a sentence more emotional or dramatic.

3. Which of the following is NOT a modifier?

- Brave
- Slowly
- Table
- Beautiful
- Extremely

4. Choose the sentence where the modifier is used correctly:

- The incredibly forest was dark.
- The treasure was strangely organized under the sand.
- The brave knight fought the dragon very carefully sword.
- Sherlock Holmes solved the difficult case brilliantly.
- The lamp is absolutely magic.

5. Which sentence contains a weaker intensifier?

- The movie was quite interesting.
- The genie is incredibly powerful.
- Aladdin was absolutely brave.
- The treasure was totally hidden.
- The lamp is extremely magical.



2. Everyday Information: The Key of Communication

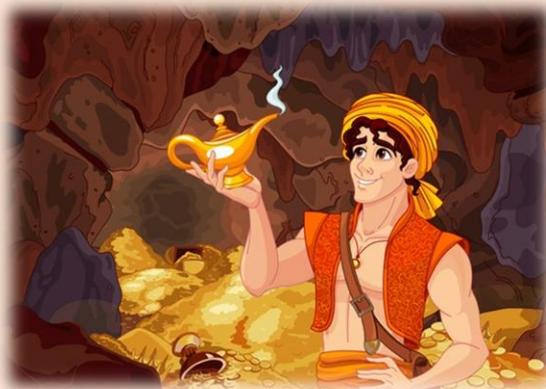
In daily life, we rely on skills like asking for, sharing, sourcing, and verifying information to make decisions and communicate effectively. These ensure the information we use is clear, reliable, and valuable. Let's explore their importance and how they work!

Mission 1. Exploring Aladdin's History

How much do you really know about Aladdin? Your mission is to dive deeper into his enchanting tale and uncover the magic behind his story!

The Untold Story Behind Aladdin

The story of Aladdin is one of the most famous tales from *One Thousand and One Nights* (also known as *Arabian Nights*), a collection of Middle Eastern and South Asian folktales compiled over centuries. However, Aladdin's story has an interesting origin—it wasn't originally part of the Arabic manuscript. It was added later by a French translator, Antoine Galland, in the 18th century, based on a tale he heard from a Syrian storyteller named Hanna Diyab.



Aladdin – Shutterstock.com 1068162260

Set in a mystical, faraway land, the tale of Aladdin revolves around a young, impoverished boy who discovers a magical lamp containing a powerful genie. This discovery leads Aladdin on an incredible journey filled with adventure, danger, and ultimately, personal transformation. Interestingly, in the original version of the story, Aladdin's homeland was not the Middle East but China, although the cultural elements of the story reflect Middle Eastern traditions.

One of the most captivating aspects of Aladdin's tale is the magical lamp and its genie. The genie represents unlimited potential and the ability to change one's circumstances through cleverness and courage. Another lesser-known detail is that the original story also featured a magical ring, which summoned a second, lesser genie to help Aladdin.

Aladdin's transformation from a poor, carefree boy to a clever hero is a central theme of the story. Through wit and bravery, he outsmarts a cunning sorcerer who seeks to steal the lamp's power, wins the heart of Princess Badr al-Budur (later adapted as Princess Jasmine), and gains a life of wealth and happiness. Despite his humble beginnings, Aladdin becomes a symbol of hope and ingenuity.

An interesting fact about Aladdin is that its fame skyrocketed in the West after Disney's 1992 animated film. The movie introduced unforgettable characters like a comedic genie voiced by Robin Williams, which brought humor and modernity to the ancient tale. The film's success cemented Aladdin as a beloved story worldwide, blending traditional elements with new, creative interpretations.

Aladdin's story continues to inspire audiences with its themes of perseverance, courage, and the idea that even the most ordinary person can achieve greatness. Whether in its original form or modern adaptations, the tale of Aladdin remains a timeless treasure in the world of storytelling.

Mission 2. True or False – Aladdin's Origins

Test your understanding of *The Untold Story Behind Aladdin* by determining which statements are true and which are false. After identifying the correct and incorrect information, rewrite the incorrect statements with accurate details based on what you've learned from the text.

No.	Statement	True	False	Correction statement
1.	Aladdin's story was part of the original <i>One Thousand and One Nights</i> .	✓		Aladdin's story was added later by Antoine Galland.
2.	The setting of the original Aladdin story was the Middle East.			
3.	Antoine Galland, a French translator, added Aladdin's story in the 18th century.			
4.	In the original story, Aladdin used a magical sword to fight his enemies.			
5.	Aladdin's lamp had the power to summon a genie who granted three wishes.			
6.	The magical ring in the original story summoned a second genie.			
7.	Aladdin was originally portrayed as a nobleman seeking adventure.			
8.	Aladdin's story teaches that wealth is more important than cleverness.			

Mission 3. Dialogue Insights

Read the dialogue between Vaza and Ica carefully, focus on capturing every piece of information it reveals.

Vaza: Hey Ica, did you know that Robin Hood is one of the oldest legends in English history?

Ica: Really? I've always thought he was just a fictional hero!

Vaza: Well, there's debate about whether he was a real person or just a myth. The earliest mentions of Robin Hood date back to the 13th century in poems and ballads.

Ica: That's amazing! So, what was Robin Hood's main goal?

Vaza: He's famous for stealing from the rich to give to the poor. He lived in Sherwood Forest with his Merry Men, and they fought against the Sheriff of Nottingham's injustice.



Ica: I've heard of the Merry Men! Weren't they like his team?

Vaza: Exactly. Each of them had a special role. For example, Little John was his strongest companion, and Friar Tuck was the clever one.

Ica: That's so cool. And what makes Robin Hood so memorable?

Vaza: People love his sense of justice and bravery. He wasn't just about fighting; he symbolized hope for the oppressed during tough times.

Once you've gathered the information, organize it clearly by writing it in the box provided below

1. Robin Hood was first mentioned in the 13th century in poems and ballads.

2.

3.

4.

5.

Mission 4. Reading and Identify the Conversation

Take a closer look at the conversation below and uncover the details information hidden within!

Bian: Hey Aji, I've been thinking about *Pinocchio*. I know it's a famous story, but I don't know much about its origins. Can you tell me where it came from?

Aji: Sure, *Pinocchio* was written by Carlo Collodi in 1881. It first appeared as a serialized story in an Italian newspaper.

Bian: That's interesting! So, it wasn't always a book?

Aji: Exactly. Collodi later published it as a full novel because the serialized version was so popular.

Bian: Do you know why Collodi wrote *Pinocchio*? Was there a specific purpose behind it?



Aji: Yes, the story was meant to teach children important life lessons about honesty, responsibility, and the consequences of bad behavior.

Bian: That makes sense. Oh, by the way, my sister is working on a project about Pinocchio. Can you pass this information to her? She might find it really useful.

Aji: Of course! I'll let her know the details about Collodi and the moral lessons of the story.

Bian: Thanks. Also, what about the talking cricket? I've heard people call him Jiminy Cricket—was he always in the story?

Aji: He was, but his role was smaller in the original. Collodi called him "the talking cricket," and he tried to warn Pinocchio about making bad choices.

Bian: I see. What about the Blue Fairy? She's such a key character in the movie.

Aji: She was important in the original, too. The Blue Fairy is like a mother figure who helps guide Pinocchio toward becoming a real boy.

Bian: Where did you learn all this?

Aji: I've read the original Pinocchio and some articles about Collodi's life.

Bian: That's awesome. Do you think all this information is accurate?

Aji: Yes, but it's always good to double-check sources, especially with older stories like this. Historical details can sometimes get mixed up.

Bian: That's a great point. Thanks for sharing all this, Aji. I've learned a lot!

Aji: Anytime, Bian. It's a fascinating story with so many layers.



Mission 5. Dive Deeper into the Conversation

In this mission, you'll dive deep into the conversation in mission 5, analyzing it to uncover hidden meanings and insights.

1. Why is it important for Bian to ask specific questions about Pinocchio? How did this help him learn more?
2. Why did Bian ask Aji to share the information with his sister? And how can passing information to others be helpful?
3. Why did Bian ask Aji where he learned about Pinocchio?
4. Why is it important to know the source of information?
5. Aji mentioned that it's good to double-check sources. Do you agree? Why is it necessary to verify if information is correct or not?

Mission 6. Understanding the Conversation

Read the statements below, which are based on the conversation between Bian and Aji in the previous mission (mission 5). For each statement write "True" or "False" in the column. For any statement marked "False", rewrite the correction in the box provided below the table.

Statement	True/false
1. <i>Pinocchio</i> was written by Carlo Collodi in 1881 and first appeared as a novel.	False
2. Collodi's <i>Pinocchio</i> was originally meant to teach children about honesty and responsibility.
3. Jiminy Cricket was called "the talking cricket" in the original story and had a smaller role.
4. The Blue Fairy is portrayed as a villain in the original story.
5. Bian asked Aji to pass the information about <i>Pinocchio</i> to his sister for her project.
6. Aji learned about <i>Pinocchio</i> from reading the original story and articles about Collodi.
7. Aji suggested that it's unnecessary to verify information about old stories.

Correction box:

1. *Pinocchio* was written by Carlo Collodi in 1881 and first appeared as a serialized story.
2.
3.
4.
5.

Knowledge Corner

- a. Asking for detailed information involves seeking specific, in-depth answers to clarify or expand your understanding of a topic.
 - ▷ It is crucial because it helps you gain a deeper understanding of the subject, uncover important details that might not be immediately apparent, and ensures accurate communication by reducing assumptions and filling gaps in knowledge.
Examples: "What year was this written?", "Can you explain why this character is important?", "What specific lessons does the story teach?"
- b. Asking to pass information involves requesting someone to share details with another person who might need it.
 - ▷ It is essential because it ensures relevant details reach those who need them, fosters collaboration and teamwork by keeping everyone informed, and maintains a smooth flow of communication, especially in group settings or projects.
Examples: "Can you pass this news to your team?", "Would you share this detail with the class?", "Can you let her know about this event?"



- c. Finding the source of information means identifying where or how someone learned about a topic.
 - ▷ It is vital because it helps verify the reliability and credibility of the details, allows you to trace back to the original context for deeper understanding, and prevents the spread of misinformation.
 - ▷ Examples: "Where did you learn this?", "What's the source of this information?", "Did you hear this from a credible source?"
- d. Verifying accuracy involves checking whether the information you've received is correct and supported by evidence.
 - ▷ It is essential as it ensures you base your actions on factual and reliable details, prevents misunderstandings or errors in communication, and supports sound decision-making in academic, professional, and personal contexts.
 - ▷ Examples: "Are you sure this detail is correct?", "Have you verified this with another source?", "Can you show me where you found this?"
- e. Confirming or stating whether information is correct or incorrect involves evaluating the accuracy of details and clearly communicating your conclusion based on evidence or knowledge.
 - ▷ It is essential for clarifying misunderstandings, ensuring accuracy, building trust and credibility in communication, and resolving conflicts or confusion by establishing a shared understanding of the facts.
 - ▷ Examples: "that's correct", "that's not true", "Actually, that's incorrect".

Mission 7. Fill in the Blanks

Complete the blanks in the conversation below with appropriate words or phrases based on your understanding of the context and the skills we've learned.

Mawar: Hey Nila, Karin, have you ever heard about Sherlock Holmes? He's one of the most iconic fictional characters.

Nila: Yes, I know a bit about him. But can you _____ (1) about how he solves cases? I've always found his methods fascinating.

Karin: He uses a technique called deduction. Basically, he observes small details and _____ (2) how they fit together to solve mysteries.

Mawar: That sounds so impressive. By the way, can you _____ (3) this information to my brother? He's a huge Sherlock Holmes fan, and I think he'd love to know more about deduction.

Nila: Sure! But where did you _____ (4) all this information? Have you read the original books?

Karin: Yes, I've read some of them, and I've also watched a few documentaries about Sir Arthur Conan Doyle.

Mawar: That's awesome! Do you think the part about Holmes living at 221B Baker Street is _____ (5)? I've read that it might have been made up.

Do You Know?

Did you know that human brains process information 60,000 times faster than text? This is why clarity and accuracy are so important when sharing information, especially in spoken or written communication.



Nila: Actually, it's true that it's a fictional address in the books, but in real life, there's now a museum at that location dedicated to Sherlock Holmes.

Mawar: Wow, that's so cool! Thanks for confirming that. It's amazing how a fictional character has become such a cultural icon.

Mission 8. Match the Correct Expression and Response

Match each expression to its most suitable response by drawing a line between them.

Expression	Response
1. Can you explain why the magical lamp is so important in Aladdin's story?	A. I'll let him know about it after class.
2. Can you pass the details about Aladdin's magical ring to your friend?	B. No, that's incorrect. He started as a poor boy from a humble background.
3. Where did you learn about the setting of the original Aladdin story?	C. Sure, it grants three wishes and changes Aladdin's life completely.
4. Is it correct that Aladdin was a prince at the beginning of the story?	D. It was added to <i>One Thousand and One Nights</i> by a French translator.
Are you sure the Genie only grants three wishes?	E. I read it in an article about <i>One Thousand and One Nights</i> .
6. What's the source of your information about Aladdin's origins?	F. Yes, the original story was set in China, though it includes Middle Eastern elements.
7. Can you confirm if Aladdin's story was originally set in China?	G. Yes, in most versions, the Genie follows this rule, but some adaptations vary.

Mission 9. Quiz

1. Which of the following is the best example of asking for detailed information?
 - a. "Can you explain the main theme of Aladdin's story?"
 - b. "Do you like Aladdin's story?"
 - c. "Is Aladdin your favorite character?"
 - d. "Did you read the story of Aladdin?"
 - e. "What is the title of the story about Aladdin?"
2. **Mawar:** Nila, can you pass the details about Sherlock Holmes' cases to Karin?
Nila: Of course! I'll let her know after class.
What skill is being demonstrated in this conversation?
 - a. Asking for detailed information
 - b. Verifying the source of information
 - c. Confirming information is true

- d. Asking to pass information
- e. Asking for clarification

3. Which of the following questions demonstrates verifying the accuracy of information?

- a. "Where did you find this information about Aladdin's lamp?"
- b. "Can you confirm if the Genie grants three wishes?"
- c. "What do you think about the Genie's powers?"
- d. "Do you believe the Genie is the best character in the story?"
- e. "How does the Genie grant wishes?"

4. **Bagus:** Andre, where did you learn that Pinocchio was originally a serialized story?

Andre: I read it in an article about Carlo Collodi.

What skill is being demonstrated in this dialogue?

- a. Sharing background knowledge
- b. Finding the source of information
- c. Asking for detailed information
- d. Confirming the accuracy of information
- e. Passing information to others

5. Which of the following responses best demonstrates confirming information is correct?

- a. "I think that's true, but I'm not entirely sure."
- b. "It doesn't matter whether the information is true or not."
- c. "I don't know, and I haven't checked."
- d. "I'll need to look it up before answering."
- e. "Yes, that's absolutely correct. Aladdin's story was set in China originally."



3. Speaking through the lens

In this unit, you will explore how to accurately express and report what others say using **direct and indirect speech**. Learn how to transition between quoting someone's exact words and paraphrasing their ideas while maintaining clarity and meaning.

Mission 1. Spot the Difference: Understanding Direct and Indirect Speech

Below are pairs of sentences. Identify the key differences between the two forms then label them as either direct speech or indirect. Consider the use of quotation marks, changes in pronouns, and shifts in verb tense.

.....
She said, "I am going to the market."	She said that she was going to the market.
"We will visit the museum tomorrow," said John.	John said that they would visit the museum the next day.
He asked, "Can you help me with my homework?"	He asked if I could help him with his homework.
"I enjoy reading books," said Emma.	Emma said that she enjoyed reading books.
"Did you finish the project?" asked the teacher.	The teacher asked whether I had finished the project.

Knowledge Corner

- ▷ **Direct speech** is a representation of the exact words spoken by someone. It captures the original wording without any changes, this speech usually used in narrative text. Quotation marks are used to enclose the words, and the sentence includes a reporting verb. Example: *she said, "I am Studying for the test"*
- ▷ **Indirect speech** is a way of reporting what someone said by paraphrasing or rephrasing their words. It does not use quotation marks and often involves changes in pronouns, verb tenses, and time expressions to fit the context of the report. Example: *She said that she was studying for the test*.
- ▷ Direct speech quotes exact words for accuracy, while indirect speech summarizes or reports them concisely. Both are essential for clear communication, storytelling, and formal writing.
- ▷ Key differences:



Direct speech	Indirect speech
Uses the exact words spoken	Paraphrases the original words
Always used quotation marks	Not used quotation marks
The verb tense stays the same	The verb tense Often shift one tense back (back shifting)
The pronouns remain as spoken	The pronouns change to fit the context

▷ The use of direct and indirect speech in affirmative and negative sentences:

Tense or modals	Direct speech	Indirect speech
Present Simple	Aladdin said, "I love exploring caves."	Aladdin said that he loved exploring caves.
	Aladdin said, "I don't love exploring caves."	Aladdin said that he didn't love exploring caves.
Present Continuous	Robin Hood said, "I am planning an ambush."	Robin Hood said that he was planning an ambush.
	Robin Hood said, "I am not planning an ambush."	Robin Hood said that he wasn't planning an ambush.
Present Perfect	Jasmine said, "I have visited the marketplace."	Jasmine said that she had visited the marketplace.
	Jasmine said, "I haven't visited the marketplace."	Jasmine said that she hadn't visited the marketplace.
Present Perfect Continuous	The Genie said, "I have been waiting for a master."	The Genie said that he had been waiting for a master.
	The Genie said, "I haven't been waiting for a master."	The Genie said that he hadn't been waiting for a master.
Past Simple	The Blue Fairy said, "I granted Pinocchio's wish."	The Blue Fairy said that she had granted Pinocchio's wish.
	The Blue Fairy said, "I didn't grant Pinocchio's wish."	The Blue Fairy said that she hadn't granted Pinocchio's wish.
Future Simple (will)	Cinderella said, "I will attend the ball."	Cinderella said that she would attend the ball.
	Cinderella said, "I won't attend the ball."	Cinderella said, "I won't attend the ball."
Future Continuous (will be)	Robin Hood said, "I will be meeting the Merry Men."	Robin Hood said that he would be meeting the Merry Men.
	Robin Hood said, "I won't be meeting the Merry Men."	Robin Hood said that he wouldn't be meeting the Merry Men.
Future Perfect (will have)	Aladdin said, "I will have found the lamp."	Aladdin said that he would have found the lamp.
	Aladdin said, "I won't have found the lamp."	Aladdin said that he wouldn't have found the lamp.
Modal Verbs (can, may, must)	Pinocchio said, "I can become a real boy."	Pinocchio said that he could become a real boy.
	Pinocchio said, "I can't become a real boy."	Pinocchio said that he couldn't become a real boy.

▷ Table of time signal in direct and indirect:

Direct speech	Indirect speech
Now	Then/At that moment
Today	That day
Tonight	That night
Tomorrow	The next day/The following day
Yesterday	The previous day/The day before
Here	There
Ago	Before

Mission 2. Convert the Sentences

Below are sentences in direct and indirect speech. Your task is to rewrite each sentence in the opposite form of speech.

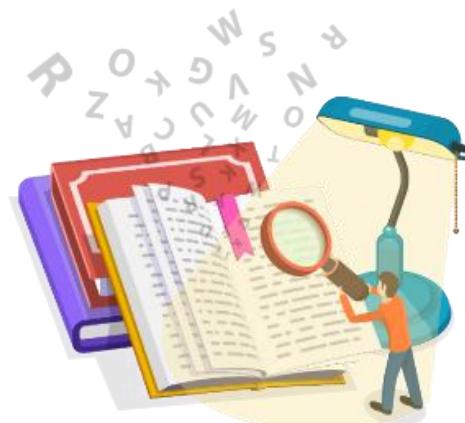
1. Aladdin said, "I will find the lamp tomorrow." (Direct speech)
Aladdin said that he would find the lamp the next day.
2. Robin Hood said that they had planned the ambush the previous night. (.....)
.....
3. The villain said that I would regret that decision sooner than I thought. (.....)
.....
4. Sherlock Holmes said that he had solved the mystery the previous month on the 15th. (.....)
.....
5. The Genie said, "You will see the results of your wish in three days." (.....)
.....



Do You Know?

Over 6,000 languages are spoken around the world, but only about 100 of them are written extensively enough to be used for detailed communication like books, reports, or educational materials?

This makes the precise use of tools like direct and indirect speech and summarizing crucial in ensuring that information is effectively shared across different contexts and languages. These skills help bridge gaps in understanding and make communication universal, even when spoken languages differ.



Mission 3. Fix the Misreported Speech

Identify the errors in time signals, verb tenses, or pronouns in the sentences below. Underline each error and rewrite the sentence with the correct form.

The Genie said that he grants three wishes yesterday.

The Genie said that he had granted three wishes the previous day.

Robin Hood said that they would meet here the next day.

.....

Jasmine said she will visit the market today.

.....

Aladdin said that he found the magical lamp last night.

.....

Cinderella said that she would attend the ball tomorrow.

.....

The Blue Fairy said she will grant Pinocchio's wish that night.

.....

Sherlock Holmes said he would solve the case last week.

.....

Mission 4. Condense the Tale

Below is a narrative text about *The History of Robin Hood*. Highlight the most important details, such as the main characters, key events, and the overall message or theme.

The History of Robin Hood

Robin Hood is one of the most famous legendary heroes in English folklore. His story dates back to the 13th century and has been retold in countless ballads, plays, and films. Robin Hood was said to be an outlaw who lived in Sherwood Forest with his band of loyal followers, known as the Merry Men. Together, they fought against the tyranny of the Sheriff of Nottingham, who enforced harsh laws and high taxes on the poor. Robin Hood became a symbol of justice, stealing from the rich to give to the poor and standing up for the oppressed. While historians debate whether Robin Hood was a real person or a fictional character, his tale continues to inspire people around the world with its themes of courage and fairness.



Robin Hood and the Golden Arrow.

Robin Hood – Shutterstock.com 7665003km

Summary:

.....

.....

.....

.....

Mission 5. Quiz

1. Which of the following correctly converts the sentence into indirect speech?

The Genie said, "I will grant you three wishes."

- a. The Genie said that he will grant me three wishes.
- b. The Genie said that he might grant me three wishes.
- c. The Genie said that he would grant me three wishes.
- d. The Genie said that he grants me three wishes.
- e. The Genie said that he had granted me three wishes.

2. Which of the following is NOT a rule for converting direct speech to indirect speech?

- a. Change the pronouns to match the new context.
- b. Adjust the verb tense if the reporting verb is in the past.
- c. Ensure that the sentence maintains the original speaker's intent.
- d. Always use quotation marks in indirect speech.
- e. Modify time signals like "today" or "yesterday."

3. What is the correct indirect speech for this sentence?

Robin Hood said, "We planned the ambush last night."

- a. Robin Hood said that they had planned the ambush the previous night.
- b. Robin Hood said that they planned the ambush the previous night.
- c. Robin Hood said that they plan the ambush last night.
- d. Robin Hood said that they were planning the ambush the previous night.
- e. Robin Hood said that they would plan the ambush the previous night.

4. Which sentence correctly changes this question into indirect speech?

Direct: The Blue Fairy asked, "Did you tell the truth?"

- a. The Blue Fairy asked if I tell the truth.
- b. The Blue Fairy asked did I tell the truth.
- c. The Blue Fairy asked if I am telling the truth.
- d. The Blue Fairy asked if I had told the truth.
- e. The Blue Fairy asked whether I have told the truth.

Akses latihan soal
lainnya di sini yuk!



5. What is the goal of summarizing a narrative text?

- a. To copy the text word for word.

- b. To write as much detail as possible about the story.
- c. To condense the text into key points while maintaining its meaning.
- d. To analyze every sentence in the text.
- e. To rewrite the story with additional information.

Summary

Intensifiers and Modifiers

Intensifiers are words that add emphasis or strength to an adjective or adverb, such as "very," "extremely," or "absolutely." For instance, "very beautiful" intensifies the description. This unit taught how to use these tools to make language more expressive and specific.

Modifiers are words or phrases that provide more information about a noun, verb, or adjective, making descriptions more precise. For example, in "the beautiful garden," the word "beautiful" modifies the noun "garden."

Narrative Text

A narrative text tells a story, either factual or fictional, and is designed to entertain, inform, or teach. It typically includes characters, a setting, and a sequence of events, often with a moral or thematic lesson.

Everyday Information

Asking for detailed information helps avoid misunderstandings and ensures that all necessary information is obtained.

Passing information means sharing details with others in a clear and accurate manner. This skill is crucial when relaying messages or ensuring that others are informed.

Verifying involves checking the accuracy of information to avoid spreading incorrect details. This step is critical in building trust and ensuring reliable communication.

When sharing information, especially in indirect speech, it's important to adapt time signals based on the context of the conversation.

Direct and Indirect Speech

Direct Speech: Repeats the speaker's exact words with quotation marks (e.g., "I'm happy," she said).

Indirect Speech: Rephrases the speaker's words without quotation marks, requiring changes to pronouns, verb tenses, and time signals (e.g., She said that she was happy).

Summarizing

Summarizing is the process of condensing a text or information into its essential points, capturing the main ideas while excluding unnecessary details. A summary is brief, clear, and focuses on the core message.

Reference

Hyland, K. (2000). *Hedges, Boosters and Lexical Invisibility: Noticing Modifiers in Academic Texts*. *Language Awareness*, 9(4), 179-197.

Maier, E. (2008). *New Frontiers in Artificial Intelligence*. Springer, Berlin, Heidelberg.

Oxford Reference. (1998). *Direct and Indirect Speech*. In *Concise Oxford Companion to the English Language*.

Searle, J. R. (1975). *Indirect Speech Acts*. In *Speech Acts* (pp. 59-82). Brandeis University.

Wachter, A. R. (2012). *Very and Really in a Corpus of Academic*. Master's Thesis, University of Georgia.



FUTURE →

LESSON 2

A GLIMPSE INTO FUTURE: A DAY IN THE LIFE OF VISIONARIES

Character of Pancasila Students

▷ Independent Learner

Practice expressing ideas clearly and organizing descriptions independently in both speaking and writing.

▷ Collaborative

Work together to share information and respond thoughtfully in group discussions, and enhancing communication skills.

▷ Critical Thinker

Analyze and evaluate the impact of visionaries' actions, using descriptive language to explore their lives and achievements.



Introduction

Have you ever thought about the people who shape the world around us? In this lesson, we'll dive into the lives of visionaries—those who dream big and make the impossible possible. You'll learn how to describe these remarkable individuals with rich details, focusing on their physical traits, personalities, and achievements. Through the use of descriptive language and idiomatic expressions, your writing will capture the essence of these visionaries in a way that is both clear and engaging.

We'll also explore how the perfect tense helps describe how past actions continue to impact the present, highlighting the lasting influence of these individuals. By the end of the lesson, you'll be able to paint vivid pictures of the lives of visionaries, both through writing and speaking, and make their stories come alive for your audience.

Keywords: Descriptive Writing, Information, Expressions, Present Perfect Tense, Past Perfect Tense, Future Perfect Tense

The goal of this chapter is to help you master writing descriptive text by using vivid details and polite questions to clearly portray a person's characteristics, actions, and routines.

1. Engaging in Effective Conversations

- ▷ Develop the ability to understand the context of spoken English and respond appropriately to questions.
- ▷ Collect and share information using open-ended question strategies that help initiate and sustain meaningful conversations.
- ▷ Use English effectively to communicate by applying expressions that facilitate investigating and obtaining information in a clear and polite manner.

2. Building Vocabulary and Understand the Use of Idiomatic Expressions

- ▷ Acquire new vocabulary and understand how word meanings shift depending on the context or situation.
- ▷ Use descriptive words and phrases to make sentences more precise, impactful, and interesting.
- ▷ Expand vocabulary by learning and applying idioms to describe the characteristics, achievements, and personalities of well-known figures.
- ▷ Practice using idiomatic language to make descriptions more dynamic and engaging.

3. Mastering the Art of Descriptive Writing

- ▷ Learn to write descriptive texts by vividly portraying people, their traits, and their roles.
- ▷ Understand how to structure descriptive paragraphs to include physical appearances, personality traits, and significant contributions.
- ▷ Use appropriate linking words and transitional phrases to create cohesive descriptions.

4. Using Perfect Tense Effectively

- ▷ Understand and apply the perfect tense to describe actions or achievements that have relevance to the present.
- ▷ Learn to combine the perfect tense with descriptive language to highlight accomplishments and ongoing impacts.

F I T R I



1. Painting People with Words

Let's dive into the art of describing people with vivid details and unlock their stories through polite, thoughtful questions that reveal what makes them truly unique! Could their story mirror your own aspirations?

Mission 1. Who Inspires You?



Let's share, connect, and discover the power of inspiration by answer the questions below!

Have you ever thought about the person who inspires you the most? Maybe it's someone in your family, a teacher, or even a famous figure you admire. In this activity, we'll explore what makes these people special by describing them and asking polite, thoughtful questions to learn more about their lives and achievements.

1. Who inspires you the most in your life? Why?

.....
.....

2. What qualities or characteristics make this person special to you?

.....
.....

3. What has this person achieved that you find remarkable?

.....
.....

4. How has this person influenced your life or the way you think?

.....
.....

5. If you could meet this person, what would you want to know about them?

.....
.....
.

6. Do you think this person's influence could inspire others? Why or why not?

.....
.....

Mission 2. Choosing Your Inspiration: Writing About Remarkable Figures

Take a moment to read about four inspiring figures, each of whom has made a significant impact in their field and beyond. Choose the person who inspires you the most and write a short paragraph explaining your choice. Consider the following questions to guide your writing.

1.



Habibie

2.



Emma

4.



Rowan

3.



Najwa
Najwa Shihab

1. BJ Habibie, Indonesia's third president, was a visionary leader and a world-renowned engineer. Known as the 'Father of Technology' in Indonesia, he revolutionized the aviation industry with his innovative designs. Habibie's dedication to education and his belief in the power of science continue to inspire generations of Indonesians to dream big and strive for excellence.

2. Emma Watson is a renowned actress and activist who rose to fame as Hermione Granger in the Harry Potter series. Beyond acting, she is a passionate advocate for gender equality and has served as a UN Women Goodwill Ambassador. Through her HeForShe campaign, she inspires millions to join the fight for equal rights and opportunities for all genders.

3. Najwa Shihab is a celebrated Indonesian journalist and television host known for her sharp intellect and fearless reporting. As the founder of Narasi, she has created a platform to encourage critical thinking and meaningful discussions. Her dedication to uncovering the truth and empowering young people has earned her admiration as one of Indonesia's most influential voices in media.

4. Rowan Atkinson, best known as the iconic Mr. Bean, is a comedic genius who has brought laughter to millions around the world. Through his unique style of physical comedy and impeccable timing, he has proven that humor transcends language and culture. Despite his fame, Atkinson is known for his humble personality and dedication to his craft, inspiring others to embrace their individuality and creativity.

Guiding questions for writing task

- ▷ Who did you choose as your inspiration? Why?
- ▷ What qualities of this person do you admire the most?
- ▷ What achievements or contributions make this person special?
- ▷ How has this person's story influenced you or your way of thinking?
- ▷ Do you think this person's impact is important for others as well? Why?

Mission 3. Guess Who?!

Look at the pictures of the inspiring figures provided in the previous mission (Mission 2). Carefully read the clues in the box, each containing hints about the person's physical appearance, achievements, and personal traits. Guess each clue to the correct person by writing the name of the figure in the corresponding clue box.

.....
<ul style="list-style-type: none">▷ Has a distinctive round face▷ Expressive dark eyes▷ Thick eyebrows▷ Has a slight smirk in comedic roles▷ Has neatly combed short black hair▷ Often associated with a brown tweed jacket and red tie	<ul style="list-style-type: none">▷ Tall▷ Elegant with sleek, jet-black, shoulder-length hair▷ Has a direct gaze▷ Has expressive gestures during interviews▷ Sharp, well-defined features and a confident smile.

Mission 4. Portraits in Words

Let's practice describing a person who inspires you the most! Think about someone who inspires you—whether it's an artist, a public figure, or even a fictional character. In a short paragraph, describe their appearance, personality, habits, and achievements. Use vivid language to paint a picture in the reader's mind. Once finished, review your work to ensure it is as clear and detailed as possible!

Example:

Character Portrait of Lionel Messi

Lionel Messi is a world-famous footballer with a humble and approachable demeanor. He is of average height, with a lean, athletic build that reflects his dedication to sport. His short brown hair and neatly trimmed beard give him a mature and focused look, while his bright, determined eyes show his passion for the game. On the field, Messi moves with incredible speed and agility, as though the ball is an extension of his feet. Off the field, he is known for his quiet and modest personality, often letting his performance speak louder than words. Messi has won numerous awards, including multiple Ballon d'Or trophies, solidifying his legacy as one of the greatest players of all time. Despite his fame, he remains a role model for his sportsmanship, work ethic, and commitment to helping others through his charitable foundation.



Aspect	Description
Physical Traits	<ul style="list-style-type: none"> ▷ Average height, lean, athletic build. ▷ Short brown hair and neatly trimmed beard. ▷ Bright, determined eyes.
Personality Traits	<ul style="list-style-type: none"> ▷ Humble and approachable demeanour. ▷ Quiet and modest personality, often letting actions speak louder than words.
Actions or Habits	<ul style="list-style-type: none"> ▷ Moves with incredible speed and agility on the field. ▷ Plays as though the ball is an extension of his feet.
Achievements	<ul style="list-style-type: none"> ▷ Won numerous awards, including multiple Ballon d'Or trophies. ▷ Recognized as one of the greatest football players of all time.

Mission 5. Family Description

Let's describe your family! Use the table to write about 2-3 family members. Include their names, how they look, their personality, hobbies, and why they are special to you. Be detailed and creative—you're creating a mini-portrait of your loved ones in words!

Name/relation	Physical Appearance	Personality Traits	Hobbies/interests	Something special about them
Mom
Dad
Brother/sister
.....

Knowledge Corner

Describing people is a fundamental skill in language learning that allows us to convey detailed information about someone's appearance, personality, habits, and other traits. It involves using vivid and specific language to help others visualize or understand who the person is, even if they have never met them.

- Describing people effectively is an essential skill for daily conversations, storytelling, and introductions. It helps students develop an appreciation for diversity while fostering a deeper understanding of others.
- Grammar and Vocabulary Focus:
 - ▷ Adjective: Essential for adding detail and emotion
 - ▷ Linking words: To make descriptions smoother and more engaging.
 - ▷ Tenses: Use the present tense for current traits or habits, then use the perfect tense for past achievements that are still relevant.
- Key elements of describing people:
 - ▷ Physical appearance:

Physical Appearance	
Height	Tall, short, medium height.
Build	Slim, muscular, chubby, athletic.
Hair	Long, short, curly, straight, black, blond, etc.
Facial features	Round face, sharp nose, freckles, dimples, glasses.
Clothing/style	Formal, casual, colorful, neat, trendy.

▷ Personality traits

Personality Traits	
Positive	Kind, funny, hardworking, confident, creative
Neutral	Quiet, serious, shy
Negative (if appropriate)	Impatient, stubborn, moody

▷ Habits and interest/hobby

Example: "She loves painting and often spends hours in her studio creating colorful landscapes."

▷ Achievement or roles

Example: "He has been my mentor in school, helping me improve my math skills and encouraging me to work harder."



Do You Know?

"The Father of Indonesia's Aircraft Industry"

B.J. Habibie, the third President of Indonesia, was not only a political leader but also a brilliant engineer. He is best known for designing the N-250 Gatot-kaca, the first Indonesian-made aircraft. His revolutionary theories on aeronautics and thermodynamics, including the Habibie Factor and the Crack Progression Theory, are still used in aircraft design worldwide.



Mission 6. The Polite Detective

In this mission, you are a detective trying to find a missing person. Your mission is to solve the case by asking polite, thoughtful questions to gather information from witnesses and suspects. Remember, being polite helps people feel comfortable sharing details with you.



Detective: "Good morning. Thank you for coming in. Could you please tell me your name?"

Witness: "Of course. My name is Mr. Thompson."

Detective: "Thank you, Mr. Thompson. _____ (ask where the witness was last night)."

Witness: "I was at the park near the river around 8 PM."

Detective: "I see. _____ (ask if the witness saw the missing person)."

Witness: "Yes, I did. I saw them walking toward the bridge."

Detective: "Interesting. _____ (ask what the missing person looked like)."

Witness: "They were tall, with short black hair, wearing a red jacket and jeans."

Detective: "Thank you. _____ (ask if the witness noticed anything unusual)."

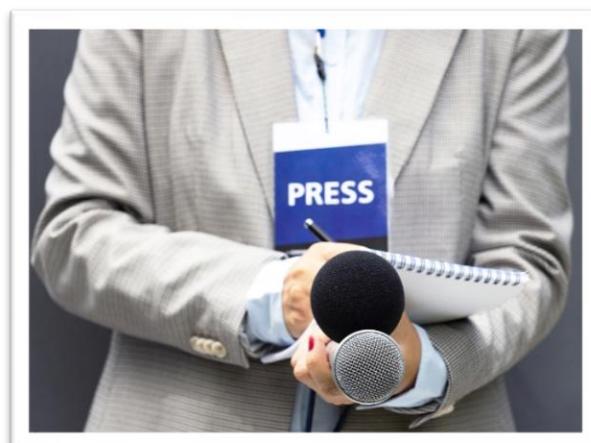
Witness: "Well, I noticed someone else following them. That person looked very suspicious!"

Mission 7. Step Into the Shoes of a Journalist

Imagine you're a journalist, and you've been given the chance to interview someone you admire! Prepare a list of polite, open-ended questions you would ask your chosen figure. Write your interview questions in the box provided below. Think about their achievements, challenges, and what inspires them.

Example polite questions:

- ▷ Could you tell me about...?
- ▷ Would you mind sharing...?
- ▷ May I ask how you...?



List of interview questions:

1.
2.
3.
4.
5.

Mission 8. Polite Question Challenge

Let's practice writing polite questions! You'll see different real-life situations, and your task is to write at least two polite questions for each one. Use phrases like 'Could you,' 'Would you mind,' and 'May I.' After you finish, you can share your favorite questions with the class."

Scenario	Polite questions
You need to borrow a book from your friend.	"Could you please lend me your book for a few days?" "Would you mind if I borrow your book for a week?"
You're at a restaurant and need to ask for the bill.
You're meeting someone new and want to know about their family."
You need to ask your teacher for extra help with homework
You want to know the time of a movie showing at the cinema.
You need directions to the nearest bus stop.

Mission 9. Polite Conversations: Start, Sustain, and Shine!

Let's master the art of polite conversations! In this activity, you'll learn how to confidently start a conversation, keep it interesting with follow-up questions, and end it on a positive note. Think of it as creating a great first impression every time you speak!

Two students meeting for the first time in a library during a group project meeting.

Alyssa: "Hi, it's nice to meet you! My name is Alyssa. Could you please tell me your name?"



James: "Hi Alyssa, nice to meet you too. I'm James."

Alyssa: "It's great to have you in our group, James. May I ask which school you attended before coming here?"

James: "Sure! I attended Riverdale High School. What about you?"

Alyssa: "I went to Springfield Academy. By the way, could you tell me what subjects you enjoy studying the most?"

James: "I really enjoy studying history and literature. They're fascinating to me. How about you?"

Alyssa: "That's interesting! I like literature too, especially poetry. Do you have a favorite book or author?"

James: "Yes, I love reading anything by Jane Austen. Have you read *Pride and Prejudice*?"

Alyssa: "Yes, I have! It's one of my favorites. Elizabeth Bennet is such an inspiring character. Could you share why you enjoy Jane Austen's work?"

James: "I admire how her stories are full of wit and strong characters. Plus, her take on social issues of her time is amazing. Would you mind telling me which Austen book is your favorite?"

Alyssa: "I'd say *Sense and Sensibility*. The way she portrays the sisters' contrasting personalities is so relatable. By the way, do you also enjoy movies based on her books?"

James: "Yes, absolutely! The movie adaptations are great, especially the 2005 version of *Pride and Prejudice*. Do you have a favorite adaptation?"

Alyssa: "I do! I really liked the 1995 BBC series. It's such a classic. Well, it's nice to find someone who loves Jane Austen too. Shall we get started on our project now?"

James: "Yes, let's do that. Thanks for the conversation, Alyssa. It was really nice talking to you!"

Explanation and analysis:

Initiating the Conversation:

- ▷ Alyssa starts the conversation politely with a greeting and introduces herself:
"Hi, it's nice to meet you! My name is Alyssa. Could you please tell me your name?"
- ▷ James reciprocates the politeness and answers clearly.

Sustaining the Conversation:

- a. Alyssa keeps the conversation going by asking follow-up questions:
 - ▷ *"May I ask which school you attended before coming here?"*
 - ▷ *"Could you tell me what subjects you enjoy studying the most?"*
- b. These questions encourage James to share more about himself.

Engagement and Reciprocity:

Both participants show interest in each other's responses:

- ▷ Alyssa shares her interests: *"I like literature too, especially poetry."*
- ▷ James builds on her answer by sharing his favorite author.

Using Polite Language:

The conversation is filled with polite phrases like:

- ▷ *"May I ask..."*
- ▷ *"Could you tell me..."*
- ▷ *"Would you mind telling me..."*

Adding Personal Touches:

Both participants add comments to sustain the conversation:

- ▷ Alyssa: "That's interesting! I like literature too."
- ▷ James: "I admire how her stories are full of wit and strong characters."

Smooth Closing:

The conversation ends politely and naturally:

- ▷ Alyssa: "Well, it's nice to find someone who loves Jane Austen too. Shall we get started on our project now?"
- ▷ James: "Thanks for the conversation, Alyssa. It was really nice talking to you!"

Mission 10. Understanding Through Questions

Based on the dialogue and explanation provided in the previous mission (mission 9), answer the following questions carefully. Use the details and insights from the analysis to support your answers. Make sure to provide clear and thoughtful responses that show your understanding of the material.

1. What other polite ways can you introduce yourself in a new situation?
2. What kinds of follow-up questions can you ask to show genuine interest?
3. What are some alternative polite phrases you could use in this dialogue?
4. How can you use comments to make the conversation feel more engaging?
5. What polite ways can you use to end a conversation naturally?

Mission 11. Quiz

1. Which sentence is the best example of describing a person's physical appearance?
 - a. "He is tall, with short black hair and a pair of glasses."
 - b. "He likes reading books in the evening."
 - c. "He is very intelligent and hardworking."
 - d. "He always helps me with my homework."
 - e. "He loves playing football every weekend."
2. What is the best description of someone's personality?
 - a. "She has long, curly brown hair and a warm smile."
 - b. "She lives in a large house near the park."
 - c. "She enjoys hiking and swimming on the weekends."
 - d. "She wears trendy clothes and stylish accessories."
 - e. "She is kind, patient, and always willing to help others."

3. Which of the following is a polite way to ask for someone's name?
 - a. "Who are you?"
 - b. "Tell me your name."
 - c. "Could you please tell me your name?"
 - d. "What's your name?"
 - e. "Give me your name now."

4. What is the best follow-up question to keep the conversation going after someone says they enjoy reading?
 - a. "What's your favorite book?"
 - b. "Okay, let's talk about something else."
 - c. "Why are you telling me this?"
 - d. "Do you know how to cook too?"
 - e. "How long have you been reading?"

5. What is the best way to politely start a conversation with someone you don't know?
 - a. "Hey, you! What's your name?"
 - b. "Hi, it's nice to meet you. Could you please tell me your name?"
 - c. "Tell me your name right now."
 - d. "Why are you here?"
 - e. "Can I know your name?"



2. Sketching Lives with Descriptive Text

Have you ever wished you could bring someone to life using just words? In this unit, we'll explore the art of descriptive writing, where vivid details and creative language turn ordinary descriptions into extraordinary portraits. Together, we'll learn how to describe people's appearances, personalities, and achievements in a way that inspires and captivates your readers. Let's uncover the power of descriptive text!



Mission 1. The Legend in Words

Read the descriptive text about Muhammad Ali. Pay close attention to the details about his appearance, personality, achievements, and actions. As you read, highlight or underline parts of the text that describe: His physical traits. His personality and values. His accomplishments and impact.

The Greatest, Muhammad Ali

"Muhammad Ali, often called 'The Greatest,' was not only a legendary boxer but also a symbol of resilience, courage, and determination. Standing at 6 feet 3 inches tall, he had a lean and muscular build that showcased his incredible athleticism. His quick footwork and lightning-fast punches made him a formidable opponent in the ring. Ali's expressive face was often adorned with a confident smile or a playful smirk, reflecting his charisma and self-assured personality.

Born as Cassius Clay in 1942 in Louisville, Kentucky, Ali began boxing at the age of 12. By the time he was 22, he had won the heavyweight championship of the world, defeating Sonny Liston in a stunning upset. Ali's loud and witty pre-fight remarks, often delivered in rhyming verse, added to his larger-than-life persona. He was not just a boxer; he was an entertainer, a poet, and a master of self-promotion.

However, Muhammad Ali's legacy extends far beyond his athletic achievements. He was a vocal advocate for civil rights and justice, using his fame to stand up against racism and inequality. His refusal to fight in the Vietnam War due to his beliefs cost him his boxing titles, but it solidified his place as a fighter for peace and conscience. Ali's unwavering principles earned him both admiration and criticism, but he remained steadfast in his convictions.



Throughout his career, Ali won 56 of his 61 professional fights, including some of the most iconic matches in boxing history, like the 'Rumble in the Jungle' and the 'Thrilla in Manila.' Even after retiring, Ali continued to inspire people around the world. Despite being diagnosed with Parkinson's disease later in life, he remained active in humanitarian efforts, raising awareness for various causes.

Muhammad Ali was more than an athlete. He was a symbol of strength, courage, and the power of standing up for what you believe in. His story continues to inspire millions, reminding us of all that greatness isn't just about success but about the impact we leave on the world."

Mission 2. Measuring Your Insight

After reading the text about Muhammad Ali in Mission 1, answer the following questions to assess your understanding of the material.

1. What physical traits made Muhammad Ali stand out as a boxer?
2. What achievements earned him the nickname 'The Greatest'?
3. How did Muhammad Ali use his fame outside of boxing?
4. What challenges did he face in his career, and how did he overcome them?
5. Why do you think Muhammad Ali continues to inspire people today?

Mission 3. Fact-Checking Muhammad Ali

Below are several statements about Muhammad Ali based on the descriptive text you have read in mission

1. Some are accurate, and some are not. Decide whether each statement is true or false based on the information in the text.

1. Muhammad Ali was born as Cassius Clay in 1942 in Louisville, Kentucky. (False)
2. Muhammad Ali earned his nickname "The Greatest" because of his confidence, charisma, and extraordinary achievements in boxing. (.....)
3. Ali won his first heavyweight championship by defeating Sonny Liston when he was 22 years old. (.....)
4. Ali retired with a record of 56 wins and 5 losses, not an undefeated record. (.....)
5. Despite being diagnosed with Parkinson's disease, Ali remained active in humanitarian efforts. (.....)

Knowledge Corner

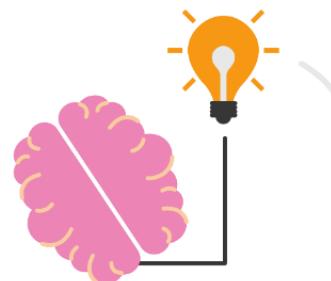
Descriptive text is a type of writing that provides detailed information about a person, place, object, or event. The purpose of descriptive text is to create a vivid image in the reader's mind, making them feel as though they can see, hear, or even experience what is being described

- a. The purpose of descriptive text is to provide detailed descriptions of someone or something, enabling the reader to vividly visualize the subject. It aims to entertain, inform, or express admiration, depending on the writer's intent
- b. Structure of descriptive text:
 - ▷ **Identification:** Introduces the subject being described.
 - ▷ **Description:** Provides detailed information about the subject's physical appearance, personality traits, habits, or achievements.

Do You Know?

"Inspiration Sparks Creativity and Action Faster Than Motivation Alone":

Studies show that when people feel inspired, their brain releases dopamine, which enhances creativity, problem-solving, and focus. Unlike motivation, which requires effort, inspiration comes naturally and pushes people to act toward meaningful goals.



c. Language features:

- ▷ **Specific Details:** Uses precise adjectives and phrases to describe characteristics.
- ▷ **Adjectives and Adverbs:** Enhance the description.
- ▷ **Action Verbs:** Describe behaviors and habits.
- ▷ **Figurative Language:** Uses metaphors, similes, and imagery to make the description engaging.

d. Types of descriptive text:

- ▷ Describing People: Focuses on physical appearance, personality, and achievements.
- ▷ Describing Places: Focuses on the setting, atmosphere, and unique features.
- ▷ Describing Objects: Focuses on features, colors, shapes, and uses.
- ▷ Describing Events: Focuses on the sequence of activities, emotions, and atmosphere.

Mission 4. Complete the Text

Complete the descriptive text about Steve Jobs by filling in the blanks with vivid and engaging words or phrases. Use your imagination and what you've learned about descriptive writing to bring his story to life. Once finished, share your version with a partner and reflect on how your choices enhance the text.

Steve Jobs: The Visionary Who Changed the World

Steve Jobs was a _____ visionary, entrepreneur, and innovator whose impact on the world of technology is _____. As the co-founder of Apple, he revolutionized the way we use _____, turning them into tools for _____ and _____.

Standing at _____, with _____ features and his signature _____, Steve had a _____ presence that made him instantly recognizable. His _____ black turtleneck and jeans became a symbol of _____.

Steve's leadership style was often described as _____, pushing his team to deliver _____ results. He had a unique ability to _____, making his presentations _____ and unforgettable.

One of his greatest achievements was the creation of the _____, a device that redefined _____ and became an icon of _____. His influence also extended to _____, where his work with Pixar transformed the _____ industry.

Despite challenges, including his battle with _____, Steve remained _____ in his pursuit of innovation. His legacy is not only the products he created but also the way he _____ people to think differently about technology and creativity. Steve Jobs is remembered as a _____ icon whose vision continues to _____ the world.



Steve Jobs – Shutterstock.com 2480729649

Mission 5. Learning from a Global Icon: Angelina Jolie

Read the text about Angelina Jolie carefully. Reflect on her achievements, values, and contributions both as an actress and a humanitarian. Identify the key lessons or moral values you can learn from her story. Write a short paragraph explaining what inspires you most about her and how you can apply these lessons in your own life.

Angelina Jolie: A Star with a Heart for Change

Angelina Jolie is a world-renowned actress, filmmaker, and humanitarian known for her striking beauty, exceptional talent, and dedication to global causes. Standing at 5 feet 7 inches, she has a commanding presence, with sharp, elegant features and piercing blue eyes that have captivated audiences worldwide. Her long, dark hair often frames her face, adding to her timeless allure. Whether she's on the red carpet in a stunning designer gown or visiting a refugee camp in casual attire, Jolie exudes grace and confidence.

Jolie's career in Hollywood has been nothing short of extraordinary. She gained international fame for her role as the fearless adventurer Lara Croft in *Tomb Raider* and has continued to impress audiences with powerful performances in films such as *Girl, Interrupted*, which earned her an Academy Award, and *Maleficent*, where she brought a complex fairy-tale villain to life. Her acting is often described as intense and captivating, showcasing her ability to convey deep emotion and strength.

Beyond her work in entertainment, Angelina Jolie is celebrated for her humanitarian efforts. As a United Nations High Commissioner for Refugees (UNHCR) Special Envoy, she has traveled to over 20 countries, advocating for the rights of refugees and displaced people. Her dedication to humanitarian work led her to establish the Jolie-Pitt Foundation, which supports global initiatives in health, education, and environmental conservation. Her tireless efforts to bring attention to global crises have made her a respected advocate for human rights.

Jolie is also a devoted mother to her six children, whom she describes as her greatest inspiration. Her parenting style reflects her values of compassion and cultural appreciation, as her family includes children adopted from Cambodia, Ethiopia, and Vietnam. Despite her demanding career and humanitarian commitments, she prioritizes creating a nurturing and supportive environment for her children.

Angelina Jolie is more than a Hollywood icon; she is a symbol of beauty, strength, and compassion. Her ability to balance a successful acting career with meaningful global advocacy continues to inspire millions. Whether on screen or in the field, she embodies the power of using one's influence to create positive change in the world.



Angelina Jolie – Shutterstock.com 122620000

Mission 6. Choose the Fact: Angelina Jolie

Below are questions about Angelina Jolie based on the descriptive text. Each question has three possible answers. Select (✓) the correct answer based on the details in the text.

What role made Angelina Jolie gain international fame?

Maleficent in Maleficent

Lara Croft in Tomb Raider

Sarah Jordan in Beyond Borders

As a UNHCR Special Envoy, how many countries has Angelina Jolie visited?

Over 20 countries

Over 10 countries

Over 30 countries

What award did Angelina Jolie win for her role in Girl, Interrupted?

Golden Globe Award

Academy Award

BAFTA Award

Which countries are Jolie's adopted children from?

India, Ethiopia, and Vietnam

Cambodia, Ethiopia, and Vietnam

Cambodia, Kenya, and Vietnam



Do You Know?

"The Longest Sentence Ever Written Contains 13,955 Words":

Victor Hugo, in his novel *Les Misérables*, wrote a sentence that spans 13,955 words, making it one of the longest sentences in literature. Despite its length, the sentence is grammatically correct and showcases how complex grammar can be used effectively to tell a story.



Mission 7. Quiz

1. A descriptive text about the Amazon Rainforest begins with, "The lush canopy stretches endlessly, creating a patchwork of greens that glisten in the morning dew." What is the primary purpose of this text?
 - a. To analyze the ecological importance of the Amazon Rainforest.
 - b. To persuade readers to visit the Amazon Rainforest.
 - c. To create a vivid image of the Amazon Rainforest for the reader.

- d. To explain how the Amazon Rainforest supports global oxygen production.
- e. To compare the Amazon Rainforest to other ecosystems.

2. Which of the following sentences uses descriptive language most effectively?

- a. "The library is a quiet place for studying."
- b. "The library's towering shelves overflow with books, their spines worn from years of eager hands flipping pages."
- c. "Libraries are facilities where books are stored and borrowed by the public."
- d. "Libraries provide resources for learning and research."
- e. "The library is open from 9 AM to 8 PM on weekdays."

3. In a descriptive text, where would the identification typically appear?

- a. In the middle of the text to provide context.
- b. At the end to summarize the description.
- c. At the beginning to introduce the subject.
- d. Throughout the text in small portions.
- e. It does not appear explicitly in descriptive text.

4. Which sentence best demonstrates the use of figurative language in a descriptive text?

- a. "The sunset was bright orange and red."
- b. "The sunset spread across the sky like a painter's brushstroke, blending hues of orange and red."
- c. "Sunsets occur when the sun moves below the horizon."
- d. "Sunsets are common during clear evenings in summer."
- e. "The sun set at precisely 7:15 PM yesterday."

5. Which of the following is an example of a descriptive text?

- a. "The towering peaks of the Himalayas are covered with snow and glisten under the sun, creating a breathtaking scene."
- b. "The Himalayas are the highest mountain range in the world, spanning multiple countries in Asia."
- c. "Mountaineers planning a trip to the Himalayas should carry proper gear and train rigorously."
- d. "A debate exists over the best route to climb Mount Everest, the Himalayas' highest peak."
- e. "The Himalayas have influenced the cultures and religions of nearby regions for centuries."



3. The Perfect Tense in Action

The perfect tense helps us highlight these moments, connecting the past, present, and future in meaningful ways. In this unit, we'll explore how to use the perfect tense to describe achievements, life experiences, and future possibilities.

Knowledge Corner

- The perfect tense is a grammatical structure used to indicate actions or states that are completed, continuing, or connected to a specific time or context. It emphasizes the relationship between the action and a time frame, often highlighting its impact or relevance
- It is often used to express experiences or describe the ongoing effects of past actions, making it particularly useful in sharing relevant information. Additionally, perfect tenses are frequently employed in academic and formal writing, such as essays, reports, and narratives, to convey precision and depth.
- Types of perfect tenses

▷ **Present Perfect Tense: *have/has + past participle***

The present perfect tense is used to describe actions that occurred at an unspecified time in the past but remain relevant to the present. It also indicates actions that began in the past and continue into the present, and it is commonly used to discuss experiences without specifying when they took place.

▷ **Past Perfect Tense: *had + past participle***

The past perfect tense is used to describe an action that was completed before another action or a specific time in the past. It helps to clearly show the sequence of events, emphasizing which action occurred first.

▷ **Future Perfect Tense: *will have + past participle***

To indicate an action that will be completed by a certain time in the future.

- Key features of perfect tenses

- ▷ Auxiliary Verbs (have, has, had, will have)
- ▷ Past Participle
- ▷ Time Expressions

Mission 1. My Perfect Journey

Think about key moments in your life so far, such as achievements, learning experiences, or significant events, and imagine the goals you want to achieve in the future. Organize these sentences into a clear timeline that highlights your past, present, and future accomplishments.

Past perfect	Present perfect	Future perfect
<i>Before starting high school, I had already learned to play the guitar.</i>	<i>I have participated in three science fairs so far.</i>	<i>By the end of this year, I will have finished my first novel.</i>
.....
.....

Mission 2. The Perfect Interview

Craft thoughtful responses to each interview question, making sure to use the correct perfect tenses. Let your answers shine with clarity and precision while showcasing your mastery of the language!



Interviewer: "Thank you for joining us today! You've become such an inspiration to many people. Can you start by sharing a bit about your recent accomplishments?"

You:

Interviewer: "That's incredible! It sounds like you've achieved so much. But let's go back to the beginning. What had you done before reaching this level of success?"

You:

Interviewer: "It's amazing how much hard work you put into your journey. Looking back, is there a specific moment that stands out as a turning point for you?"

You:

Interviewer: "Your story is truly inspiring. Now, let's talk about the future. What do you hope to accomplish in the next 10 years?"

You:

Interviewer: "Those are ambitious and admirable goals! Before we wrap up, can you share what motivates you to keep striving for more?"

You:

Interviewer: "Thank you so much for sharing your journey with us. You truly are an inspiration, and we can't wait to see what you accomplish next!"

You:

Mission 3. The Perfect Interview

Carefully read the text about Adele provided below. Identify sentences that use present perfect, past perfect, or future perfect tenses. Highlight or underline them. Write the sentences you found in a table, categorizing them into Present Perfect, Past Perfect, and Future Perfect.

Adele's Story

Adele, one of the most iconic singers of her generation, has captured the hearts of millions with her soulful voice and emotional lyrics. She has released multiple chart-topping albums, including *21* and *25*, which have won numerous awards, including Grammys. Over the years, she has performed on some of the world's biggest stages, leaving audiences in awe.

Before Adele became an international superstar, she had grown up in a modest home in London, where she discovered her love for music at an early age. By the time she graduated from the BRIT School for Performing Arts, she had already written several songs that would later shape her debut album.

Looking ahead, Adele has announced that she will have completed her new album by the end of this year. Fans worldwide are eagerly anticipating her return to the stage, and it's clear that her influence on music will have inspired countless artists for years to come.



Adele – Shutterstock.com 8344889md

Perfect tense classification:

Tense	Sentence
Present Perfect

Past Perfect

Future Perfect

Mission 4. Fact Checking

Read each statement carefully and decide whether it is true or false based on the text about Adele. If the statement is false, explain why and correct it.

Statement	True/false
Adele has won multiple awards, including Grammys, for her chart-topping albums 21 and 25.	True.
Adele grew up in a wealthy home in London before becoming a superstar.
By the time Adele graduated from the BRIT School for Performing Arts, she had already written several songs for her debut album.
Adele has never performed on the world's biggest stages.
Adele has announced that she will have completed her new album by the end of this year.

Mission 5. Quiz

1. Which sentence uses the present perfect tense correctly?
 - a. "I will have completed my homework by 8 PM."
 - b. "She has visited Paris three times this year."
 - c. "He had already eaten breakfast before I woke up."
 - d. "By next year, we will have graduated from high school."
 - e. "They are reading a fascinating book about history."
2. Why would you use the **past perfect tense** in this sentence?
 - a. To show that the waiting and the train arriving happened at the same time.
 - b. To describe an ongoing action that started before the train arrived.
 - c. To emphasize that the waiting was completed before the train arrived.
 - d. To indicate that the train arrived unexpectedly.
 - e. To explain that waiting was a future event.
3. Complete the sentence with the future perfect tense:
"By the time I turn 30, I _____ (achieve) many of my personal goals."
 - a. had achieved
 - b. achieve
 - c. have achieved
 - d. will have achieved
 - e. will achieve

4. Which time expression is commonly used with the present perfect tense?
 - a. By the time
 - b. For five years
 - c. Next week
 - d. Before yesterday
 - e. At 6 PM tomorrow

5. Why is the perfect tense used in this sentence? "I have lived in this city for ten years."
"By the time the train arrived, we had already been waiting for two hours."
 - a. To emphasize an action that started in the past and continues to the present.
 - b. To describe an action that was completed in the distant past.
 - c. To show an action that will be completed in the future.
 - d. To focus on a specific time when the action happened.
 - e. To compare this action with another action in the past.

Akses latihan soal
lainnya di sini yuk!



Summary

Describing people

a. Purposes:

- ▷ Convey detailed information about appearance, personality, habits, and achievements.
- ▷ Help readers visualize and understand the subject.

b. Key elements:

- ▷ Physical Appearance: Height, build, hair, facial features, clothing/style.
- ▷ Personality Traits: Positive, neutral, and, if appropriate, negative traits.
- ▷ Habits and Interests: Activities or hobbies that define the person.
- ▷ Achievements or Roles: Significant contributions or roles played by the person.

c. Grammar and vocabulary focus:

Use adjectives, linking words, and appropriate tenses (present for traits, perfect for past achievements).

Descriptive text

a. Descriptive text is a form of writing that provides detailed information about a person, place, object, or event, helping the reader visualize or experience it as vividly as possible.

b. Purpose:

- ▷ To create a mental image for the reader.
- ▷ To entertain, inform, or express admiration.

c. Structure:

- ▷ Identification: Introduces the subject being described.
- ▷ Description: Details about physical appearance, traits, behaviors, and other characteristics.

d. Language Features

- ▷ Adjectives and Adverbs: Enhance descriptions (e.g., "beautifully crafted," "tall and slender").
- ▷ Action Verbs: Highlight behaviors and actions (e.g., "he runs swiftly").
- ▷ Figurative Language: Uses similes, metaphors, or imagery for creativity (e.g., "her smile was like sunshine").
- ▷ Precise Vocabulary: Avoids vague terms, using specific words to convey details.

e. Types of Descriptive Text:

- ▷ Describing People: Focus on appearance, personality, and habits.
- ▷ Describing Places: Highlight setting, atmosphere, and unique features.
- ▷ Describing Objects: Detail features, uses, and significance.
- ▷ Describing Events: Focus on sequence, emotions, and key moments.

Perfect Tenses

a. Purposes:

- ▷ Highlight time relationships between actions.

- ▷ Indicate completed, ongoing, or relevant actions across time.
- b. Types:
 - ▷ Present Perfect: have/has + past participle.
 - ▷ Past Perfect: had + past participle.
 - ▷ Future Perfect: will have + past participle.
- c. Key features:
 - ▷ Auxiliary verbs (have, has, had, will have).
 - ▷ Past participles.
 - ▷ Time expressions.
- d. Usage:
 - ▷ Common in academic and formal writing.
 - ▷ Adds precision and clarity in essays, reports, and narratives.

Reference

Internet sources and biographies for public figures (e.g., Muhammad Ali, Adele, Angelina Jolie, and Steve Jobs). Specific details were inspired by publicly available information and adapted for teaching purposes.

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.

Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

Murphy, R. (2019). *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English*. Cambridge University Press.

Seely, J. (2013). *Oxford Guide to Effective Writing and Speaking* (3rd ed.). Oxford University Press.

LESSON 3

BUILDING BRIDGES OF DREAMS, MEMORIES AND POSSIBILITIES THROUGH WORDS

Character of Pancasila Students

▷ Critical Thinker

Develop the ability to reflect on their experiences and dreams, using language to communicate wisely and confidently.

▷ Collaborative

Engage in group discussions where they share experiences, ask open-ended questions, and practice effective communication.



Introduction

Do you ever reflect on the moments that have shaped you, or dream about the future you wish to create? This lesson will guide you through expressing your memories, aspirations, and ideas clearly and confidently. You'll learn to craft powerful exposition texts that explain your thoughts logically, while also practicing how to use the subjunctive mood to talk about dreams, wishes, and hypothetical situations.

From describing past experiences with the right expressions to engaging in conversations about your hopes for the future, this chapter will help you connect your words to your life stories. You'll also expand your vocabulary, learning new words and idiomatic expressions that bring your memories and aspirations to life.

By the end of this lesson, you'll have the tools to write persuasive exposition texts, confidently share your memories and dreams, and use the subjunctive mood to express yourself in both spoken and written English. Let's begin building those bridges between the past, present, and future!

 **Keywords:** Exposition Texts, Hopes and Wishes, Memories, Open-ended Questions.

By completing this chapter, you will gain the skills to express memories, aspirations, and ideas clearly and confidently in both spoken and written forms, while mastering exposition texts and using expressions such as hopes, wishes, and the subjunctive mood.

1. Developing Conversational Strategies and Expanding Vocabulary

- ▷ Use clear and appropriate expressions to remember and describe past experiences.
- ▷ Build confidence in responding to spoken English by understanding the context and nuances of the conversation.
- ▷ Learn and apply vocabulary related to personal experiences, aspirations, and storytelling.
- ▷ Understand the meaning and context of new words, phrases, and idiomatic expressions.

2. Expressing Memories through Spoken English

- ▷ Use clear and appropriate expressions to remember and describe past experiences.
- ▷ Build confidence in engaging in conversations about personal experiences and memories.

3. Writing and Analyzing Exposition Texts

- ▷ Understand the structure and purpose of exposition texts, including thesis, arguments, and conclusion.
- ▷ Write well-structured exposition texts to express opinions or reflections on a memorable experience.
- ▷ Review and revise drafts to ensure clarity, coherence, and persuasiveness.

4. Expressing Hopes and Wishes

- ▷ Use appropriate expressions to articulate dreams, aspirations, and hypothetical scenarios.
- ▷ Relate hopes and wishes to real-life contexts and personal aspirations while practicing their combination with storytelling to create more engaging conversations or written work.

5. Mastering the Subjunctive Mood

- ▷ Recognize and understand the use of the subjunctive mood in hypothetical or ideal situations.
- ▷ Apply the subjunctive mood in writing and discussions to describe dreams and possibilities.
- ▷ Use the subjunctive mood to express deeper meaning and context in storytelling or reflective writing.

F I T R I



1. Speak Your Mind

Words are powerful tools that help us share our thoughts, memories, and opinions. In this unit, you will learn how to express yourself clearly and confidently—whether you're recalling past experiences or presenting strong arguments to inspire others. Get ready to speak your mind and make an impact!

Mission 1. Adventure Tracker

In this activity, you will reflect on your holiday and camping experiences by checking off activities! Look at the list of holiday and camping activities below. For each activity, put a checkmark (✓) in the box if you've experienced it.

<input type="checkbox"/> Stayed overnight in a tent	<input type="checkbox"/> Made a campfire
<input type="checkbox"/> Roasted corn	<input type="checkbox"/> Went hiking
<input type="checkbox"/> Spent the day at the beach	<input type="checkbox"/> Tried fishing
<input type="checkbox"/> Slept under the stars	<input type="checkbox"/> Sang songs around a campfire
<input type="checkbox"/> Got lost while exploring	<input type="checkbox"/> Saw a beautiful sunrise or sunset
<input type="checkbox"/> Played games outdoors	<input type="checkbox"/> Took lots of photos on a trip

Mission 2. Adventure Reflections

Look back at the checklist you completed in the previous mission then use the questions below to reflect on your holiday and camping experiences. Write your answers in complete sentences.

1. Which activity from your checklist was your favourite memory? Why was it so special to you?
2. Which activity haven't you done yet but would love to try? Why does it interest you?
3. Did you have any surprising or funny moments during a holiday or camping trip? What happened?
4. What is one thing you've learned about yourself or others from a holiday or camping experience?
5. How do holidays and camping trips help people create memories and build stronger relationships?



Mission 3. A Camping Adventure to Remember

In this activity, you will read and analyze the dialogue about a holiday and camping experience. By analyzing the dialogue, you will practice recognizing and using these expressions in your own conversations.

The four friends are sitting in a classroom during a group discussion about their holiday experiences.

Alya: You guys, I'll never forget when my family and I went camping in the mountains last summer. It was such an amazing experience!

Budi: Really? What made it so special?

Alya: Well, for one, we stayed overnight in tents, and it was my first time doing that. That reminds me of how scared I was of all the nighttime noises at first! but after a while, I got used to it, and I actually started to enjoy the peaceful sounds of nature.

Danu: Oh man, I can imagine you jumping at every little noise! Did anything funny happen?

Alya: Oh yes! One time, we left our snacks out, and a raccoon got into them. I can't forget when my dad tried to chase it away, but the raccoon just stared at him, totally unbothered. It was hilarious!

Citra: That sounds like such a great memory. I've never gone camping before, but I really want to try it. It sounds peaceful.

Budi: Same here! I wish I could experience something like that. Did you do any other fun activities?

Alya: Absolutely! We went hiking to this beautiful waterfall. It was so worth it! Back in the day, I never thought I'd enjoy hiking, but now I love it.

Danu: Hiking? I don't know if I could handle that. I'd probably get lost. One time, I got lost just trying to find the bathroom at a theme park!

Budi: Danu, you always have the funniest stories. But Alya, what's your favorite part of camping?

Alya: Honestly, sitting around the campfire. That brings back memories of roasting marshmallows and telling spooky stories with my cousins. I'll never forget when my cousin told a ghost story that scared us all so much, we couldn't sleep!

Citra: Wow, I'd love to experience that someday. It sounds like something you'd remember forever.

Budi: Yeah, it's like camping isn't just about the activities—it's about the memories you make with people.

Danu: True! And the funny disasters. I think those are the best stories to tell later.

Alya: You're right, Danu. The unexpected moments always make the best memories. Like, who knew I'd end up chasing a raccoon in the middle of the night?

Citra: I guess camping teaches you a lot too. It's about enjoying nature and spending time with people you care about.

Budi: Agreed. One day, I'll try camping and make my own stories to tell. I can't wait to say, "That reminds me of..." just like you, Alya.

Alya: You definitely should! It's an adventure worth having.



Camping - Shutterstock.com 1918669754

Highlight or underline all the expressions used to remember something in the dialogue, then write the sentences that using expressions from the dialogue.

example: I'll never forget when my friends and I got lost in the forest. It was scary at the time, but now it's a funny story!

1.
2.
3.
4.
5.

Mission 4. Exploring the Dialogue

Write your answers in complete sentences. Use the information from the dialogue you've read in the mission 3 and your own understanding to respond thoughtfully and clearly to each question. Ensure your responses reflect both the content of the dialogue and your personal insights.

1. What memory does Alya describe as her favourite part of camping? Why does she enjoy it so much?
2. What unexpected or funny event happened during Alya's camping trip?
3. Which expressions does Alya use to recall her camping memories? List two examples.
4. How does Danu make the conversation more humorous? What does he say about his own experiences?
5. Why does Citra want to try camping in the future?
6. In your opinion, which expression from the dialogue is easiest to use in your own stories? Why?

Knowledge Corner

- a. Expressions to remember something are phrases used to recall, share, or describe past events, memories, or experiences. These expressions can be common (widely used in formal and informal contexts) or informal (used in casual conversations).
- b. Common expressions are neutral and can be used in both formal and informal settings. They are appropriate for writing, speaking, and a variety of contexts.

Examples:

- ▷ "I'll never forget when..."
- ▷ "That reminds me of..."
- ▷ "That brings back memories of..."

- c. Informal expressions are casual and often used in spoken English among friends and peers. They add a relaxed and personal tone to conversations.

Examples:

- ▷ "One time..."
- ▷ "Oh man, I remember when..."
- ▷ "I can't forget when..."



Mission 5. Complete the Dialogue!

Complete the dialogue where Rina is talking to you about camping and holiday memories. Fill in the blanks using the expressions provided in the Expression Bank. You can use your real experiences or, if you haven't gone camping, feel free to imagine new ones to make the conversation more personal.

Expression Bank

a. I'll never forget when...	f. That reminds me of...
b. One time...	g. I can't forget when...
c. Back in the day...	h. The memory is so vivid...
d. It feels like yesterday when...	i. Thinking about it always makes me smile...
e. That was a once-in-a-lifetime experience...	j. It's hard to believe it's been so long since...

Dialogue:

Rina: You know, I've been thinking about camping trips lately. They're so much fun. *(1) _____ I went camping with my family in the mountains. The view was incredible, and we made such great memories. How about you? Have you ever been camping or had a similar adventure?

You: *(2) _____. It feels like yesterday when it happened!

Rina: That sounds amazing! Did anything funny or unexpected happen?

You: *(3) _____. Thinking about it always makes me smile.

Rina: Camping trips are full of surprises, aren't they? *(4) _____ my first camping trip when I was a kid. We had no idea how to set up the tent, and it kept collapsing!

You: *(5) _____. The memory is so vivid—it still makes me laugh when I think about it!

Rina: That's hilarious. What about the food? I think food always makes camping special.

You: *(6) _____. I'll always treasure the moment when we cooked together.

Rina: You're right! Food does make it more fun. *(7) _____ the time we tried roasting marshmallows for the first time. It was such a mess, but we loved it!

You: *(8) _____. That was a once-in-a-lifetime experience for sure.

Rina: I think we should plan a camping trip together someday. It would be so much fun!



Mission 6. Vocabulary Builder

Review the text or activity from the previous task and identify any new or unfamiliar vocabulary words, then write each word with its definition.

1. Nostalgic → *Longing for happy memories of the past*
2. →
3. →
4. →
5. →

Mission 7. Discovering the Joys of Camping

Carefully read the text, "The Joys of Camping," to grasp its main ideas and supporting details. Then, provide complete and thoughtful answers to the questions below. For personal reflection questions, make meaningful connections to your own experiences and ideas to enrich your responses.

The Joys of Camping

Camping is one of the most rewarding activities for people of all ages, offering opportunities to connect with nature, strengthen relationships, and improve overall well-being. It provides a chance to escape the hustle and bustle of everyday life and immerse oneself in the beauty of the natural world. Whether it's waking up to the sound of birds chirping or gazing at a star-filled sky, nature has a calming effect that reduces stress and rejuvenates the mind. Studies have shown that spending time outdoors can boost mental health and increase feelings of happiness and relaxation.



Camping - Shutterstock.com 2499992731

One of the most memorable aspects of camping is the time spent with family or friends. Shared activities like setting up a tent, cooking meals over a campfire, or telling stories late into the night help strengthen bonds. These moments create lasting memories and foster teamwork, communication, and trust among campers. The simplicity of being in the wilderness encourages meaningful conversations and deeper connections.

In addition to emotional benefits, camping also improves physical health. It involves activities such as hiking, swimming, and exploring, which contribute to better fitness. Fresh air and natural surroundings improve sleep quality and promote mental clarity. Moreover, being unplugged from technology during camping encourages mindfulness and a deeper appreciation of the environment.

Camping offers countless benefits, from fostering a connection with nature to creating cherished memories with loved ones. It is not just a recreational activity but a way to enhance physical, mental, and emotional well-being. For these reasons, camping remains a timeless experience that everyone should try at least once in their lifetime.

Questions:

1. What are three benefits of camping mentioned in the text?

- How does camping help strengthen relationships, according to the text? Can you think of a similar activity that might have the same effect?
- The text suggests that camping encourages mindfulness and appreciation of nature. Have you ever experienced something similar? If not, would you like to? Why or why not?
- Why does the writer believe camping is a timeless experience that everyone should try?

Mission 8. Let's Analyze the Text!

Dive deeper into the text by answering the questions below. Uncover its main ideas, explore the supporting details, and reflect on its deeper meanings. Use complete sentences and let your answers showcase your critical thinking and unique insights about the text!

Analysis Questions

- What information do you get from the text about camping?
Which part of the text provides this information
- What is the main purpose of the text? Does it aim to explain, persuade, or both?
How do you know? Which sentences in the text help you identify its purpose?
- What are the main arguments presented in the text?
How are these arguments supported? (e.g., examples, facts, logical reasoning)
- What linking words or phrases are used to connect the ideas?
How do these words make the text flow logically? Provide specific examples.
- Does the conclusion effectively reinforce the thesis? Why or why not?
Do you agree with the writer's perspective on camping? Why or why not?



Do You Know?

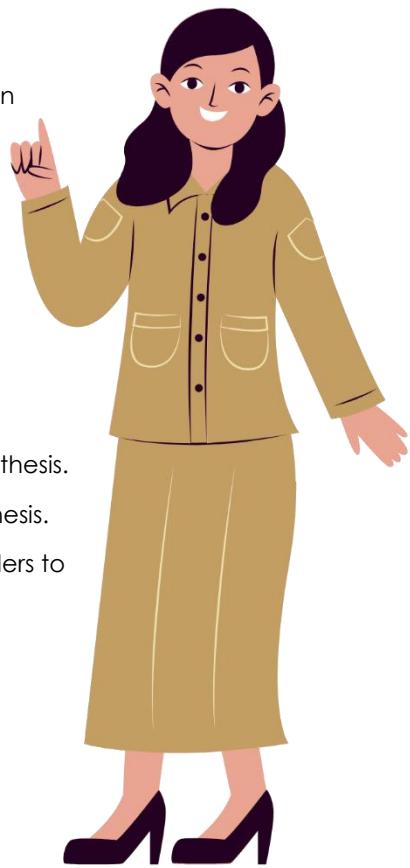
The Apollo 15 astronauts jokingly called their Moon mission a "camping trip"? In 1971, David Scott, James Irwin, and Alfred Worden spent three days on the lunar surface, exploring with the first-ever lunar rover. Their "tent" was the lunar module, Falcon, where they rested after collecting Moon rocks, taking photos, and driving across untouched terrain. Instead of campfire meals, they ate freeze-dried space food from packets. Stargazing was unparalleled, with a pitch-black sky and Earth glowing like a blue marble. They even left behind a plaque honoring fallen space pioneers, a unique "memorial" that still rests on the Moon today.



The prime crew of Apollo 15 - Wikipedia

Knowledge Corner

- a. An exposition text is a type of writing that presents an argument or opinion on a specific topic. Its purpose is to explain, analyze, or persuade the reader. Exposition texts are commonly used in academic writing, editorials, opinion pieces, and essays.
- b. The purpose of an exposition text is to logically and systematically explain a concept or viewpoint while persuading readers to adopt a particular opinion or take action.
- c. The structure of exposition text:
 - ▷ **Thesis:** Introduces the main idea or opinion.
 - ▷ **Arguments:** Provides reasons, evidence, and examples to support the thesis.
 - ▷ **Reiteration/Conclusion:** Summarizes the arguments and restates the thesis.
 - ▷ **Recommendation** (in certain types): Suggests specific actions for readers to take.
- d. League features:
 - ▷ Use of present tense to state facts and opinions.
 - ▷ Use connective words
 - ▷ Use of logical reasoning and evidence to strengthen arguments.
- e. Types of exposition text:



	Analytical Exposition	Hortatory Exposition
Purpose	To explain or analyze a topic logically.	To persuade the reader to act or agree.
Structure	Thesis → Arguments → Conclusion	Thesis → Arguments → Recommendation
Conclusion	Summarizes the arguments.	Includes a recommendation or call to action.

Mission 9. Find the Focus

Read the text "The Importance of Exercise" carefully to identify its thesis, key arguments, and conclusion. Summarize the thesis in one sentence, list 2-3 main arguments, and write the conclusion in a clear, concise statement. Organize your summary in the order of thesis, arguments, and conclusion.

The Importance of Exercise

Exercise is one of the most important habits for maintaining a healthy and balanced life. It offers physical, mental, and emotional benefits that can significantly improve your quality of life.



Workout - Shutterstock.com 2149264147

Regular exercise strengthens the body. It improves cardiovascular health, boosts immunity, and increases energy levels, making everyday tasks easier to manage. Whether it is a brisk walk or a gym workout, physical activity keeps the body in peak condition.

Exercise also enhances mental health by improving focus and reducing stress. Activities like yoga or jogging allow the brain to relax and recharge, which can lead to better decision-making and problem-solving skills. Regular physical activity also helps create a sense of routine and discipline, which can positively impact productivity.

Moreover, exercise promotes emotional well-being. Physical activity releases endorphins, the "feel-good" hormones, which help reduce anxiety and improve mood. People who exercise regularly often report feeling more confident and optimistic in their daily lives.

Therefore, exercise is not just a physical activity; it is a lifestyle choice that enhances your body, mind, and emotions. By making exercise a part of your daily routine, you can enjoy a healthier, happier, and more fulfilling life.

Thesis:

.....

Arguments:

.....

.....

Conclusions:

.....

.....

Mission 10. Discovering Connecting Words

Carefully read the text, "The Benefits of Outdoor Activities" As you read, highlight or underline all the connecting words that help link ideas and create flow. Then, list these words in the worksheet provided below. Let's uncover how these words bring the text to life!

The Benefits of Outdoor Activities

Outdoor activities are some of the best ways to improve your physical health, mental well-being, and social relationships. Moreover, they allow individuals to connect with nature while staying active and engaged. Whether it's hiking, camping, or simply taking a walk in the park, outdoor activities offer a wide range of benefits that enrich our lives.

First of all, outdoor activities significantly improve physical health. For instance, hiking strengthens muscles and improves cardiovascular health. In addition, spending time outdoors often encourages people to stay active longer because they are enjoying the scenery and fresh air. Physical activities in nature also help boost energy levels and overall fitness.

Secondly, outdoor activities enhance mental well-being. For example, studies have shown that spending time in nature reduces stress and improves mood. Activities like camping or walking in a forest allow people to disconnect from technology and recharge their minds. Furthermore, being in natural environments promotes mindfulness and provides mental clarity.

Lastly, outdoor activities foster social connections. By engaging in group activities, such as team sports or camping trips, individuals strengthen their relationships with friends and family. Similarly, meeting new people through outdoor hobbies like climbing or cycling creates opportunities to build meaningful friendships. Consequently, these experiences enhance social bonds and create lasting memories.

In conclusion, outdoor activities are essential for maintaining a healthy and balanced lifestyle. Therefore, they should be a regular part of everyone's routine to enjoy their physical, mental, and social benefits.



Outdoor Activity - Shutterstock.com 719192824

Connecting words:

Moreover	.....	.....
.....
.....

Mission 11. Shape Your Perspective: Writing with Purpose

Get ready to craft your own exposition text! Choose a topic you're passionate about—something you want to explain or convince others to believe. Follow these steps to create a compelling piece:

- 1) Plan Your Text: by decide a topic you want to write about
- 2) Use the following structure to outline your exposition text:
 - ▷ Thesis: Write one or two sentences that introduce your main idea or opinion.
 - ▷ Arguments: Develop three arguments to support your thesis. Each argument should include: a reason and an explanation or example.
 - ▷ Conclusion: Summarize your main points and restate your thesis.
- 3) Organize your ideas into clear paragraphs, and don't forget to use connecting words to link your ideas



Mission 12. Quiz

1. Which of the following sentences combines both a common and an informal expression to recall a memory?
 - a. "I'll never forget when we went camping by the lake; it was so relaxing."
 - b. "Back in the day, we used to roast marshmallows by the campfire, and it was always so much fun."
 - c. "I can't forget when we saw the shooting stars; it was such a magical moment."
 - d. "One time, I'll always treasure the moment we stayed up all night sharing stories."
 - e. "Oh man, that reminds me of the time we tried to build a campfire—it was a disaster!"
2. Which of the following best illustrates how to transition from a casual conversation to sharing a detailed memory using expressions to remember something?
 - a. "One time, I saw a waterfall while hiking; it was beautiful."
 - b. "That reminds me of the time we went camping in the mountains. I'll never forget when we hiked to the top and saw the sunrise—it was breathtaking."
 - c. "Back in the day, we used to go camping every summer."
 - d. "Oh man, I remember when we packed all our food and forgot the stove!"
 - e. "I'll never forget when we got lost on a trail, and it was such an adventure."
3. Which of the following is a typical feature of an exposition text?
 - a. It uses dialogue to develop a narrative.
 - b. It includes a thesis, arguments, and a conclusion.
 - c. It focuses on entertaining the reader with fictional stories.
 - d. It relies on rhetorical questions without providing evidence.
 - e. It avoids the use of linking words to connect ideas.

4. Read the text below carefully!

The Importance of Recycling



Recycling - Shutterstock.com 2152173579

Recycling is an essential practice for protecting the environment and conserving resources. By recycling, we reduce the amount of waste that ends up in landfills, conserve natural materials, and minimize pollution.

First, recycling reduces the amount of waste sent to landfills and incinerators. When we recycle paper, plastic, and metal, these materials are reused instead of being discarded, saving valuable space in landfills.

Second, recycling conserves natural resources. For example, when we recycle paper, fewer trees need to be cut down. Similarly, recycling metals reduces the need for mining, which can damage ecosystems.

In conclusion, recycling is an easy yet powerful way to help the environment. By adopting this practice, we can create a cleaner and more sustainable future.

What is one reason given in the text for why recycling is important?

- a. It reduces the amount of waste sent to landfills.
- b. It is a costly but effective way to manage resources.
- c. It eliminates the need for incinerators.
- d. It makes landfills unnecessary in the long term.
- e. It prevents the need for new technologies.

5. Read the text below carefully!

The Benefits of Team Sports

Playing team sports offers several benefits that improve both physical fitness and social skills. Being part of a team helps individuals learn cooperation, build relationships, and achieve personal goals.

First, team sports improve physical fitness. Activities like soccer, basketball, and volleyball require movement, which strengthens muscles and increases endurance. Regular participation also encourages a healthier lifestyle overall.

Second, team sports teach cooperation and teamwork. Players must communicate and work together to achieve their goals, which builds trust and enhances relationships both on and off the field.

In conclusion, team sports are a fantastic way to stay active, develop important life skills, and build lasting friendships.



Which of the following is a benefit of team sports mentioned in the text?

- a. They are easier than individual sports.
- b. They eliminate the need for a healthy diet.
- c. They improve physical fitness and teach teamwork.
- d. They focus only on building endurance.
- e. They reduce the need for competition.



2. Wishing for a Better World

In this unit, you will explore how to express dreams, desires, and possibilities using hopes, wishes, and the subjunctive mood. From imagining a better future to reflecting on what could have been, you'll learn how to bring your thoughts to life through powerful and meaningful expressions.

Mission 1. Expression Explorer

Carefully read the dialogue below, focusing on how each character uses expressions to communicate their thoughts, feelings, and ideas. Reflect on the purpose of each expression and how it enhances the overall conversation. Finally, write complete answers to the essay questions provided.

Planning a Dream Camping Trip

The four friends are sitting at a park on a sunny afternoon, brainstorming ideas for their dream camping trip.

Lisa: Hey, guys! I've been thinking—it's been way too long since we last went camping. I really hope we can plan something soon. What do you all think?

Ethan: Hmm, I like the idea... but I'm not sure where we should go. Let me think about it for a second. What if we go somewhere with both hiking trails and a lake?

Lisa: That's exactly what I was thinking! I wish we could find a spot where we can swim, hike, and maybe even try fishing. How about you, Sophia?

Sophia: Give me a moment to think... Okay, what about Pinecrest National Park? It's supposed to have great trails, a lake, and a stargazing area.

Jack: Oh, stargazing? Now that's something I wish I could do every weekend. If only we had a telescope to make it even better!

Ethan: That's true, but I don't think we need a telescope to enjoy the stars. Stargazing is still magical without it. Do you think we can camp overnight at Pinecrest?

Lisa: Definitely! I hope we can find a weekend when everyone's free. Oh, that reminds me—we need to figure out what to pack. Jack, what's your must-have item?

Jack: I wish I could say marshmallows and a pillow, but... let me think... We'll need a tent big enough for all of us, a portable stove, and definitely board games.

Sophia: Board games? That's a great idea. I also hope we can try cooking meals over the campfire. If only I knew how to make a perfect campfire stew!

Lisa: I can teach you a little, but give me a moment... We could even look up recipes before we go. I hope we can all take turns cooking—it'll make it more fun!

Ethan: That's a solid plan. You know, I really hope the weather is perfect that weekend. If only we could guarantee no rain—clear skies would be ideal for stargazing.

Jack: True, but even if it rains, I wish we could just laugh it off and enjoy being together. That's what camping is all about, right?

Sophia: Absolutely. It's about the memories we make. Let's finalize the dates soon. I'm already imagining how great this trip is going to be!



Questions:

1. What expressions of hope and wish do you find in the dialogue? Analyze how each character uses these expressions to communicate their thoughts and feelings.

Answer:

- ▷ **Lisa:** "I really hope we can plan something soon." → Shows her excitement and optimism for starting the trip.
- ▷
- ▷

2. Why do the characters use pauses or phrases like "give me a moment to think" in their conversation? How does this strategy affect the flow of the dialogue?

Answer:

3. Which character's expressions of hope or wish do you relate to the most? Explain why and give an example of how you might use similar expressions in your life.

Answer:

4. How do the characters' expressions contribute to the theme of planning a camping trip? Which expressions make their conversation more engaging and realistic?

Answer:

Mission 2. Complete the Dialogue

Read the incomplete dialogue below carefully. Use the Expression Bank to fill in the blanks with the most appropriate responses. Write your answers in the spaces provided.

Emma and Noah are talking about their weekend camping trip.

Emma: Hey, Noah! I'm so excited about our camping trip this weekend. I really hope we'll have great weather.

Noah: Me too! (1) _____.

Emma: Thanks! I'm also thinking about what to pack. I wish I had a better backpack—it's so small.

Noah: (2) _____. Maybe I can lend you mine if you need it.

Emma: That would be amazing—thanks! Oh, and do you think we'll be able to build a good campfire?

Noah: (3) _____. If only we had some tips from an expert!

Emma: I know, right? I also hope we'll get to see the stars clearly at night.

Noah: Definitely! (4) _____. It'll be so relaxing to stargaze after a long hike.

Emma: If only I had a telescope! That would make it even more exciting.

Noah: (5) _____. Anyway, let's finalize our checklist so we don't forget anything.

Expression bank

I hope it doesn't rain—clear skies would be perfect.
I wish I could buy you a new one someday.
I really hope we can! It'll make the trip so much better.
Thanks! I hope it fits everything you need.
I agree—it would be incredible to see the constellations up close.

Knowledge Corner

- ▶ Expressions of hopes and wishes are used to convey desires or aspirations, either for ourselves or others. These expressions often reflect what we want to happen in the future (hopes) or what we wish were true in the present or past (wishes).
- ▶ Use "hope" followed by the present tense for future events or the past tense for past hopes
- ▶ Use "wish" with a past tense verb to express a desire for something that is not true or not happening
- ▶ Example the use of hopes and wishes:

Hopes and wishes	Responses
I hope you have a great day at school.	Thank you, I hope so too.
I hope the meeting goes smoothly tomorrow.	That's kind of you to say.
I wish people would be more considerate.	That's a good one! I'd wish for the same.
I wish I had taken that job opportunity.	That's a great wish. I hope it comes true someday.
I wish I knew how to play the piano.	I understand; that would be amazing.

Mission 3. Expressing Hopes and Wishes

Look at the situations provided in the table and write a hope or wish that fits each one, then add a response to match the hope or wish, ensuring you use the correct structure for hopes and wishes.

Situation	Hope/Wish	Response
It's been raining all week.	I wish the rain would stop soon.	Same here! I really miss the sunshine.
Your friend missed a party.
You have a big exam tomorrow.
Your friend is starting a new job.
You forgot to bring your homework.
Your team is playing in a match.

Mission 4. Mapping My Dreams: Hopes and Wishes Timeline

Complete the timeline by writing your hopes and wishes for each time period, along with a short explanation or plan to achieve them. Use expressions such as I hope..., I wish..., and if only... to craft your responses clearly and thoughtfully.

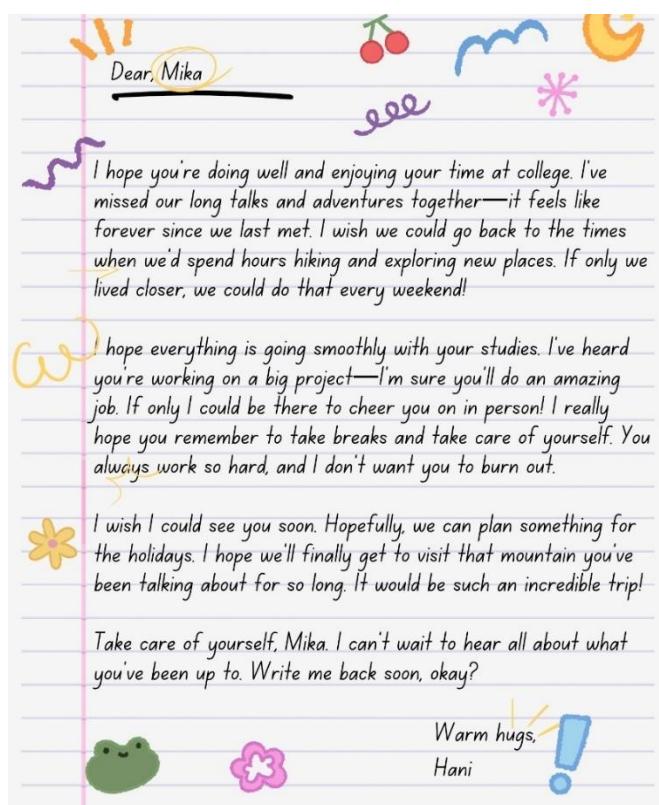
My Personal Hopes and Wishes

Timeline	Hope/Wish
Short-term (1-2 Years)	I hope to be accepted into my dream university, so I will study hard, stay focused on my grades, and thoroughly prepare for the entrance exams.
Mid-Term (3-5 Years)	.....
Long-Term (6+ Years)	.....

Mission 5. Letters of Hope and Wishes

Carefully read the letter from Hani to Mika and pay close attention to the expressions of hope and wish used throughout. Then, complete the task by answering the questions that follow.

1. What does Hani hope for Mika in terms of her studies?
2. What is one thing Hani wishes they could do together?
3. Why does Hani say, "If only we lived closer"?
4. What future plan does Hani hope they can make happen?



Mission 5. Hopes and Wishes Across Time

Complete the chart below by writing two examples of hopes or wishes for each time frame: past and present/future. In the past section, reflect on events that have already happened and express what you wish had been different. In the present/future section, focus on things you want to happen or change moving forward.

Past	Present/Future
<i>I wish I had woken up earlier this morning.</i>	<i>I hope I can join the basketball team.</i>
.....
.....
.....

Knowledge Corner

- a. The subjunctive mood is a verb form used to express hypothetical situations, wishes, suggestions, demands, or conditions that are contrary to reality. It is often used in formal or polite speech and writing to show something that is not factual or real but imagined, desired, or required.
- b. The subjunctive is more common in formal English. In informal speech, people may substitute it with indicative forms (e.g., was instead of were).
- c. The verb be is unique in that it uses the base form for the present subjunctive (be) and were for the past subjunctive for all subjects.
- d. Key uses of the subjunctive mood
 - ▷ Wishes and desires: The subjunctive is used after verbs like wish to express something that is not true or not happening in the present or past.
 - ▷ Hypothetical Situations: used to describe situations that are contrary to fact or imagined.
 - ▷ Suggestions or Recommendations: The subjunctive follows verbs that make demands, suggestions, or advice (e.g., recommend, suggest, insist, demand).
 - ▷ Formal Expressions: Common expressions like *It is important that*, *It is essential that*, or *It is necessary that* use the subjunctive mood.
- e. The form of Subjunctive Mood
 - ▷ Present subjunctive: Use **the base** form of the verb (e.g., go, be, write) without -s, even for third-person singular subjects.
 - ▷ Past subjunctive: Use **were** instead of was for all subjects.
 - ▷ Negative form: Use **not** before the base form of the verb.
- f. Common expressions:
 - ▷ Wishes: *I wish I were, I wish he had...*
 - ▷ Hypothetical Conditions: *If I were, If she were...*
 - ▷ Recommendations: *I suggest that, They insist that...*
 - ▷ Formal Expressions: *It is necessary that, It is important that...*

Mission 6. Subjunctive Scenarios

Now that we've explored the subjunctive mood, including how to express wishes, discuss hypothetical situations, and make recommendations, it's time to put your skills into practice! Below are incomplete sentences and prompts—complete each one using the correct subjunctive form to showcase your understanding.

Complete the sentences to express unreal situations:

I wish I _____ more time to prepare for the exam.

She wishes it _____ on the weekend.

If only I _____ taller, I could join the basketball team.

Complete the sentences to describe imaginary or contrary-to-fact scenarios:

If he _____ the president, he would create more jobs.

If we _____ in a castle, life would be so different.

If they _____ about the surprise party, it wouldn't be a surprise anymore.

Rewrite the sentences using the subjunctive mood:

The teacher insists that every student _____ their assignment on time.

It is essential that the meeting _____ at 9 a.m. sharp.

I suggest that he _____ until the presentation is over.

Mission 7. Subjunctive Mood Journal

In this mission, you'll create your own journal using the subjunctive mood. Follow the instructions below to complete the task and let your creativity shine as you express wishes, hypothetical situations, and recommendations!

- ▷ Write a title for your entry, such as "If I Were..." , "Dreaming of the Perfect Day," or "My Ideal World."
- ▷ Write about three things you wish were true in your life.
- ▷ Describe two "what if" situations and explain how things would change.
- ▷ Suggest one thing that you believe is important for someone or something to improve.
- ▷ Make sure to include at least five sentences using the subjunctive mood.

Example:

If I Were a World Traveler

I wish I had the chance to visit every country in the world. If only I had unlimited time and money, I could explore new cultures and try different cuisines. If I were living in Italy right now, I would be eating gelato by the Colosseum.

I also dream of traveling to Japan during cherry blossom season. It's important that I save enough money to make this dream come true someday. I suggest that anyone who loves adventure make traveling a priority.

Mission 8. Matching Game

Below are two columns: contains the first half of sentences, and the second half. Your task is to match the fragments to form grammatically correct sentences using the subjunctive mood.

First half sentences	Second half
1. If I were the president,	a. be respectful during the discussion.
2. I wish I had studied more for the test,	b. he would be more confident speaking in English.
3. The teacher insists that he	c. I might have gotten a better grade.
4. If I were rich,	d. be respectful during the discussion.
5. It is important that everyone	e. I would buy a house by the beach.
6. If only he practiced more,	f. I would implement better education policies.

Full sentences:

1. *If I were the president, I would implement better education policies. (F)*
2. (..)
3. (..)
4. (..)
5. (..)
6. (..)

Mission 9. Sentence Transformations

Below are sentences written in the indicative mood (used to state facts). Your challenge is to transform each one into the subjunctive mood, turning it into a wish, a hypothetical scenario, or a thoughtful recommendation.

Sentences:

1. I don't have enough time to complete my project.
I wish I had enough time to complete my project.
2. She is not here to help us with the preparations.
.....
3. He spends too much time playing video games.
.....
4. The teacher says that everyone should study more carefully.
.....
5. They don't understand the importance of teamwork.
.....

Do You Know?

The idea of wishing upon a star is thought to have originated with the ancient Greeks. The astronomer Ptolemy, in the 2nd century AD, theorized that shooting stars appeared when the gods opened the heavens to gaze upon Earth. During these moments, people believed their wishes had a greater chance of being heard and granted by the gods.



6. I don't live in a big city.

.....

Mission 10. Quiz

1. Which statement best explains the difference between "hope" and "wish" in terms of usage?
 - a. "Hope" can be used for past regrets, while "wish" is only used for present desires.
 - b. "Wish" always requires the past tense, while "hope" requires the future tense.
 - c. "Hope" is only used in informal situations, while "wish" is for formal contexts.
 - d. "Hope" is used for possible future events, while "wish" is used for hypothetical or unreal situations.
 - e. There is no significant difference between "hope" and "wish."

2. Which of the following sentences uses "wish" correctly?
 - a. I wish I will be able to attend the concert tomorrow.
 - b. She wishes she has more time to finish the assignment.
 - c. I wish it were sunny today instead of raining.
 - d. They wish they could've won the match yesterday.
 - e. If only I wish to travel more, it would be possible.

3. In which of the following sentences is the subjunctive mood used correctly?
 - a. The teacher suggests that he attends the meeting.
 - b. It's necessary that everyone brings their own materials.
 - c. If I was rich, I would donate to charity.
 - d. I suggest that she study more before the exam.
 - e. If she was here, she would know what to do.

4. Which sentence demonstrates a past subjunctive mood?
 - a. If only I had studied harder, I would've passed the test.
 - b. I insist that she submit the report by Friday.
 - c. If I were you, I would take the job offer.
 - d. The principal requested that the rules be followed.
 - e. It is vital that he be present at the conference.

5. Identify the error in the use of the subjunctive mood in this sentence: If he was more confident, he would speak up during meetings.
 - a. The sentence should use "will speak up" instead of "would speak up."

**Akses latihan soal
lainnya di sini yuk!**



- b. The word "was" should be "were" because it expresses a hypothetical situation.
- c. The phrase "if he was" should be replaced with "if only he is."
- d. The subjunctive mood is unnecessary in this sentence.
- e. There is no error in this sentence.

Summary

Expression to Remember Something

Expressions to remember something are phrases used to recall past experiences or events. They can be categorized into:

- ▷ Common Expressions: Formal or general expressions often used in writing or polite conversation.
Example: *I'll never forget when..., I can still remember the day...*
- ▷ Informal Expressions: Casual phrases used in everyday speech.
Example: *That reminds me of..., Back in the day...*

Exposition Text

Exposition text is a type of writing that explains, informs, or argues a specific topic. Its purpose is to present facts, ideas, or opinions logically and systematically to educate or persuade the reader.

- a. The structure of exposition text:
 - ▷ Thesis: Introduces the main argument or idea.
 - ▷ Arguments: Provides reasons or evidence to support the thesis.
 - ▷ Conclusion: Summarizes the argument and restates the thesis.
- b. The types of exposition text:
 - ▷ Analytical Exposition: Explains a viewpoint with arguments but does not provide direct recommendations.
 - ▷ Hortatory Exposition: Provides arguments and encourages the audience to take action.

Hopes and Wishes

Expressions of hope and wish are used to convey aspirations and desires:

- a. Hope: Refers to realistic or possible outcomes in the present or future.
Example: *I hope you succeed in your project.*
- b. Wish: Refers to hypothetical or unreal situations in the past, present, or future.
Example:
 - ▷ Present: *I wish I were taller.*
 - ▷ Past: *I wish I had studied harder for the exam.*
 - ▷ Future: *I wish I could travel next year.*

Subjunctive Mood

The subjunctive mood expresses hypothetical, unreal, or contrary-to-fact situations, as well as formal recommendations or wishes.

Key uses:

- a. Wishes and Hypotheticals:

Example:

- ▷ *If I were you, I would apologize.*
- ▷ *I wish I had more free time.*

b. Suggestions or Demands:

Example:

- ▷ *The teacher insists that she be present.*
- ▷ *It is important that everyone follow the rules.*

c. Formation Rules:

- ▷ Use were for all subjects in hypothetical situations.
- ▷ Use the base form of verbs in formal recommendations.

Reference

Cambridge University Press (2022). *Grammar in Use*

Online ESL Resources: Subjunctive Mood and Grammar Structure Guides

Ptolemy, C. (c. 150 AD). *Star Myths and Origins of Wishes* (Historical Context)

<https://www.farmersalmanac.com/shooting-stars-and-good-luck>

<https://www.nasa.gov/missions/apollo/apollo-15-mission-details/>

LESSON 4

VOICES OF THE MODERN WORLD

Character of Pancasila Students

▷ Religious, Faithful, and of Noble Character

Develop the ability to express opinions in a respectful and ethical manner, considering different perspectives with humility and understanding.

▷ Critical Thinker

Engage in critical thinking by understanding both sides of an issue and formulating well-structured responses.

▷ Empathetic

Apply active listening strategies to show genuine care and consideration.



Introduction

How do you take your conversations to the next level? In this lesson, we will focus on building your ability to engage effectively in conversations about modern topics. From expressing your opinions clearly to supporting your arguments with facts, you'll learn how to make your voice heard while maintaining respect for different viewpoints.

You'll also discover how to balance pros and cons, understand the subjunctive mood, and use idiomatic expressions to add color and nuance to your language. Whether you're having a casual conversation or engaging in a formal debate, this chapter will teach you how to create meaningful connections through words.

Keywords: Teks Arguments, Opinions, Pros and Cons, Exposition Texts, Logical Reasoning.

The goal of this chapter is to help you master the art of engaging in meaningful discussions by expressing opinions clearly, building arguments with evidence, and exploring different perspectives to navigate modern topics effectively.

1. Engaging in Effective Conversations

- ▷ Use various points of view (POV) to initiate and sustain meaningful discussions.
- ▷ Apply conversational strategies, such as asking follow-up questions and summarizing ideas, to keep discussions engaging.

2. Building Arguments with Facts and Research

- ▷ Learn to incorporate facts, quotes, and research to strengthen arguments in conversations and discussions.
- ▷ Analyze and evaluate the credibility of supporting evidence in arguments.
- ▷ Use logical reasoning and critical thinking to present arguments persuasively.

3. Exploring Pros and Cons

- ▷ Understand the structure and purpose of pros and cons in a discussion.
- ▷ Practice balancing opposing views to present a fair and well-rounded argument.
- ▷ Recognize and address potential biases when weighing pros and cons.

4. Expressing Opinions Effectively

- ▷ Use adjectives of opinion, comment adverbs, and advanced vocabulary to articulate thoughts clearly.
- ▷ Employ idioms to add nuance and depth to expressions of opinion.
- ▷ Differentiate between formal and informal language when expressing opinions.

5. Mastering Discussion Texts

- ▷ Understand the structure of a discussion text, including the introduction, arguments, and conclusion.
- ▷ Write a cohesive discussion text incorporating contrasting words, idioms, and evidence-based arguments.
- ▷ Edit and revise discussion texts to ensure clarity, coherence, and proper use of language tools.

F I T R I



1. Finding Harmony in Differences

The modern world is full of different voices and perspectives. This unit will teach you how to handle disagreements in a respectful and polite way, turning differences into opportunities to learn from one another.

Mission 1. The Impact of Words Online

Carefully analyze the poster and think deeply about its message, then answer the questions thoughtfully and critically.

THINK BEFORE YOU POST: WORDS MATTER ONLINE!

Every time you post, comment, or share, your words leave a mark. They can inspire someone to reach new heights or push them further into doubt. While social media connects us, it also magnifies the impact of our words. Think about this: over 70% of people have experienced negative comments online, and 30% of those say it impacted their mental health significantly.

IS IT... TRUE, HELPFUL, INSPIRING, NECESSARY, KIND?

JOIN THE MOVEMENT: BE A POSITIVE VOICE!

- Comment with kindness.
- Call out negativity respectfully.
- Post with purpose.

DID YOU KNOW?

- 1 in 3 teenagers say that online comments influence their self-esteem.
- Negative posts can spread to over 100,000 users in less than an hour.
- Positive interactions improve online communities by 65%.

#ThinkBeforeYouPost #SpreadPositivity #YourWordsMatter

Questions:

1. What does the phrase "your words leave a mark" mean in the context of social media? Can you give an example of how a comment could leave either a positive or negative impact on someone?
2. The poster states that "70% of people have experienced negative comments online." Why do you think negative comments are so common on social media, and how could this trend be reversed?
3. Why does the poster encourage users to ask themselves the T.H.I.N.K. questions before posting? Which of these criteria do you think is the hardest to follow, and why?
4. Social media is often seen as a place to express yourself freely. Do you think the message of this poster conflicts with the idea of freedom of speech? Why or why not?
5. The poster claims that "positive interactions improve online communities by 65%." In your opinion, is creating a positive online environment a shared responsibility, or should it rely more on individual behavior? Why?

Mission 2. Voices Matter

Carefully read the dialogue between Jaya, Cinta, and Luna about the poster in the previous mission (mission 1), paying attention to how they share their opinions, disagree respectfully, and reconsider their views. Reflect on the dialogue and answer the comprehension questions, using examples from the text and your own experiences to support your responses.

Jaya: Did you see that poster in the hallway? The one about social media and how words matter online?

Cinta: Yeah, I saw it. I think it's a good reminder. A lot of people don't realize how much impact their comments can have on others.

Luna: I agree, but don't you think it's a bit idealistic? I mean, sure, we should all be kind, but not everyone is going to stop and think before they post.



Jaya: You're right, Luna, not everyone will, but isn't that exactly why campaigns like this exist? To get people thinking about their behavior? Even if a few people start being more mindful, it's a step in the right direction.

Cinta: Exactly. And honestly, I've seen how much a negative comment can hurt someone. Last year, a classmate of mine deleted their social media because of bullying. If even one person had spoken up against it or posted something positive, it could've made a difference.

Luna: That's terrible. But Cinta, don't you think people should just ignore negativity online? I mean, you can't control what others say, so why let it bother you?

Cinta: I see your point, but not everyone finds it easy to ignore. Words can cut deeper than we realize, especially when it's constant. That's why posters like this are important—they remind us to think twice before we post.

Jaya: And it's not just about avoiding negativity; it's about actively spreading positivity. Like the poster says, "Comment with kindness." If more people focused on that, social media could actually become a healthier place.

Luna: I hadn't thought about it like that. Maybe we can't change everyone's behavior, but if enough people lead by example, it might start a ripple effect.

Cinta: Exactly! It's like the poster says, "Your words leave a mark." We have a choice about whether that mark is positive or negative.

Jaya: Totally. Next time I post something, I'm going to use the T.H.I.N.K. questions from the poster. It's such a simple way to remind myself to be more mindful.

Luna: You know what? Me too. It might take some practice, but I'd rather my words inspire someone than hurt them.

Comprehension and Critical Thinking Questions:

1. What is Cinta's argument for why the poster's message is important? Do you agree with her? Why or why not?
2. Luna initially disagrees with the poster's message but changes her perspective during the conversation. What causes her to reconsider her opinion?
3. Jaya mentions the T.H.I.N.K. questions from the poster. How do these questions help people post more thoughtfully online? Give an example of how you might use them.
4. Luna says that people should just ignore negativity online. Do you think this is a good solution? Why or why not?
5. In the dialogue, Jaya and Cinta discuss leading by example on social media. What are some specific actions you can take to be a positive influence online?

Mission 3. Social Media Perspectives: Agree or disagree?

Carefully review each statement in the table, which highlights common opinions about social media and its impact. For each statement, decide whether you agree or disagree. Write your response and explain your reasoning clearly in 2-3 sentences, using critical thinking to support your viewpoint.

Statement	Your opinion
Social media does more harm than good	<i>I disagree, because social media can also spread awareness and connect people in meaningful ways.</i>
Negative comments online should lead to strict consequences.
Everyone should follow the T.H.I.N.K. questions before posting online.
Teenagers should limit their time on social media to improve mental health.
Social media is the best way to stay informed about current events.
Influencers have a responsibility to promote positive behavior online.

Mission 4. Who Agrees and Disagrees?

Read the conversation between Arjun, Bella, Dita, and Farhan about whether homework should be banned. Pay attention to how each character expresses their opinion and the way they agree or disagree.

Should Homework be Banned?

Arjun: I honestly think that homework should be banned. It just takes up too much of our free time after school.

Bella: Hmm, I'm not sure I agree with you, Arjun. Homework can be really helpful for practicing what we learn in class. Without it, I think we'd forget things more easily.

Dita: I completely agree with Bella. Homework helps us prepare for exams and keeps us focused on our studies. Besides, it's not that hard to manage if we plan our time well.

Farhan: Ugh, are you kidding me, Dita? Homework is just a waste of time! Teachers don't even check half of it properly. It's pointless!

Arjun: Farhan, I get what you mean, but maybe it's not entirely pointless. Homework does help us understand topics better sometimes, even if it feels like a lot.

Bella: Exactly. But maybe schools could just reduce the amount of homework instead of banning it completely. That way, we'd have time for other activities and still benefit from the extra practice.



Dita: That's a fair point, Bella. A balance could work better than completely banning it.

Farhan: I still think it's a joke. Who even enjoys homework? If I had my way, I'd just get rid of it and enjoy my life!

Arjun: Farhan, I understand you feel strongly about this, but we need to look at the bigger picture too. It's not just about enjoying life; it's about building habits that help us in the future.

Identify who agrees/disagrees and their argument:

Agree	Disagree
.....
.....

Mission 5. Debate Session

Join the school's debate club session on the topic: **Should artificial intelligence (AI) replace human workers in certain industries.** Two students support AI replacing human workers, while two argue against it.

Carefully read to the points each speaker makes and observe how they agree or disagree respectfully.

Moderator (Teacher): Welcome to today's debate! Our topic is: *Should Artificial Intelligence Be Allowed to Replace Human Workers?* Kevin and Maya will argue in favor, while Alia and Zain will argue against. Let's begin!

Kevin: Thank you. I believe AI should replace human workers in industries where tasks are repetitive or dangerous. For example, robots in manufacturing can handle hazardous materials more safely and efficiently than humans. This shift reduces workplace injuries and increases productivity.

Alia: That's a valid point, Kevin, but replacing humans with AI in these roles creates unemployment. People lose their livelihoods, and communities suffer. Productivity is meaningless if people can't afford to live.

Maya: I see where you're coming from, Alia, but AI also creates new job opportunities. Someone has to design, maintain, and manage these machines. The workforce won't disappear—it will evolve.

Zain: I respectfully disagree, Maya. Not everyone has the skills or resources to transition into tech-based jobs. What happens to workers in rural areas or developing countries where education and training are limited? AI could widen the gap between the rich and the poor.

Kevin: That's an interesting perspective, Zain. But let's not ignore the potential benefits AI brings. For instance, in the healthcare industry, AI-powered systems can diagnose diseases more accurately and quickly than doctors. Isn't saving lives more important than maintaining outdated job roles?

Alia: Kevin, saving lives is critical, but AI doesn't replace the empathy and judgment of human doctors. Would you trust a machine to make ethical decisions in life-and-death situations? Humans bring something irreplaceable to these fields.

Maya: Alia, I understand your point, but we're not saying AI should completely replace humans in every industry. Instead, AI can assist humans, allowing them to focus on tasks that require emotional intelligence and creativity. It's about collaboration, not replacement.

Zain: Maya, collaboration sounds great in theory, but once companies realize how cost-effective AI is, they'll prioritize profits over collaboration. We've already seen businesses cutting jobs to save money. How do you address the ethical issues of prioritizing machines over people?

Moderator (Teacher): Thank you, everyone. That concludes our debate. Now let's reflect on the arguments presented and discuss the key points raised.

Mission 6. Your Turn to Share!

After reading and observing the debate in the previous mission (mission 5), it's time to share your thoughts! Reflect on what you've learned and express your own opinion by answering the following questions.

1. What are the ethical implications of replacing human workers with AI? How can industries address these concerns while still pursuing technological advancement?
2. In the debate, Zain raises a point about AI increasing the gap between the rich and the poor. Do you agree or disagree with this argument? What solutions could help ensure AI benefits everyone, not just certain groups?
3. Maya suggests that AI and humans can collaborate instead of AI fully replacing human workers. Do you think collaboration is a realistic solution, or will companies prioritize cost over human involvement? Why?
4. One of the key arguments in favor of AI is its ability to save lives, particularly in healthcare. Do you think this benefit outweighs the potential risks of replacing human judgment and empathy in critical decisions? Why or why not?
5. Reflect on the tone of the debate. Were the disagreements presented respectfully? How could impolite or poorly phrased disagreements affect the outcome of a discussion like this? Give examples from the dialogue or your own experience.

Knowledge Corner

- a. Arguing politely refers to presenting your viewpoint or defending your position in a respectful and constructive manner, even when others disagree.
- b. Polite argumentation ensures that discussions remain open-minded and helps to build better relationships, whether in personal, academic, or professional settings.
- c. Polite argument phrases (These phrases help soften the tone of the argument while maintaining its strength.):
 - ▷ *I see your perspective, but I believe...*
 - ▷ *That's an interesting point; however...*
 - ▷ *While I understand your argument, I think...*
- d. Expressing disagreement respectfully involves communicating differing opinions in a way that values the other person's perspective and avoids unnecessary conflict.
- e. Learning to disagree respectfully is a critical skill for maintaining healthy relationships and fostering positive communication in diverse environments.
- f. Polite disagreement phrases:
 - ▷ *"I understand where you're coming from, but I feel that..."*
 - ▷ *"You raise a good point; however..."*

Do You Know?

- ▷ As of October 2024, there were 5.22 billion social media users worldwide, accounting for approximately 63.8% of the global population.
- ▷ On average, individuals use 6.7 different social media platforms each month, with younger users (ages 16 to 24) averaging around 7.5 platforms, and older users (ages 55 to 64) averaging about 5.2 platforms.



- g. Debating is a formal or informal discussion where participants present arguments to support or oppose a specific topic or issue.
- h. Debating develops critical thinking, confidence, and effective communication skills. It also teaches students how to handle differing opinions in a structured and respectful manner.
- i. Debate structure:
 - ▷ **Opening Statements:** Each side introduces their main arguments.
 - ▷ **Rebuttals:** Participants challenge opposing arguments using logic and evidence.
 - ▷ **Conclusion:** Each side summarizes their stance and reinforces their strongest points.
- j. Polite rebuttal phrases:
 - ▷ "That's a valid point, but I would argue that..."
 - ▷ "While that perspective is understandable, I think..."

Mission 7. Taking a Stand: Share Your Thoughts

Below are five statements on controversial or thought-provoking topics. Carefully read each statement and write a 2-3 sentence response for each. If you agree, explain why and provide reasons to support your opinion.

Statement: "Social media should require users to verify their identity to prevent fake accounts."

Responses: *I understand the intention behind requiring identity verification, as it could help reduce fake accounts and harmful behavior online. However, I believe this could also raise concerns about privacy and accessibility. For example, some users may prefer to remain anonymous for their safety or personal reasons. While verification might solve some problems, it's important to balance security with individual privacy rights*

Statement: "Homework should be banned because students already spend enough time in school."

Responses:
....
....

Statement: "Teenagers should limit their social media use to one hour per day."

Responses:
....
....

Statement: "Group projects are better than individual assignments for learning."

Responses:
....
....

Mission 8. Practicing Responses and Disagreements

Carefully review the dialogue about whether remote work should become the new norm. Complete the dialogue by writing polite responses or disagreements in the blank spaces.

Liam: I think remote work is the future. It's more convenient, saves commuting time, and gives people better work-life balance.

Emma: I see your point, Liam, but (1)_____ . Not everyone has the right environment at home to work productively. Some people rely on the office for structure and focus.

Sophia: That's true, but (2)_____ . Remote work has opened opportunities for people in rural areas or those with disabilities who couldn't easily commute before.

James: While that's a valid argument, (3)_____ . Remote work can isolate employees, making collaboration and teamwork much harder. Face-to-face interactions build stronger bonds and creativity.

Liam: I understand your concern, James, but (4)_____ . Technology like video conferencing and project management tools can help bridge those gaps.

Sophia: That's a good point, Liam. However, (5)_____ . Companies might need a hybrid model to balance flexibility with the benefits of in-person collaboration.



Mission 9. Challenge Your Perspective: Polite Disagreement Essay

In this mission, your task is to choose one of the given statements, decide your stance, and create a well-reasoned response. Follow the steps below to complete the task:

- 1) Select one of the following challenging statements to focus on:
 - ▷ "Artificial intelligence poses a greater threat than benefit to humanity."
 - ▷ "Climate change policies should prioritize economic growth over environmental protection."
 - ▷ "Education should focus on practical skills rather than academic knowledge."
- 2) Decide whether you agree or disagree with the statement.
- 3) Present 2-3 strong reasons supporting your stance.
- 4) Identify a possible argument from the opposing side, and use polite disagreement phrases to respectfully refute the counterargument. Examples include:
 - ▷ "I understand this perspective; however, I believe..."
 - ▷ "That's a valid point, but another important factor is..."
 - ▷ "While this argument makes sense, it's crucial to consider..."
- 5) Summarize your main points and reinforce your stance.

Mission 10. Quiz

1. Read the dialogue and answer the question that follows:

Liam: "I think remote work is better than working in an office. It allows employees to save time, avoid long commutes, and focus more on tasks."

Sophia: "I understand your point, Liam, but I feel that remote work can isolate employees. Without in-person interactions, it's harder to collaborate and build strong relationships."

James: "That's an interesting perspective, Sophia. However, don't you think technology like video conferencing can solve those issues? Tools like Zoom and Slack allow teams to stay connected, even remotely."

Sophia: "That's true, James, but I still believe face-to-face interactions are more meaningful. Technology is helpful, but it can't replace the spontaneity and creativity of in-person teamwork."

Based on the dialogue, which of the following best summarizes Sophia's perspective on remote work?

- a. Remote work is better than office work because of the flexibility it provides.
- b. Remote work has its advantages, but face-to-face interaction fosters better collaboration.
- c. Technology completely solves the problems associated with remote work.
- d. Remote work is entirely ineffective compared to working in an office.
- e. Remote work leads to better teamwork and communication.

2. Read the dialogue and answer the question that follows:

Emma: "Social media companies should be held accountable for the spread of misinformation. They have the tools and resources to regulate content."

Jaya: "I see where you're coming from, Emma, but I think that too much regulation could limit freedom of speech. People should have the right to express themselves."

Arjun: "That's a valid concern, Jaya, but misinformation can cause real harm, like during elections or public health crises. Isn't it more important to prioritize truth over absolute freedom?"

Cinta: "I agree with Arjun. However, the problem is deciding who gets to define what's true or false. If companies regulate content, they might misuse their power."

If you were Cinta, which polite disagreement phrase could you use to challenge Jaya's argument without undermining her perspective?

- a. "I understand your concern about freedom of speech, but don't you think misinformation poses a greater risk to society?"
- b. "I completely disagree with you. Freedom of speech is not more important than truth."
- c. "I see where you're coming from, but your point doesn't make sense in this context."
- d. "Why would you even say that? It's obvious that regulation is necessary."
- e. "Your argument is invalid because it ignores the harm caused by misinformation."

3. Which of the following is the politest way to express disagreement?

- a. "I completely disagree with you. That's not how it works."

- b. "I don't think you're right. That makes no sense."
- c. "I see your point, but I believe there's another side to consider."
- d. "You're wrong. That's not what the data shows."
- e. "That's ridiculous. Nobody would agree with you."

4. Which statement is true about debating respectfully?

- a. It's important to focus on winning rather than understanding the other side.
- b. Using phrases like "That's ridiculous" strengthens your argument.
- c. A strong argument always includes insults to discredit the opponent.
- d. Respectful disagreement involves acknowledging the other person's perspective.
- e. Debates are only effective when one side dominates the conversation.

5. What is the best way to respond to someone who strongly disagrees with your point of view?

- a. Interrupt them and emphasize why they are wrong.
- b. Say, "You don't know what you're talking about."
- c. Politely say, "I understand your perspective, but I believe..." and present your reasoning.
- d. Ignore their points and repeat your argument.
- e. Raise your voice to assert dominance in conversation.



2. Discovering the Power of Your Voice

Your voice matters, and sharing your ideas is a way to show who you are in today's world! In this unit, you'll learn how to confidently express your opinions, likes, and dislikes, and make your words meaningful to others.

Mission 1. Share Your Perspective

Read the text, "The Impact of Online Words on Teen Self-Esteem," carefully and reflect on its main ideas. Think critically about the examples and how they relate to real-life situations. Then, answer the questions provided, supporting your responses with details from the text or your own opinions.

The Impact of Online Words on Teen Self-Esteem



In today's digital age, teenagers are increasingly engaging with social media platforms. While these platforms offer opportunities for connection and self-expression, they also expose teens to negative interactions. A study by the Pew Research Center found that 26% of teens feel that social media makes them feel worse about their own life.

Furthermore, the Cyberbullying Research Center reports that approximately 37% of students have experienced cyberbullying in their lifetimes. These negative experiences can significantly impact a teenager's self-esteem and mental health. Conversely, positive interactions online can foster a sense of belonging and support. Therefore, it's crucial for individuals to be mindful of their words online, as they can either contribute to someone's well-being or cause harm.

Questions:

1. Considering that 26% of teens feel worse about their own life due to social media, what factors might contribute to this sentiment, and how can individuals mitigate these negative effects?
2. With 37% of students experiencing cyberbullying, what responsibilities do social media platforms have in preventing and addressing such issues, and how effective are current measures?
3. Given the dual nature of online interactions impacting teen self-esteem both negatively and positively, how can educational institutions integrate digital literacy to promote healthier online behaviors among students?

Mission 2. A Conversation to Explore

Dive into the lively dialogue about the "always being online" attitude! Notice how Mia, Jack, and Sarah share their likes and dislikes, and pay special attention to the creative language and idioms they use. Use what you've learned to thoughtfully answer each question based on the conversation.

Perspectives on the Attitude of "Always Being Online"

Mia: I've noticed that so many people are always online these days. Personally, I'm all for staying connected, but it's becoming excessive. Some people barely look up from their screens anymore.

Jack: That rubs me the wrong way, too, Mia. I can't wrap my head around why people feel the need to check their phones every few minutes. It's like they're addicted to notifications.

Sarah: I see what you mean, but I don't think it's entirely bad. I'm a big fan of how being online helps us stay informed and interact with others. For instance, I can keep up with my family and friends who live far away.

Mia: That's true, Sarah, and I agree that social media has its benefits. But I can't stand when people ignore those around them to scroll through their phones. It feels disrespectful.

Jack: Exactly! The other day, I was at a family dinner, and half the people were glued to their phones. It strikes a chord with me because those moments are supposed to be about connecting in person.

Sarah: I get your point, Jack, but don't you think it's also important to respect how people choose to spend their time? Not everyone interacts the same way, and for some, being online is their way of socializing.

Mia: That's fair, Sarah, but I believe we should strike a balance. Being online shouldn't replace face-to-face communication. Otherwise, we're losing the essence of real human connection.

Jack: Totally agree. I'm all for technology, but not when it takes away from the value of being present with the people around us.

Questions:

1. Why do Mia and Jack dislike the "always being online" behavior? What concerns do they share about this attitude?
2. How does Sarah explain the benefits of being online? Do you think her reasons are convincing?
3. If you were part of this conversation, which side would you agree with? How would you politely disagree with one of the characters?
4. What could be the long-term effects of "always being online" on relationships and communication? Can you suggest a way to balance online and offline interaction?

Mission 3. Spot and Guess the Meaning

Carefully read the text below and identify all the idioms used. Write each idiom down and use the context of the text to infer its meaning.

Sarah is a big fan of social media and spends hours every day scrolling through her feeds. For her, staying online is right up her alley because she loves staying connected and up-to-date with the latest trends.

However, Jack thinks that being online all the time rubs him the wrong way. He feels like it's a habit that can get out of hand and make people lose focus on real-life interactions. Jack has seen his friends glued to their screens even during family dinners, and it drives him up the wall.

Mia, on the other hand, tries to strike a balance. She enjoys social media but believes people should know when to pull the plug. She thinks taking breaks from being online helps recharge her batteries and stay more engaged with the world around her.

Idiom	Meaning/definition
Right up her alley	Something that matches someone's interests or skills perfectly.
.....
.....
.....
.....
.....

Mission 4. True or False? Reading Between the Lines

Read the conversation about hustle culture carefully. Then, evaluate the statements provided and decide whether each one is true or false based on the dialogue.

The Rise of Hustle Culture

Nina: I can't stand this obsession with hustle culture. It's like people are glued to the idea that working non-stop is the only way to be successful. I think it rubs me the wrong way because it glorifies burnout instead of balance.

Ryan: I see your point, Nina, but I think hustle culture is right up my alley. It's about taking control of your future and putting in the extra effort to achieve your dreams. Doesn't that sound inspiring?

Lisa: I think both of you bring up good points, but maybe we need to strike a balance. Nina, I agree that overworking can get out of hand, but Ryan has a valid point—hard work can lead to great opportunities if done in moderation.



Shutterstock.com 619313186

Nina: Lisa, I hear you, but too often, hustle culture makes people feel guilty for taking breaks. It's as if you're lazy if you're not busy every second of the day. That idea drives me up the wall.

Ryan: I get where you're coming from, Nina, but I believe hustle culture encourages discipline and grit. Of course, people need to recharge their batteries, but isn't it better to aim high and put in the hours while you can?

Lisa: That's fair, Ryan, but I think we should know when to pull the plug. Hustling endlessly isn't sustainable, and success should include mental and physical well-being.

Nina: Exactly, Lisa! If we glorify non-stop work, we forget the value of downtime. It's not about being lazy; it's about staying healthy and productive in the long run.

Ryan: Alright, you both have a point. Maybe I should think about balancing my hustle with some self-care. I don't want to burn out, either.

True or false statement:

Statement	True	False
Nina dislikes hustle culture because she believes it glorifies overworking.		
Ryan believes hustle culture is harmful and promotes laziness.		
Lisa suggests balancing hard work with taking breaks to avoid burnout.		
Nina uses the idiom "recharge their batteries" to express her dislike for hustle culture.		
Ryan acknowledges Nina and Lisa's perspectives but insists that hustle culture doesn't need any balance.		

**Knowledge Corner**

Expressions for likes and dislikes allow us to convey our preferences, attitudes, or feelings about something in a clear and effective way. These expressions can range from simple statements to more nuanced language that reflects the strength of our opinions.

- Using these expressions helps us communicate our feelings about behaviors, attitudes, or ideas in a way that others can understand and relate to. They are crucial for discussions, especially when sharing perspectives or participating in debates.
- Common example:

Likes	Dislikes
"I really enjoy..."	"I don't really like..."
"I'm a big fan of..."	"I'm not into..."

- Idioms are figurative expressions that make language more engaging and colorful. When used to express opinions, idioms can emphasize emotions and attitudes, helping others understand not only what we think but also how we feel.
- Using idioms to express opinions makes communication more relatable, creative, and impactful. It adds depth to conversations and can convey complex emotions in a concise way.
- Common idioms for opinions:
 - ▷ "Right up my alley" – Something that perfectly suits someone's preferences or interests.
 - ▷ "Rubs me the wrong way" – Something that annoys or irritates someone.
 - ▷ "Strike a balance" – To find a middle ground or compromise between two extremes.
 - ▷ "Recharge my batteries" – To take a break to regain energy or motivation.
 - ▷ "Know when to pull the plug" – To recognize when to stop doing something, especially if it's excessive.
- Polite arguing involves presenting your opinions or disagreements respectfully, ensuring that discussions remain constructive and don't escalate into conflict.
- Polite arguing promotes mutual respect, encourages open dialogue, and allows for productive conversations, even when opinions differ.

h. Key features:

- ▷ Acknowledging the other perspective: "I understand your concern about hustle culture, but I believe balance is more important."
- ▷ Offering constructive criticism: "That's a valid point; however, there are other factors to consider."
- ▷ Maintaining a neutral or positive tone.

Mission 5. Crack the Code of the Conversation

Apply your knowledge of likes and dislikes, idiom, and polite ways of arguing to truly understand how the dialogue works. Use your discoveries to complete the table below!

1. Idioms

Idiom	Context in Dialogue	Meaning
Can't stand	Nina says, "I can't stand this obsession with hustle culture."	To strongly dislike or be unable to tolerate something.
.....
.....
.....
.....

2. Polite Ways of Arguing

Speaker	Expression	Purpose
Ryan	"I see your point, but I think..."	Addresses the other person's viewpoint respectfully before responding with an opposing argument.
.....
.....
.....
.....
.....

Knowledge Corner

Interpersonal meaning, in the context of sustaining a conversation, refers to how a speaker uses language to maintain interaction, manage relationships, and ensure that a dialogue flows naturally.

a. The importance of interpersonal meaning in sustaining conversations:

- ▷ Fosters collaboration
- ▷ Builds Relationships
- ▷ Promotes Critical Thinking
- ▷ Enhances Social Skills

b. Strategies for sustaining a conversation

- ▷ Open-ended questions: Encouraging detailed responses rather than simple yes/no answers.
- ▷ Active listening: Showing interest by paraphrasing, nodding, or using verbal cues.
- ▷ Repeating or summarizing what others say to show understanding and keep the dialogue focused.
- ▷ Using respectful language to handle differing opinions while keeping the conversation flowing.
- ▷ Encouraging deeper discussion by asking related questions.

c. Example:

- ▷ group discussion: "What's the best way to solve this problem?"
Asking: "What are your thoughts on this solution?"
Purpose: Involves others and ensures balanced contributions.
- ▷ Debate: "Is social media harmful?"
Polite disagreement: "I see your point, but I believe the positives outweigh the negatives."
Purpose: Maintains respect and invites further dialogue.
- ▷ Conflict Resolution: "I think your approach won't work."
Reframing: "I understand your concern; how about we try combining our ideas?"
Purpose: Encourages collaboration and reduces tension.

Mission 7. Complete the Conversation

Below is a conversation among three people discussing whether individual actions (like recycling and using less plastic) are enough to fight climate change or if governments and companies should take more responsibility. Fill in the blanks using appropriate expressions of likes, dislikes, polite arguments, and interpersonal strategies.

Mawar: I think individual actions are important in fighting climate change. I like the idea because small actions, like recycling or reducing plastic, add up over time. (expression of like). If everyone recycles and reduces waste, it will make a big difference.

Rafa: _____ (polite disagreement), but I feel that individual actions alone aren't enough. The impact of one person recycling is tiny compared to the pollution caused by large companies.

Ahan: I understand your concern, Rafa, but _____ (expression of like). Individual efforts set an example and inspire others to take responsibility. It creates a ripple effect.

Mawar: Exactly, Ahan. And _____ (polite argument). If more people adopt sustainable habits, governments and companies might feel pressured to follow suit.

Rafa: I see where you're coming from, but _____ (expression of dislike). Many companies won't change their practices unless they're forced to by stricter regulations.

Ahan: That's a valid point, Rafa. _____ (polite suggestion). Maybe governments could enforce policies while encouraging individuals to do their part.

Mawar: I agree. _____ (expression of like). Policies like carbon taxes or plastic bans would make a huge difference, but individuals also need to reduce waste and energy consumption.

Rafa: I'm glad we're on the same page about the importance of both levels of action. _____ (polite reflection). Do you think one side—individuals or governments—should take priority, or is a balance more realistic?

Ahan: I think a balance is the best approach. _____ (expression of like). Everyone has a role to play, and collaboration between individuals, companies, and governments is the only way to address climate change effectively.

Mission 8. Idioms Challenge!

Below is a conversation about mental health awareness. The dialogue uses plain phrases to express certain ideas. Your task is to replace these phrases with idioms that convey the same meaning in a more engaging way.

Dafa: I think prioritizing mental health is essential in today's world. It's completely transformed how we think about well-being and self-care. It's like something that has a big impact.

Toriq: I understand where you're coming from, Dafa, but not everything about mental health awareness is perfect. It's not always as wonderful as it seems. Some people misuse it as an excuse to avoid responsibilities.

Salsa: That's true, Toriq, but I think ignoring mental health is a mistake. In today's world, if we don't focus on it now, we'll miss an important opportunity to make a difference.

Dafa: Absolutely, Salsa. But for many people, improving their mental health isn't easy. It's harder to do than it sounds. Some people don't even know where to start.

Toriq: That's fair, but giving up on mental health initiatives isn't the solution. Instead of quitting, we should focus on providing more resources and support.

Salsa: Exactly! Schools and workplaces should lead the way. Right now, many places treat mental health like something that doesn't matter much.

Dafa: I agree. But let's not pretend it's a simple problem to solve. Addressing mental health properly requires teamwork, and not everyone is willing to put in the effort.

Toriq: I see your point, Dafa. Still, I think there's hope if we start somewhere. It doesn't have to be perfect right away. Small steps can go a long way.

Salsa: At the end, what really matters is that people understand mental health is just as important as physical health. Awareness is only the first step, but it's a crucial one.

Idioms Bank:

- ▷ Game changer
- ▷ Sunshine and rainbows
- ▷ Miss the boat
- ▷ Bite the bullet
- ▷ Swept under the rug
- ▷ Throw in the towel
- ▷ At the end of the day
- ▷ Easier said than done

Modified dialogue:

Utterance	Idiom
<p>Dafa: I think prioritizing mental health is essential in today's world. It's completely transformed how we think about well-being and self-care. <u>It's...like something that has a big impact.</u></p>	<p>Dafa: I think prioritizing mental health is essential in today's world. It's completely transformed how we think about well-being and self-care. <u>It's a game-changer.</u></p>
.....
.....
.....
.....
.....



Do You Know?

- ▷ It takes only 15 seconds to make a lasting first impression? Whether you're giving a speech or introducing yourself, those first moments are crucial in grabbing attention and setting the right tone. So, start strong and make every second count!
- ▷ Surprisingly, only 7% of communication in public speaking comes from the words you say! The rest? 55% is body language and 38% is vocal tone. This means your gestures, expressions, and voice matter just as much—if not more—than your actual words!
- ▷ Public speaking anxiety, or glossophobia, affects about 75% of people. That means most of us feel nervous before speaking in front of an audience. The good news? With practice and confidence, you can turn that fear into a powerful performance!



Mission 9. Share Your Thoughts!

Dive into the news article above about the effects of excessive screen time. Reflect on the issue and how it relates to daily life. Then, write a compelling paragraph sharing your opinion on the matter, supported by examples or personal experiences.



TODAY'S NEWS

THE HIDDEN COSTS OF EXCESSIVE SCREEN TIME

Spending Hours on Screens: A Growing Concern



Screens have become a central part of modern life, transforming communication, education, and entertainment. However, excessive screen time raises concerns about its effects on health and well-being. While technology offers many benefits, its overuse can lead to issues such as disrupted sleep, reduced physical activity, and weakened social connections. One major concern is the impact of screen time on sleep. The blue light emitted by screens interferes with natural sleep cycles, causing poor sleep quality and fatigue.

Many people report feeling less productive after staying up late with their devices, highlighting the need for better habits around technology use. Excessive screen use also contributes to a sedentary lifestyle, reducing opportunities for physical activity. This lack of movement increases the risk of obesity, heart disease, and other health problems. Additionally, relying on screens for communication can weaken face-to-face interactions, leaving people feeling isolated or lonely. To counter these effects, experts recommend setting screen time limits, taking regular breaks, and prioritizing activities that encourage exercise and real-life socialization. As screens continue to dominate daily life, the challenge lies in finding a balance between enjoying technology's benefits and maintaining a healthy, active lifestyle.



1. What do you think is the most significant consequence of excessive screen time? Why?
2. Do you agree with the solutions suggested in the article? Why or why not?
3. How does screen time affect your daily life? What changes would you make to balance your screen use?

Mission 10. Quiz

1. Read the dialogue and answer the question that follows:

Zara: "I really enjoy the idea of hybrid work. It gives people flexibility and a better work-life balance."

Ali: "I understand that, but I don't really like the idea of working from home all the time. It can feel isolating and less productive for me."

Sam: "I see both sides. I think hybrid work is great for flexibility, but in-person collaboration also has its unique benefits."

How does Ali express his dislike for working from home?

- a. By using disrespectful language to criticize Zara's view.
- b. By saying he completely disagrees with hybrid work.
- c. By respectfully stating that he feels isolated and less productive.
- d. By ignoring the positive aspects of Zara's argument.
- e. By refusing to acknowledge the discussion topic.

2. **Amir:** "I feel like we're avoiding the main issue here. Let's stop _____ and focus on the real problem—how to create sustainable energy solutions."

- a. Sweeping it under the rug
- b. Beating around the bush
- c. At the end of the day
- d. Biting the bullet
- e. Throwing in the towel

3. Read the dialogue and answer the question:

Sana: "I think reducing fast fashion waste is easier said than done. People often say they want to shop sustainably, but they don't actually change their buying habits."

Rafi: "That's true. However, we can't throw in the towel just because it's difficult. Even small changes, like buying second-hand clothes, can have a big impact."

What do the idioms "easier said than done" and "throw in the towel" mean in this context?

- a. "Easier said than done" means giving up, and "throw in the towel" means trying harder.
- b. "Easier said than done" means something is hard to accomplish, and "throw in the towel" means giving up.
- c. "Easier said than done" means something is easy, and "throw in the towel" means succeeding.
- d. "Easier said than done" means acting immediately, and "throw in the towel" means procrastinating.
- e. "Easier said than done" means finishing a task quickly, and "throw in the towel" means pausing temporarily.

4. Read the dialogue and answer the question:

Zara: "I think electric vehicles (EVs) should be mandatory by 2030. They're much better for the environment."

Ali: "I understand your point, Zara, but I think mandatory EVs might be too soon. We also need to consider affordability and infrastructure before making them the standard."

How does Ali disagree with Zara's opinion while maintaining a polite tone?

- a. He uses a neutral phrase to acknowledge Zara's opinion before explaining his concerns.
- b. He says Zara's idea is unrealistic without offering alternatives.
- c. He criticizes Zara's view without recognizing its validity.
- d. He dismisses the conversation entirely.
- e. He refuses to engage with Zara's argument.

5. Read the dialogue and answer the question:

Sana: "I think governments should do more to address the housing crisis. Many people can't afford basic housing anymore."

Rafi: "I completely agree, Sana. But I also think private companies should play a role in building affordable homes. Don't you think partnerships between the government and private sectors could be effective?"

How does Rafi sustain the conversation using interpersonal meaning?

- a. He changes the topic without addressing Sana's argument.
- b. He agrees with Sana's argument while inviting further discussion.
- c. He dismisses Sana's argument and shares his own opinion.
- d. He repeats Sana's argument without adding anything new.
- e. He refuses to acknowledge Sana's concern.



3. The Art of Great Discussions

In this unit, you'll dive into the world of discussions—learning how to share your thoughts, listen to others, and explore different perspectives. You'll also discover how to write discussion texts that bring ideas together and spark curiosity.

Mission 1. Voices in Discussion

Carefully read the conversation below. Pay close attention to the points each speaker makes, how they express agreement or disagreement, and any compromises they propose. Analyze their discussion and use your insights to answer the following questions.

In this discussion, Tina, Aidan, and Rina are friends participating in a community workshop on the impact of social media in modern society. The workshop focuses on critical topics like misinformation, privacy, and online behavior. During a breakout session, their group is assigned the topic: **“Should Social Media Platforms Regulate Misinformation?”**

Social media has become one of the most influential platforms for sharing information, but with that influence comes responsibility. While these platforms connect billions of people, they are also often criticized for enabling the spread of misinformation. False information about elections, public health, and social issues can lead to serious consequences, including confusion, division, and even harm to communities.



This raises an important question: Should social media platforms regulate misinformation to prevent harm, or does such regulation pose a risk to freedom of speech? In this dialogue, Tina, Aidan, and Rina share their opinions, debate the challenges, and explore possible solutions to this complex issue.

Tina: "I think social media platforms have a responsibility to regulate misinformation. When false information spreads unchecked, it can cause real harm, like during elections or health crises."

Aidan: "I see your point, Tina, but don't you think regulating misinformation can limit free speech? People should have the right to express their opinions, even if they're controversial."

Rina: "I agree with both of you to some extent. Misinformation is dangerous, but I think the focus should be on educating users to identify reliable sources instead of relying on platforms to do the work for us."

Tina: "That's a fair argument, Rina, but educating people takes time, and the harm caused by misinformation is immediate. Social media platforms are in a unique position to act quickly and prevent damage."

Aidan: "I understand that, but who gets to decide what's true or false? If we give platforms that much power, they could misuse it. For me, the solution lies in transparency—platforms should label questionable content but let users make the final judgment."

Rina: "That sounds like a reasonable compromise. If platforms label content and users are better educated, we might strike a balance between free speech and stopping the spread of false information."

Questions:

1. What is the purpose of this conversation?
2. Tina argues that misinformation spreads harm quickly and that social media platforms are in a unique position to prevent it. What are the strengths and weaknesses of her argument?
3. Aidan is concerned about giving platforms the power to decide what is true or false. How might his concerns reflect broader societal issues about control and accountability? Do you agree or disagree with his viewpoint? Why?
4. At the end of the discussion, the group leans toward a balanced solution involving platform transparency and user education. Do you think this compromise is realistic, or does it lack sufficient accountability for social media platforms?

Mission 2. Discussion Reflection

Think about your experience in the recent discussion. Reflect on the topic, your contributions, and how you interacted with others. Answer the questions below honestly, sharing what you learned and any challenges you faced during the discussion. Be thoughtful and specific in your responses.

1. Have you ever participated in a discussion before? What was the topic of the discussion?
2. What do you enjoy about discussions? What challenges do you face when participating in discussions?
3. How well did you understand the topic before the discussion?
4. How did you respond to others' ideas during the discussion? And, did you agree or disagree politely? Provide an example.
5. What was the most difficult part of participating in the discussion?

 **Knowledge Corner**

Discussion is a structured and interactive exchange of ideas, opinions, or arguments about a specific topic or issue. Discussions can take place in spoken or written forms and often aim to explore different perspectives, solve problems, or make decisions. Discussions are commonly used in academic, professional, and everyday settings to foster collaboration and critical thinking.

- a. Discussions help participants analyze issues from different perspectives, articulate ideas clearly, listen actively, and respond thoughtfully. They foster teamwork, mutual understanding, and collaboration while serving as a tool to solve complex problems or reach agreements.
- b. Key features of discussions:
 - ▷ Involves presenting diverse viewpoints on a topic. Participants may agree, disagree, or offer alternative ideas, which enriches the conversation.
 - ▷ Require participants to respect each other's opinions, even when they disagree.
 - ▷ Participants analyze ideas, question assumptions, and provide evidence or examples to support their arguments.
- c. Structure of discussion:
 - ▷ Introduction: State the topic or question being discussed, and provide context or background information to set the stage.

- ▷ Argument for (**Pros**): Present ideas and evidence supporting the topic.
- ▷ Arguments Against (**Cons**): Present opposing viewpoints with evidence or examples.
- ▷ Conclusion or Summary: Summarize the main points of the discussion. Optionally, provide a personal opinion or recommendation.

d. Types of discussions:

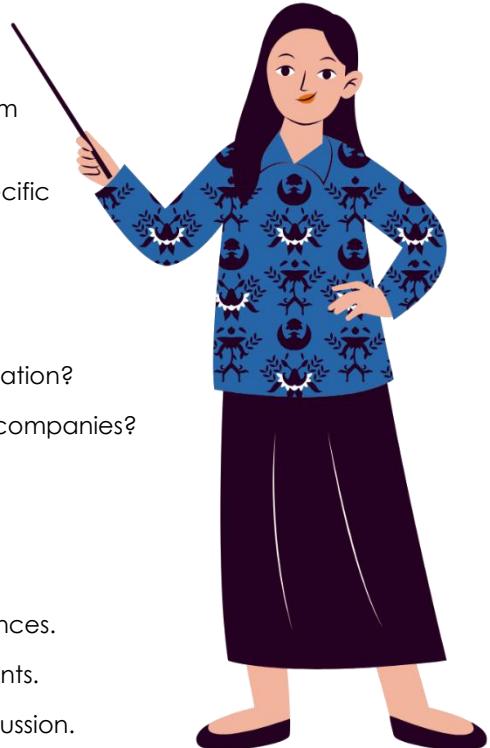
- ▷ Exploratory Discussion (To explore a topic and gather different perspectives.)
- ▷ Persuasive Discussion (To convince others of a particular viewpoint or solution.)
- ▷ Problem-Solving Discussion (To identify and solve a problem collaboratively.)
- ▷ Debate-Style Discussion (To argue for or against a specific proposition.)

e. Example discussion topic:

- ▷ Should universities prioritize online learning post-pandemic?
- ▷ Is artificial intelligence a threat to jobs or an opportunity for innovation?
- ▷ Should governments impose stricter regulations on social media companies?
- ▷ What are the best ways to address climate change?

f. Tips for effective discussions:

- ▷ Be open-minded and respectful
- ▷ Support your opinions with facts, examples, or real-world experiences.
- ▷ Engage others by seeking clarification or elaboration on their points.
- ▷ Highlight the main ideas to ensure clarity and progress in the discussion.



Mission 3. Asking Questions in a Discussion

Imagine you are part of a student council meeting at your school. The school administration has asked the council for input on whether mental health days should be introduced as a part of the academic calendar.

Your group has been tasked with discussing this idea and presenting your conclusions. You must explore the advantages, disadvantages, and potential solutions related to this proposal.

Alex: "I think schools should definitely have mandatory mental health days. Students deal with so much stress, and having a day off to recharge would really help."

Jamie: "That's a good idea, but how would schools make sure students don't misuse these days?"

You: _____ (Explore Alex's argument further.)

Taylor: "I agree with Alex, but wouldn't it be better if schools provided daily support, like counseling, instead of just a few mental health days?"

You: _____ (Clarify to better understand Taylor's perspective.)

Alex: "I see your point, Taylor, but not all schools have the budget for counseling services. Mental health days are a simpler solution."

Jamie: "That's true, but I'm not sure how effective they'd be in the long run. Students might still feel overwhelmed the rest of the time."

You: _____ (Encourage Jamie to elaborate on their concern.)

Taylor: "I think any step in the right direction is helpful. But it's important to consider how this policy would affect teachers and school schedules."

You: _____ (Get the group thinking about personal experiences or broader implications.)

Mission 4. Fact Check: Access to Education and Opportunities

Join the conversation on inequality in education, extracurriculars, and technology. Read the dialogue carefully and then dive into the True/False Analysis activity. Review the statements in the table, decide whether each one is true or false based on the discussion, and explain your reasoning. Let's see how well you can analyze the issues!



Denis: "I think inequality in education is a major issue because students in rural areas often lack access to basic facilities like textbooks, libraries, and trained teachers. Without these, how can they hope to compete with students in urban schools?"

Siti: "That's a great point, Denis. But what do you think are the potential benefits of providing better resources to rural schools? Would it really close the gap entirely?"

Denis: "Well, it's not just about resources; it's also about ensuring consistency. Even if rural schools get the tools they need, they often face issues like teacher shortages. That's why I think the gap might narrow, but closing it entirely would take more effort."

Nadia: "I agree with both of you. But what do you mean by teacher shortages, Denis? Are you talking about teachers leaving rural schools or the lack of qualified educators overall?"

Denis: "Good question, Nadia. I mean both. Many teachers either don't want to work in rural areas because of the lack of facilities, or they aren't well-trained themselves. It's a double problem."

Adit: "That's an important point, but I think technology could help here. If we provide online classes and virtual resources, don't you think students in rural areas could benefit without needing physical access to everything?"

Siti: "That sounds like an interesting idea, Adit. But how would this approach address the problem in the long term? Wouldn't students still lack personal interaction and mentorship?"

Adit: "You're right, Siti. Technology is just a tool, not a replacement for teachers. But it can help bridge the gap while other solutions, like teacher training, are put into place."

Nadia: "True. But this issue isn't just about rural areas. Even in urban schools, inequality exists. Students from low-income families often can't afford extracurricular activities or tutoring. How does this issue relate to your own experiences in school?"

Siti: "That's a really good question, Nadia. I remember not being able to join certain activities because they were too expensive. It made me feel left out, and I know many students face the same struggles today."

Denis: "That's something I hadn't thought about, Siti. It shows that inequality isn't just a rural issue—it's everywhere. I think governments need to prioritize funding for extracurricular programs and subsidize them for low-income families."

Adit: "I agree, Denis. But how do we ensure the funding actually reaches the students who need it? Corruption and poor management are big challenges in this area."

Nadia: "Exactly. Transparency is key. Maybe schools and communities should work together to monitor how funds are used. That way, the benefits can actually reach the students."

Siti: "That sounds like a step in the right direction. I think addressing both rural and urban inequalities requires short-term fixes like subsidies and long-term reforms like funding equality."

Fact checking:

Statement	True	False
Denis believes that providing better resources to rural schools will completely eliminate inequality in education.		
Siti suggests that inequality in education is limited to rural areas, not urban schools.		
Nadia argues that access to technology is a secondary issue compared to teacher shortages.		
Adit challenges the idea that technology alone can solve inequality in education by pointing out the lack of personal interaction and mentorship.		
The group concludes that addressing inequality requires only long-term reforms like equal funding and better teacher training.		

Knowledge Corner

Questions play a vital role in discussions as they help sustain dialogue, encourage deeper thinking, and clarify ideas. Below are the main types of questions commonly used in discussions, along with their purpose and examples.

- a. Open-Ended Questions: Open-ended questions invite a broad range of responses and encourage participants to think critically and elaborate on their ideas. These questions cannot be answered with a simple "yes" or "no."
 - b. Open-ended questions are designed to encourage deeper thinking and analysis, explore a topic or issue more thoroughly, and allow participants to express their perspectives in detail.
 - c. Examples:
 - ▷ "What are the potential benefits of this solution?"
 - ▷ "How do you think this issue affects society as a whole?"
 - ▷ "What changes would you propose to solve this problem?"
- d. Clarifying Questions: Clarifying questions aim to better understand someone's point, idea, or argument. They ensure that everyone in the discussion is on the same page.
- e. The purpose of clarifying questions is to resolve ambiguity or confusion, help the speaker elaborate on their point, and strengthen understanding of the discussion.
- f. Examples:
 - ▷ "Could you explain what you mean by that?"
 - ▷ "Can you provide an example to illustrate your idea?"
 - ▷ "What exactly do you mean when you say...?"
- g. Challenging Questions: Challenging questions respectfully push participants to think more critically or defend their positions. These questions help identify weaknesses or gaps in arguments.
- h. The purpose of challenging questions is to test the strength of an argument, encourage critical thinking and deeper analysis, and introduce alternative viewpoints or scenarios.
- i. Examples:
 - ▷ "How would this approach address the problem in the long term?"
 - ▷ "What are the potential risks of this solution?"
 - ▷ "Do you think this argument applies to all situations, or are there exceptions?"
- j. Reflective Questions:

The purpose of reflective questions is to prompt self-reflection and personal connection, make the topic more relatable and engaging, and encourage participants to consider the broader implications of the issue.

Mission 5. Question Detectives

Carefully review the dialogue in previous mission (mission 4). Pay close attention to the questions asked by the participants. Identify all the questions in the dialogue, write them in the table provided, and determine their types based on their purpose (e.g., clarifying, challenging, reflective, etc.).

Question	Type	Explanation
"What do you think are the potential benefits of providing better resources to rural schools?"	Open-Ended	Encourages Denis to elaborate on the advantages of better resources in rural schools.
.....
.....
.....
.....
.....
.....
.....

Mission 6. Question Detectives

Read the text carefully and pay attention to its main ideas, supporting details, and key concepts. Then, answer the following questions thoughtfully, using evidence from the text to support your responses. Be clear and specific in your answers.

Should Single-Use Plastics Be Banned?

Single-use plastics, such as straws, bags, and water bottles, have become a major environmental concern. While they are convenient and inexpensive, their widespread use has contributed significantly to pollution, especially in oceans and waterways. As a result, many governments and organizations are calling for a ban on single-use plastics. However, this proposal has sparked debate, with some supporting the move as necessary for the environment and others arguing that it could have unintended consequences.

Advocates for banning single-use plastics emphasize the severe environmental impact of plastic waste. Millions of tons of plastic end up in oceans each year, harming marine life and ecosystems. For example, turtles and birds often mistake plastic for food, leading to serious injury or death. Supporters also argue that banning these plastics encourages the adoption of



sustainable alternatives, such as reusable bags and biodegradable materials. Additionally, reducing plastic waste could alleviate the strain on landfills and improve public health by minimizing microplastic pollution in food and water.

Critics of a ban argue that single-use plastics are essential for certain industries, such as healthcare, where sterile packaging is critical. They also point out that alternatives to single-use plastics can be expensive and less accessible, particularly for low-income communities and developing countries. Furthermore, without proper infrastructure for managing biodegradable materials, replacing plastics might not significantly reduce waste. Some argue that the focus should be on improving recycling systems and promoting responsible plastic use rather than outright banning it.

The debate over banning single-use plastics highlights the need for a balanced approach. While reducing plastic waste is crucial for the environment, the economic and practical challenges must also be addressed. Governments could implement partial bans targeting the most harmful plastics while investing in recycling systems and affordable alternatives. A combination of regulation, innovation, and public education could help create a more sustainable future.

Questions:

1. What are two reasons given in the text for banning single-use plastics?
2. Why do critics argue that banning single-use plastics might harm low-income communities? Do you think this is a valid concern? Why or why not?
3. The text mentions biodegradable materials as an alternative to single-use plastics. What challenges might arise from relying on these materials?
4. Imagine your city plans to ban single-use plastics. What changes would you have to make in your daily life, and how would it affect you?

Propose a policy that addresses the environmental impact of plastics while considering the concerns of critics. Justify your proposal with examples or reasoning.

Knowledge Corner

Discussion text is a type of writing that explores a topic by presenting multiple perspectives on an issue. It provides arguments for and against the topic, allowing the reader to understand both sides of the debate.

- a. The purpose of a discussion text is to present a balanced view and sometimes offer a conclusion or recommendation based on the evidence.
- b. Structure of discussion text:
 - ▷ Introduction: Introduces the topic and its significance and briefly outlines what will be discussed
 - ▷ Argument For (Pros): Presents the reasons and evidence supporting the issue.
 - ▷ Argument against (Cons): Presents the reasons and evidence opposing the issue.
 - ▷ Conclusion: Summarizes the arguments presented. May provide a personal opinion, balanced recommendation, or call to action.

Mission 7. Practice Time

It's time to create your own discussion text! Follow these steps to craft a well-rounded and engaging piece:

- ▷ **Pick a Thought-Provoking Topic:** Choose an issue with opposing viewpoints that interests you or sparks curiosity.
- ▷ **Set the Stage:** Write an introduction that grabs attention, explains the topic, and highlights its importance.
- ▷ **Show Both Sides:** Present balanced arguments for and against the topic. Use strong examples, facts, or reasons to support each side.
- ▷ **Wrap It Up:** Conclude your text by summarizing the discussion and sharing your perspective or a thoughtful suggestion.



Do You Know?

A common misconception is that humans use only 10% of their brains. In reality, nearly all parts of the brain have known functions, and modern neuroimaging shows that much of the brain is active even during rest.



Mission 8. Quiz

1. Read the following text discusses whether smartphones should be allowed in classrooms

"Some educators argue that smartphones are valuable learning tools, offering quick access to information, educational apps, and collaboration platforms. Proponents believe they help students develop digital skills essential for the modern workplace. However, critics point out that smartphones can be distracting, encouraging students to browse social media or play games instead of focusing on lessons. Others worry that not all students have access to smartphones, which could lead to inequality in learning opportunities. Finding a balanced approach that maximizes benefits while minimizing distractions is a common suggestion."

What is one of the concerns raised by critics about allowing smartphones in classrooms?

- a. Smartphones help students collaborate more effectively.
- b. Not all students can afford smartphones, creating inequality.
- c. Smartphones offer access to educational apps.
- d. They are essential for developing digital skills.
- e. Smartphones can help students focus better in class.

2. Read the following text discusses the pros and cons of school uniforms:

"Supporters of school uniforms argue that they promote equality by removing visible signs of socioeconomic differences. Uniforms also reduce distractions, allowing students to focus on learning. Additionally, they help build a sense of community and school pride. On the other hand, opponents believe uniforms suppress individuality and creativity. Some also argue that buying uniforms can be an added expense for families. Balancing the benefits of equality and discipline with the need for self-expression remains a challenge."

What is one of the benefits of school uniforms mentioned in the text?

- a. They allow students to express their individuality.
- b. They reduce distractions in the classroom.
- c. They are less expensive than regular clothing.
- d. They discourage a sense of school pride.
- e. They make socioeconomic differences more visible.

3. Read the following dialogue to answer the question!

Sara: I think every student should participate in extracurricular activities. They help us develop skills we don't always learn in class.

Ryan: I agree they're valuable, but sometimes they take up too much time. Some students might struggle to balance their academics and activities.

Sara: That's true, but if we learn to manage our time well, we can benefit from both. Plus, activities like sports and clubs build teamwork and leadership skills.

Ryan: I see your point. Maybe schools should provide guidance on balancing extracurriculars and academics.

What is Sara's main argument for encouraging extracurricular activities?

- a. They teach academic skills.
- b. They are more important than academics.
- c. They help students develop teamwork and leadership skills.
- d. They don't require time management.
- e. They should replace some academic subjects.

4. Read the following dialogue to answer the question!

Leo: I think renewable energy like solar and wind power is the future. They're cleaner and better for the environment than fossil fuels.

Amira: That's true, but aren't they more expensive to set up? Some countries might not afford the switch.

Leo: You're right about the cost, but renewable energy saves money in the long run. Plus, governments could provide subsidies to make it more accessible.

Amira: I didn't think about that. Subsidies could help reduce the initial cost. Maybe renewable energy is more realistic than I thought.

What does Leo suggest to make renewable energy more affordable?

- a. Reducing fossil fuel use entirely.
- b. Subsidies from governments to offset initial costs.
- c. Using more expensive technology to improve efficiency.
- d. Encouraging people to use less energy overall.
- e. Importing renewable energy technology from other countries.

5. Read the text below carefully:

"The use of artificial intelligence (AI) in workplaces has sparked significant debate. Supporters argue that AI increases efficiency and reduces costs by automating repetitive tasks. They believe it allows humans to focus on more creative and complex roles. However, critics worry that widespread AI adoption could lead to job losses, especially in industries that rely heavily on manual labor. Finding a balance between utilizing AI's benefits and protecting workers' livelihoods remains a key challenge."

What is the main concern of critics regarding the use of AI in workplaces?

- a. It increases the cost of production.
- b. It reduces efficiency in manual labor tasks.
- c. It might lead to significant job losses in some industries.
- d. It prevents humans from taking creative roles.
- e. It makes industries overly reliant on manual labor

**Akses latihan soal
lainnya di sini yuk!**



Summary

Expressions to Argue Politely

- a. Polite arguing is the ability to share disagreements respectfully without offending others.
- b. It keeps discussions open-minded and helps build positive relationships in personal, academic, and professional settings.
- c. Examples:
 - ▷ "I see your point, but I believe..."
 - ▷ "That's a good argument, although I think..."
 - ▷ "While I understand your view, I would suggest..."

Expressing Disagreement

- a. Disagreement involves explaining why you do not agree with a point while considering the other person's perspective.
- b. Examples:
 - ▷ "I don't think that's entirely true because..."
 - ▷ "I understand your argument, but I see it differently."

Debates

- a. A debate is a formal or informal discussion where participants argue for or against a topic.
- b. Debating improves **critical thinking, confidence, and communication skills** while teaching people how to handle opposing views in a structured way.
- c. Structure of debates:
 - ▷ Opening Statements – Each side introduces their main arguments.
 - ▷ Rebuttals – Participants challenge opposing views with logical reasoning and evidence.
 - ▷ Conclusion – Each side summarizes their key points and reinforces their stance.

Expressions of Likes and Dislikes

- a. Sharing likes and dislikes encourages open communication and helps people understand your perspective.
- b. Expressions of likes and dislikes help us clearly communicate our preferences, attitudes, or feelings.

Idioms for Expressng opinion

- a. Idioms are phrases that convey opinions in a more nuanced and engaging way.
- b. Common idioms for opinions:
 - ▷ "Right up my alley" – Something that perfectly matches one's interests.
 - ▷ "Rubs me the wrong way" – Something that annoys or irritates.
 - ▷ "Strike a balance" – Finding a middle ground between two extremes.
 - ▷ "Recharge my batteries" – Taking a break to regain energy or motivation.
 - ▷ "Know when to pull the plug" – Recognizing when to stop something before it becomes excessive.

Interpersonal Meaning

- a. Interpersonal meaning refers to how language is used to maintain interactions, manage relationships, and ensure that conversations flow naturally.
- b. Strategies for sustaining a conversation:
 - ▷ Asking open-ended questions to encourage detailed responses.
 - ▷ Active listening through paraphrasing, nodding, or using verbal cues.
 - ▷ Repeating or summarizing key points to show understanding and keep the conversation focused.
 - ▷ Using respectful language to navigate differing opinions and maintain a positive dialogue.
 - ▷ Encouraging deeper discussion by asking follow-up or related questions.

Discussion

- a. A discussion is a structured and interactive exchange of ideas, opinions, or arguments on a specific topic.
- b. Key features of discussion:
 - ▷ Diverse viewpoints: Participants may agree, disagree, or offer alternative ideas to enrich the conversation.
 - ▷ Respectful exchanges: Discussions require mutual respect, even in disagreements.
 - ▷ Critical thinking: Participants analyze ideas, challenge assumptions, and support their arguments with evidence.
- c. Structure of discussions:
 - ▷ Introduction: State the topic and provide background information.
 - ▷ Arguments For (Pros): Present ideas and evidence supporting the topic.
 - ▷ Arguments Against (Cons): Present opposing viewpoints with evidence.
 - ▷ Conclusion/Summary: Summarize key points and optionally provide a personal opinion or recommendation.
- d. Types of discussion:
 - ▷ Exploratory Discussion: Gathers different perspectives on a topic.
 - ▷ Persuasive Discussion: Aims to convince others of a viewpoint.
 - ▷ Problem-Solving Discussion: Identifies and resolves issues collaboratively.
 - ▷ Debate-Style Discussion: Focuses on arguing for or against a proposition.

Reference

Brandon, J. (2022, 27 Oktober). *Fun facts and statistics on public speaking*. Writology. Diakses pada 3 Februari 2025, dari <https://writology.com/blog/fun-facts-and-statistics-on-public-speaking.html>

Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press.

Corporate Communication Experts. (n.d.). *9 public speaking statistics that we all should know*. Diakses pada 3 Februari 2025, dari <https://corporatecommunicationexperts.com.au/9-public-speaking-statistics-know/>

Hyland, K. (2004). *Genre and Second Language Writing*. University of Michigan Press.

Mercier, H., & Sperber, D. (2017). *The Enigma of Reason: A New Theory of Human Understanding*. Harvard University Press.

Okoronkwo, V. (2025, 18 Januari). *35 interesting public speaking fear statistics & fun facts (2024)*. Passive Secrets. Diakses pada 3 Februari 2025, dari <https://passivesecrets.com/fear-of-public-speaking-statistics/>

Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Blackwell

Wikipedia contributors. (n.d.). *Ten-percent-of-the-brain myth*. Wikipedia, The Free Encyclopedia. Diakses pada 3 Februari 2025, dari https://en.wikipedia.org/wiki/Ten-percent-of-the-brain_myth



LESSON 5

ECHOES OF THE HEART: EXPRESSING FEELINGS WITH WORDS

Character of Pancasila Students

▷ **Religious, Faithful, and of Noble Character**

Reflect on the values that guide their lives, learning how to express wisdom and deep thoughts in a respectful and meaningful way.

▷ **Collaborative**

listening actively, sharing their thoughts, and responding to others' ideas.



Introduction

Have you ever read something that made you feel like the writer knew exactly what you were thinking? In this lesson, we'll dive into poetry and figurative language, learning how to use words to express emotions and connect deeply with others. We'll focus on how poetic expressions, riddles, and proverbs can be used to share feelings in a way that is both vivid and memorable.

Through creative writing and active discussions, you'll discover how to bring emotions to life in your own words, making your stories and poetry more engaging and inspiring. By the end of the lesson, you'll be able to express your thoughts in a way that truly connects with others.



Keywords: Poetry, Expression of Emotions, Figurative Language, Idioms, Riddles, Metaphors,

This chapter helps you express emotions and ideas through poetry and figurative language. You'll engage in meaningful conversations, explore poetic beauty, and use literary devices to enhance communication. By analyzing and creating poetry, you'll build confidence in English while discovering how words inspire, uplift, and connect people.

1. Engaging in Meaningful Conversations

- ▷ Understand how spoken English is used in different contexts, including informal discussions and artistic expressions like poetry readings.
- ▷ Use English to answer questions thoughtfully, express opinions, and engage in discussions related to poetry, emotions, and storytelling.
- ▷ Apply follow-up questions, summarization, and active listening techniques to keep poetry-related discussions engaging and insightful.

2. Exploring and Understanding Poetry

- ▷ Search for inspiring poems online and discuss their meaning through open-ended questions.
- ▷ Use poetry in transactional and interpersonal conversations to express thoughts and emotions.
- ▷ Recite poems with proper intonation and emotion to develop expressive communication.

3. Enhancing Reading and Comprehension Skills

- ▷ Read various texts, especially poems, to understand vocabulary related to emotions and self-expression.
- ▷ Analyze poems to identify the use of the simple present, future tense, and modals in poetic language.
- ▷ Recognize and interpret figurative language in poetry, including metaphors, idioms, and proverbs, to uncover deeper meanings.

4. Developing Writing and Creativity

- ▷ Write a simple yet meaningful poem through guided activities that encourage self-expression.
- ▷ Experiment with figurative language to enhance poetic expression and convey emotions effectively.



F I T R I



1. Cracking the Code of Creativity

This unit fuels your creativity through wordplay, enhancing both problem-solving and linguistic agility. You will compose your own riddle poems, experimenting with structure, rhythm, and clever twists to captivate and engage your audience.

Mission 1. Riddle Hunt: Draw, Match, and Name!

Read each riddle carefully, then examine the images closely and draw a line to match it to the correct object by drawing a line and writing its name.

I have a face that does not see and hands that never hold. I never stop moving, yet I do not walk. Without me, people might be late.



I have many keys, but I cannot unlock any doors. People press my keys to write, but I am not a piano.



I am soft but can remove something hard. The more I am used, the smaller I become. I sit on top of a pencil, fixing mistakes but not everything.



I stand tall when I am young but grow shorter as I get older. I have a head but cannot think, and I need fire to live.



Mission 2. The Great Riddle Quest!

Pick three objects from the list and turn them into intriguing riddles! Each riddle should cleverly describe the object's look, purpose, or special traits—without saying its name. Use creative clues that challenge the reader to guess what it is while keeping them engaged and entertained!

List of the Object:

▷ Book	▷ Tree	▷ Compass
▷ Laptop	▷ Sun	▷ Pencil
▷ Mirror	▷ Map	▷ Chalk

1. Mirror

Riddle:

*I show you what you look like, but I am not you.
I never speak, but I always answer.
I change when you change, but I stay in place.
If I break, I bring seven years of bad luck.*

2.

Riddle:

.....
.....
.....
.....

3.

Riddle:

.....
.....
.....
.....

4.

Riddle:

.....
.....
.....
.....

Mission 3. The Mystery Riddle

Carefully read the passage, paying attention to details and clues to identify the hidden riddle. Look for descriptive hints, wordplay, or patterns that suggest a deeper meaning. Once you have identified the riddle, answer the follow-up questions to analyze its structure, purpose, and significance.

It was a rainy afternoon, and Mia sat in the classroom, waiting for her teacher to arrive. The students whispered among themselves, bored and restless. Just then, Mr. Collins walked in with a smile.

"Class, today we're starting with a challenge," he announced, writing something on the board. The students leaned in closer as he revealed a **mysterious riddle**:

*"I have words, but I am not a mouth.
I hold knowledge but I am not a brain.
You turn my pages, but I am not a notebook.
What am I?"*



Mia tapped her pencil against her desk, deep in thought. "Something that has words, holds knowledge, and has pages..." she muttered. She glanced around the room and suddenly smiled. "Oh! I know!" she exclaimed, raising her hand.

Questions:

1. What is the challenge that Mr. Collins gives to the students?
2. What specific words in the riddle helped you figure out the answer?
3. What do you think the answer to the riddle is?
4. If the riddle had no mention of pages, what other possible answers could there be?
5. Can you create a new riddle related to school or studying?

Knowledge Corner

- a. A riddle is a type of poetry that presents a puzzle in the form of a short, descriptive verse. It uses figurative language, rhythm, and wordplay to conceal an object, idea, or concept, challenging the reader or listener to decipher its hidden meaning.
- b. A rhyming riddle follows the same structure as a traditional riddle but is written in poetic form, using rhyme and rhythm to make it more engaging and memorable.
- c. Riddles have been used across different cultures for centuries as a form of oral tradition, entertainment, and intellectual challenge. They are often structured like poems, following patterns of rhyme, metaphor, and alliteration to create an engaging mystery for the audience to solve.
- d. Characteristics and differences between traditional riddle and rhyming riddle:

Feature	Riddle	Rhyming riddle
Form	Question or statement	Poetic verse
Rhyme	Not required	Uses rhyme & rhythm
Memory	More logical	Easier to remember
Engagement	Thought-provoking	Playful and musical

- e. Example:

Riddle	Rhyming riddle
I have hands but never clap.	I rise each morning, way up high,
I have numbers but cannot count.	I brighten the world as I touch the sky.
I move but never walk.	But when night falls, I disappear, Until tomorrow, I reappear.

Mission 4. Fill in the Rhyme

In this mission, you will complete four rhyming riddles by filling in the missing words. The words you choose must maintain the rhyme scheme and meaning of the riddle while being both grammatically and logically correct. Some blanks may allow multiple answers, but all must fit naturally within the context.

Riddle 1: The Pencil

I start out long, but shrink in size,
I help you learn and make you wise.
Though I may break, I'll still survive,
Sharpen me up, and I will thrive.

Riddle 2: The Tree

I stand tall, but I can sway,
My leaves fall down in months of _____.
Birds build nests upon my height,
Providing homes both day and _____.

Riddle 3: The Chalkboard

Upon my face, your words appear,
They help your classmates see and _____.
Erase me clean and start once more,
Learning is what I am here _____.

Riddle 4: The River

I move so fast, yet have no feet,
Through valleys and towns, my path is _____.
Drink from me when you are dry,
But don't take more, or I will _____.

Mission 5. Lost in Meaning: The Proverb Match-Up

Below are six proverbs and six mixed-up meanings. Your goal is to match each proverb with its true meaning. Look for key themes, make logical connections, and see if you can get them all right!

Meaning box

A. It's better to fix a small problem early before it gets bigger.	D. If you act quickly, you have a better chance of success.
B. Hard work and determination will help you succeed.	E. It's risky to depend on only one option.
C. Don't make assumptions based on appearance alone.	F. What people do is more important than what they say.

Proverbs	Meanings
1. "A stitch in time saves nine."	B. Hard work and determination will help you succeed.
2. "Don't put all your eggs in one basket."
3. "The early bird catches the worm."
4. "Actions speak louder than words."
5. "You can't judge a book by its cover."

Mission 6. Proverb Perspectives

Read each proverb carefully and take a moment to reflect on its meaning and how it applies to different situations in life. Then, dive into the critical thinking questions that follow. There are no right or wrong answers—what matters is your ability to think deeply, make connections, and express your thoughts clearly!

Proverb 1: **"The early bird catches the worm."**

Meaning: People who act quickly or start early have a better chance of success.

Questions:

1. Do you believe waking up early always leads to success? Why or why not?
2. Can you think of an example where someone benefited from starting early?
3. Is there a situation where being early doesn't help? Explain.
4. Do you consider yourself an "early bird" or a "night owl"? How does it affect your daily life?

Proverb 2: **"Money can't buy happiness."**

Meaning: True happiness comes from experiences, relationships, and personal fulfillment, not wealth.

Questions:

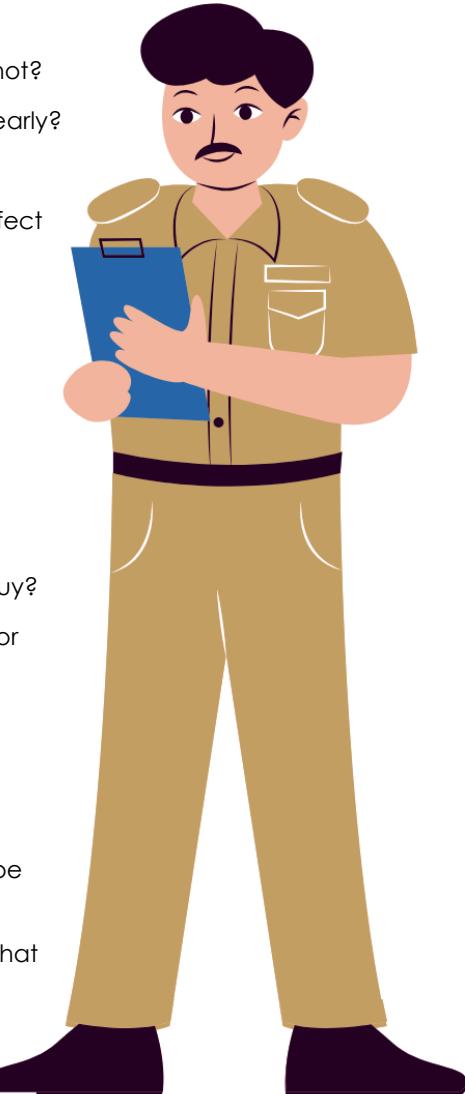
1. Do you agree or disagree with this proverb? Why?
2. Can money ever contribute to happiness? Give an example.
3. What are some things in life that bring happiness that money cannot buy?
4. If you had unlimited money, do you think you would be happier? Why or why not?

Proverb 3: **"Honesty is the best policy."**

Meaning: Telling the truth is always the right choice.

Questions:

1. Is it always best to be honest, or are there situations where lying might be acceptable? Explain your reasoning.
2. Have you ever been in a situation where honesty caused problems? What happened?
3. How does honesty impact relationships with family and friends?
4. In a professional setting, do you think honesty is always the best approach? Why or why not?



Knowledge Corner

Proverb is a short, well-known saying that offers wisdom, advice, or a universal truth about life. Proverbs are often passed down through generations and reflect the culture, traditions, and values of a society.

a. Proverbs serve as powerful tools for learning and communication. They teach valuable life lessons by offering wisdom on how to live wisely, making both speaking and writing more expressive. Additionally, proverbs connect us to different cultures by reflecting societal beliefs and traditions.

b. Characteristics:

- ▷ Short and memorable
- ▷ Contain wisdom or advice
- ▷ Use Figurative Language
- ▷ Apply to Many Situations
- ▷ Are Part of Culture

c. Example:

"Honesty is the best policy."

Meaning: Being truthful is always the best choice in life.

Mission 7. Which Proverb Fits? A Lesson in Everyday Wisdom

Carefully read each scenario and determine which proverb best fits the situation. Explain how the proverb applies, what lesson it teaches, and why it is relevant.

1. David trained hard for months to make the school basketball team, but he didn't get selected. Instead of giving up, he decides to practice even harder for next year.

Possible proverb that fits is "No pain, no gain." This proverb suggests that success comes through effort and hard work. David is willing to go through the pain of failure and continue practicing so that he can improve and eventually succeed.

2. Lisa spent all her savings on a vacation, assuming she would get her next paycheck soon. However, unexpected expenses came up, and she was left struggling to pay her rent.

.....

3. Carlos is always impatient. He expects to be successful right away in everything he tries, but he quickly gets frustrated when things take time.

.....

4. Sophie has been working out for months to prepare for a marathon. At first, it was difficult, but now she is stronger and ready for the challenge.

.....

5. Jake lost his job, but soon after, he found an even better opportunity with a higher salary.

.....

Mission 8. The Language of Proverbs

Read the conversation and identify the proverbs used. Then, answer the questions by explaining their meanings, relevance to the situation, and importance in daily life with supporting examples.

(Fahmi, Arya, and Raisa are sitting at a café after school, discussing their day while waiting for their food.)

Fahmi: Today's math test was really tough! I wish I had studied more.

Raisa: Well, you know what they say—"A stitch in time saves nine."

Arya: Huh? What does sewing have to do with a math test?

Raisa: It means that if you fix a problem early, you'll save yourself from bigger trouble later. If Fahmi had studied a little every day, he wouldn't have had to cram at the last minute.

Fahmi: Ugh, I get it now! I should have taken small steps instead of trying to learn everything last night. "A journey of a thousand miles begins with a single step," right?

Raisa: Exactly! Learning something big takes time and patience.

Arya: Pfft! You two always take things too seriously. I just guessed my way through the test.

Fahmi: and how did that go for you?

Arya: Okay, fine... not great. I guess just wishing for good results doesn't help.

Raisa: That reminds me—"Actions speak louder than words." Wanting something is different from actually putting in the effort.

Fahmi: That's so true! I always say I want to be better at sports, but I never practice. I should start training if I really want to improve.

Arya: Yeah, yeah. But sometimes, no matter how hard you try, things just don't work out.

Raisa: That's true, but don't forget—"When one door closes, another opens." Even if something doesn't go the way you want, another opportunity will come along.

Fahmi: Oh! Like how I didn't get picked for the basketball team, but I ended up joining the swimming club instead. That turned out to be a great choice!

Arya: Well, I hope my next opportunity comes soon... because I need to find a way to fix my test score before my parents find out.

Raisa: Laughs Maybe you should remember this one—"You reap what you sow." If you don't put in the effort, you can't expect good results.

Arya: Ugh! Enough with the proverbs already. My brain hurts!



Fahmi: See? If you had studied, your brain wouldn't be suffering now.

Raisa: You know what they say—"No pain, no gain."

Arya: I walked right into that one, didn't I?

Questions:

1. What does "A stitch in time saves nine" mean, and how did Raisa apply it to Fahmi's situation?
2. Why did Fahmi mention "A journey of a thousand miles begins with a single step"?
3. What lesson was Raisa trying to teach Arya with "Actions speak louder than words"?
4. How does "You reap what you sow" relate to Arya's test performance?
5. Do you agree with "Actions speak louder than words"? Why or why not?

Mission 9. Find the Perfect Proverb

Read the conversation carefully and complete it by filling in the blanks with the correct proverbs from the provided box. Think critically about the context—can you find the perfect proverb to fit each situation?

Proverb box

- ▷ "A stitch in time saves nine."
- ▷ "When one door closes, another opens."
- ▷ "A journey of a thousand miles begins with a single step."
- ▷ "The lazy man works twice as hard."
- ▷ "Look before you leap."
- ▷ "No pain, no gain."
- ▷ "Better late than never."
- ▷ "You reap what you sow."

Andre, Marisa, and Gina are sitting in the school cafeteria, discussing their recent test results.)

Andre: I feel bad about the math test. I kept telling myself to study, but I kept putting it off. Now, I regret it.

Gina: That's why I always say, "_____ (1)." If you deal with a small problem now, you won't have to deal with a bigger problem later.

Marisa: Pfft! You guys worry too much! Tests don't even matter that much. I just guessed all the answers.

Andre: And how did that work out for you?

Marisa: Not great. I thought I could pass without studying, but clearly, I was wrong.

Gina: Well, what did you expect? "_____ (2)." If you don't put in the work, you can't expect good results.

Andre: That makes sense. I should start preparing for exams earlier next time instead of cramming the night before.

Marisa: But what if I try my best and still don't succeed? That would be disappointing.

Gina: True, but remember, "_____ (3)." Just because one thing doesn't work out doesn't mean another opportunity won't come.

Andre: That's a good way to look at it. I guess I shouldn't be discouraged just because I didn't do well this time.

Marisa: Yeah, maybe I'll start studying earlier next time. But, ugh, studying takes SO long.

Gina: That's just how life works! "_____ (4)." If you want to improve, you have to be patient and take small steps.

Marisa: Okay, okay! Enough with the proverbs. But I get the point. I need to stop being lazy. I'll start reviewing for the next test this weekend.

Andre: That's the spirit! Like they say, "_____ (5)." If you want to succeed, you need to put in real effort.

Marisa: You guys really love these proverbs, huh?

Gina: You know what they say—"_____ (6)." If you keep running from hard work, don't expect good results.

Marisa: I walked right into that one, didn't I?

Mission 10. Proverb Detective

Pick one proverb you find most beautiful or inspiring. Your mission is to investigate its meaning, uncover its origins, and explore how it connects to real-life experiences. Answer key questions to reveal the depth of its wisdom!

Proverbs list:

- a. A flower does not think of competing with the flower next to it. It just blooms.
- b. Stars can't shine without darkness.
- c. A river cuts through rock, not because of its power, but because of its persistence.
- d. Even the longest night will end, and the sun will rise.
- e. A candle loses nothing by lighting another candle.
- f. The trees that are slow to grow bear the best fruit.

Analysis questions:

1. What makes this proverb meaningful to you?
2. How does this proverb apply to a real-life situation?
(Provide a specific example from your experience or observations.)
3. What deeper lesson or wisdom does this proverb convey?
4. Is this proverb still relevant today? Why or why not?
5. Can this proverb have different interpretations?





Do You Know?

Many cultures around the world have proverbs that express the same wisdom—but in different ways?

For example:

English: "The grass is always greener on the other side."

Japanese: "A distant drum sounds sweet." (遠くの太鼓はよく聞こえる)

French: "The apples on the other side of the wall are the sweetest."

Russian: "The cow on the other side gives more milk."

Meaning: People always think things are better elsewhere, even if that's not true!

This shows that even though languages and cultures are different, human wisdom is universal.



Mission 11. Quiz

1. Read the riddle below and choose the best answer.

I have cities, but no houses.

I have mountains, but no trees.

I have water, but no fish.

What am I?

- a. A painting
- b. A map
- c. An empty island
- d. A puzzle
- e. A dream

2. Read the riddle below and choose the best answer.

The more you take, the more you leave behind. What am I?

- a. Time
- b. Footsteps
- c. Memories
- d. A shadow
- e. A journey

3. Which proverb BEST teaches the importance of adapting to difficult situations?

- a. "The early bird catches the worm."

- b. "A rolling stone gathers no moss."
- c. "A leopard never changes its spots."
- d. "You can't have your cake and eat it too."
- e. "A smooth sea never made a skilled sailor."

4. Which proverb teaches a lesson about patience and taking time to grow?

- a. "Strike while the iron is hot."
- b. "The trees that are slow to grow bear the best fruit."
- c. "Don't put all your eggs in one basket."
- d. "Actions speak louder than words."
- e. "Birds of a feather flock together."

5. A friend tells you they are jealous of someone else's success, and you want to give them wise advice. Which proverb would be the **BEST** response?

- a. "All that glitters is not gold."
- b. "Where there's smoke, there's fire."
- c. "A flower does not think of competing with the flower next to it. It just blooms."
- d. "The pen is mightier than the sword."
- e. "Don't bite the hand that feeds you."



2. The Heart of Poetry

You will explore the essential elements of poetry, such as rhyme, meter, and tone, and see how figurative language adds depth and beauty to writing. Additionally, you'll learn how subtle shifts in wording, such as the use of modals, can shape meaning and emotion, making your poetry more powerful and expressive.

Mission 1. Poetry in Pieces

Look at the incomplete poetic lines on your sheet and fill in the missing words to make them flow smoothly. Think carefully about rhythm, rhyme, or meaning to ensure a natural fit. Then, identify the poetry element that is missing or being used in the line. Can you complete the verse and uncover its hidden structure?

Poetry puzzle to complete:

1. Nature's Whisper

"The leaves are dancing in the ____."
"A soft wind sings, so cool and ____."



2. The Speed of Time

"Yesterday was here, now it is ____."
"Blink your eyes, and life moves ____."



3. Ocean's Mystery

"Waves rush forward, then retreat."
"They whisper secrets, dark yet ____."



4. Dreamer's Path

"Follow the stars, they light your ____."
"Through darkest nights and dreams so ____."



5. The Lonely Road

"Footsteps echo, cold and ____."
"A journey taken all ____."



Knowledge Corner

Poetry is a unique form of literature that uses rhythm, sound, and imagery to express emotions, ideas, and stories in a creative way.

Poetry has specific elements that give it structure, meaning, and beauty.

a. Form & Structure

- ▷ Stanza: is a group of lines in a poem, similar to a paragraph in prose, that helps organize the poem's thoughts and provides a clear structure. The poem has **four-line stanzas (quatrains)** that organize ideas.

Example:

"Whose woods these are I think I know,"
"His house is in the village though."
(- From "Stopping by Woods on a Snowy Evening" by Robert Frost)

- ▷ Line: is a single row of words in a poem, and its length influences the poem's rhythm and flow. Short lines can **create impact**, while long lines **slow down the reading**.

Example:

"Hope is the thing with feathers,"
(- From Emily Dickinson's poem "Hope is the Thing with Feathers")

- ▷ Rhyme Scheme: is the pattern of rhyming words at the end of lines in a poem, often labelled with letters (A, B, C...) to identify the sequence.

Example (AABB rhyme scheme):

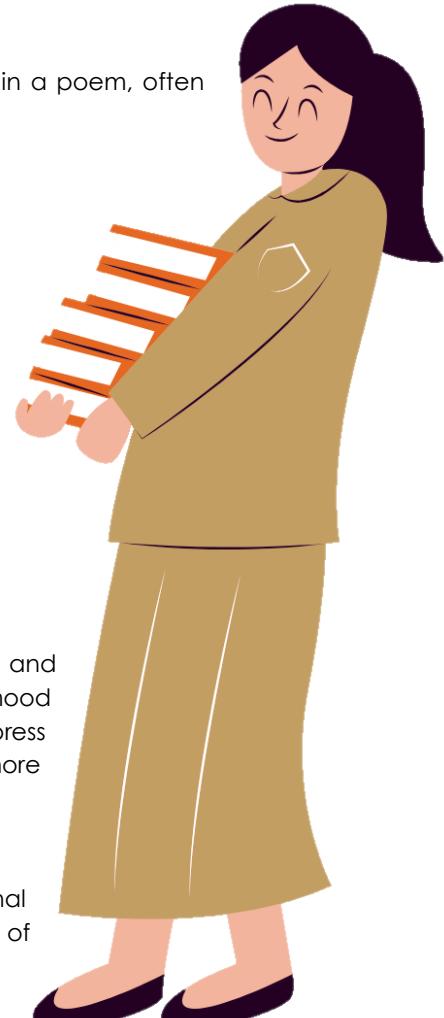
"The sky is blue, the grass is green (A)
"The brightest colors I've ever seen. (A)
"The birds fly high, the rivers flow, (B)
"Where nature thrives, the flowers grow." (B)

Common Rhyme Schemes:

- 1) AABB – Rhyming in pairs.
- 2) ABAB – Alternating rhymes.
- 3) ABCB – Second- and fourth-lines rhyme.

b. Sound Elements

- ▷ Rhythm (Meter): in poetry is the pattern of beats created by stressed and unstressed syllables, it helps convey the poet's emotions, setting the mood and enhancing the meaning of the words. Through rhythm, poets' express feelings such as joy, sorrow, or urgency, making their message more powerful and engaging for the reader.
 - The beat pattern in the line gives it a flowing, natural sound.
- ▷ Rhyme: the repetition of similar sounds at the end of words, with internal rhyme occurring within a line and end rhyme appearing at the end of lines.



Example:

"The sun is bright, the sea is wide,"
"The waves crash hard, then start to glide."

- The "-ide" sound rhymes in both lines.

▷ Assonance & Consonance: Assonance is the repetition of vowel sounds within words, while consonance is the repetition of consonant sounds within words, both adding rhythm and musicality to poetry.

- Example (Assonance - "ee" sound): "The deep green sea is free."
- Example (Consonance - "s" sound): "The breeze whispers across the grass."

c. Imagery & Figurative Language

▷ Imagery (Descriptive Language): uses sensory details (sight, sound, touch, taste, smell) to create vivid pictures in the reader's mind.

Example: "The golden sun kissed the ocean's waves."

- This creates a mental picture of the ocean and the sun.

▷ Metaphor & Simile: A metaphor directly compares two things without using "like" or "as," while a simile makes a comparison using "like" or "as" to highlight similarities.

- Example (Metaphor): "Her smile was a bright sun in my day."
- Example (Simile): "She was as graceful as a swan on water."

▷ Personification (Giving Objects Human Traits): gives human qualities, emotions, or actions to non-human things, making them behave or appear as if they were human.

d. Idioms in Poetry

Idioms are expressions whose meanings cannot be understood literally from the individual words. Instead, they have a figurative meaning that is commonly recognized within a language.

▷ Example: the idiom "break the ice" doesn't mean physically breaking ice but refers to starting a conversation to make people feel comfortable.

Poets and writers use idioms to make their work more creative, engaging, and expressive, often adding humour or deeper meaning. Because idioms are culturally specific, they also reflect the unique ways different societies use language to communicate ideas.

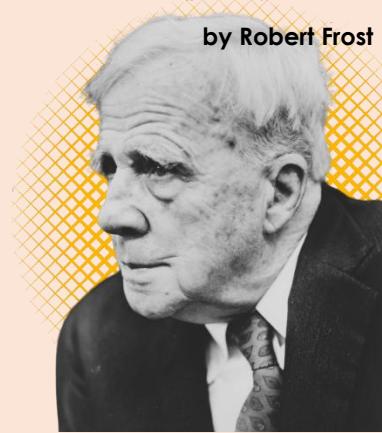
Mission 2. Poetry in Focus

In this activity, you will analyze poetry to deepen your understanding of its elements. Start by carefully reading the poems provided below. Then, answer the following questions to explore their meaning, structure, and literary devices. Pay close attention to how each element contributes to the poem's overall impact!

The Road Not Taken"

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.



by Robert Frost

Understanding the poem's meaning

1. What is the poem about?
2. What do the two roads symbolize? Does the poem talk only about literal roads, or is it a metaphor for something else?
3. Why do you think the poet describes the roads as being "about the same" instead of one being clearly better?

Identify poetry elements

4. What is the poem's rhyme pattern (AABB, ABAB, or another pattern)? How does the rhyme affect the flow of the poem?
5. Find and analyze at least two examples of imagery in the poem. What senses (sight, sound, touch, etc.) do they appeal to?
6. How is the concept of "two roads" used as a metaphor? What does it represent?
7. What emotions does this poem create? Is it hopeful, regretful, nostalgic, or something else? Why?
8. What is the message or lesson of the poem? Does it encourage making bold choices or reflect on past decisions?

Mission 3. A Critical Poetry Investigation

In this activity, you will become a poetry investigator! Read the provided poem carefully—one of the most famous and powerful works of all time. Then, examine the given statements and determine whether they align with the poem's meaning, themes, and literary elements

The Raven, (Excerpt)

by Edgar Allan Poe

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this and nothing more."
Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow; —vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Nameless here for evermore.
And the silken sad uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating,
"Tis some visitor entreating entrance at my chamber door—
Some late visitor entreating entrance at my chamber door; —
This it is and nothing more."
Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I opened wide the door; —
Darkness there and nothing more.

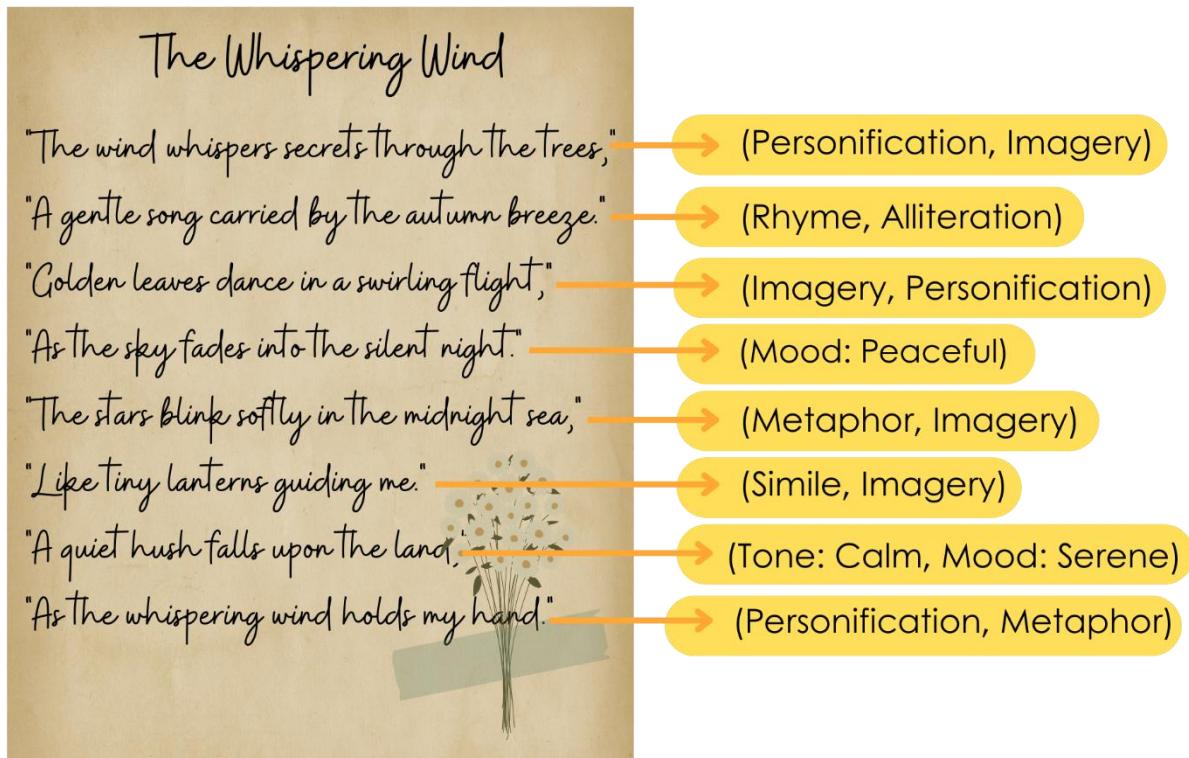
Fact checking:

Statement	True (✓) or False (✗)?
The poem takes place on a bright and cheerful morning.	✗
The speaker is grieving the loss of someone named Lenore.
The speaker immediately sees someone at the door when he opens it.
The setting of the poem is warm and welcoming.
The speaker was awake and alert when he first heard the knocking.
The phrase "once upon a midnight dreary" suggests a dark and eerie mood.
The poem's tone is joyful and hopeful.
The poem is written in free verse, without a specific rhythm or rhyme.

Mission 4. Express Yourself: A Poetry Writing Challenge

In this activity, you will write your own poem using your creativity and imagination. Express your thoughts, emotions, or ideas in a way that feels meaningful to you. As you write, pay close attention to the elements of poetry. Your poem can follow any style or form—free verse, rhymed, or structured—but make sure it reflects your unique voice

Example:



Mission 5. Hidden Meaning of Words

Read the conversation between Ica, Vian, and Jun, and identify all the metaphors and similes used. List them and try to determine their meanings based on context.

(Ica, Vian, and Jun are sitting at a cafeteria table, finishing their lunch. Ica flips through her English notebook, frowning slightly.)

Ica: Ugh, some of these sentences in my homework don't make sense. Look at this—"The city was a jungle during rush hour." I mean, it's a city, not a jungle.

Vian: Well, think about it. What comes to mind when you imagine a jungle?

Ica: Hmm... lots of noise, chaos, movement... oh! So, it means the city was crowded and wild, right?

Jun: Exactly! See, you figured it out without anyone telling you.

Ica: Okay, that was easy. But then there's this one—"She was as busy as a bee." What do bees have to do with being busy?

Vian: Have you ever watched a bee?

Jun: Those little guys are always flying around, collecting pollen, buzzing from flower to flower. They don't sit still.

Ica: Oh! So it means she was working hard and moving around a lot.

Vian: Exactly. These kinds of expressions paint a picture in your head.

Ica: That's actually kinda cool. Oh, here's another one—"His words were daggers to my heart."

Jun: Well, he obviously wasn't throwing knives at someone. What do you think it means?

Ica: Daggers hurt... so maybe his words were really painful?

Vian: You got it. Instead of saying, "His words were mean," this makes you feel how sharp and cutting they were.

Ica: So, it's about making language more dramatic?

Jun: More than that—it makes things easier to picture. Like if I said, "After the exam, my brain was a dried-up sponge," what would that mean?

Ica: That you couldn't absorb any more information?

Vian: Exactly! A sponge is supposed to soak things up, but when it's dry, it doesn't work anymore.

Ica: Okay, I think I get it now. These sentences aren't meant to be taken literally, but they help explain things in a fun way.

Jun: And once you start noticing them, you'll see them everywhere.

Knowledge Corner

Figures of speech are expressions that go beyond the literal meaning of words to create imagery, emphasis, or a special effect in writing and speech. They make language more creative, expressive, and memorable.

- ▷ A metaphor is a figure of speech that compares two unrelated things by saying one thing is another.

Example: "Time is a thief"

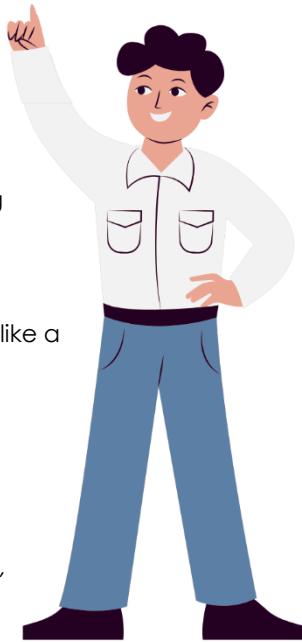
Meaning: Time doesn't literally steal, but it takes away moments of our lives just like a thief.

- ▷ A simile compares two things using "like" or "as" to show similarity.

Example: "Her smile was as bright as the sun."

Meaning: Her smile is being compared to the sun's brightness.

Other types of figures of speech: personification, hyperbole, idiom, onomatopoeia, alliteration, assonance & consonance, oxymoron, paradox.



Mission 6. Reading Between the Lines

Read poems below carefully and identify a metaphor within the lines. Once you find a metaphor, analyze its meaning by explaining what two things are being compared and how this comparison enhances the poem's message.

Hope is the Thing with Feathers

"Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,"
"And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm."
"I've heard it in the chilliest land,
And on the strangest sea;
Yet never, in extremity,
It asked a crumb of me."

by Emily Dickinson

The Road Not Taken

"Two roads diverged in a yellow wood,"
"And sorry I could not travel both"
"And be one traveler, long I stood"
"And looked down one as far as I could"
"To where it bent in the undergrowth;"
"Then took the other, as just as fair,"
"And having perhaps the better claim,"
"Because it was grassy and wanted wear,"
"Though as for that the passing there"
"Had worn them really about the same."
"I shall be telling this with a sigh"
"Somewhere ages and ages hence:"
"Two roads diverged in a wood, and I—"
"I took the one less traveled by,"
"And that has made all the difference."

By Robert Frost

Methaphors in the poem:

Mission 7. Discovering Hidden Meanings in Text

Read the text carefully and identify all the metaphors and similes used. List each one and analyze its meaning by determining what two things are being compared and how the comparison enhances the text.

The Stormy Night

The night sky was a black velvet curtain draped over the world, hiding the stars behind its heavy folds. The wind howled like a lonely wolf, sending shivers through the trees, which danced wildly in response. Raindrops pounded the roof like a thousand tiny drums, creating a restless rhythm against the silence of the night.



Inside the small cottage, Lily sat by the fireplace, watching the flames twist and twirl like dancers on a stage. The fire's warmth wrapped around her like a soft blanket, shielding her from the cold that lurked outside. As the storm raged on, she clutched her book tighter, its words a lighthouse in the dark sea of the night, guiding her mind away from the thunder that rumbled in the distance.

Table analysis:

Figurative Phrase	Metaphor/simile	Comparison Elements	Interpretation/Meaning
"The night sky was a black velvet curtain draped over the world."	Metaphor	Night sky = Black velvet curtain	The night sky is dark and smooth, like a curtain covering the world.
.....
.....
.....
.....

Mission 8. A Metaphor & Simile Matching Game

Read the list of sentences below, each containing a metaphor or simile. Your mission is to match each sentence to its correct meaning by carefully analyzing the comparison being made. Once you've found the correct meaning, write the corresponding letter next to the sentence.

Figurative Phrase (Metaphor & Simile)	Correct pair	Meaning
"Her voice was music to my ears."	e	a. The room was chaotic and full of noise, just like a wild animal zoo.
"The classroom was a zoo today!"	...	b. He was so angry that he was about to explode like a volcano.
"The clouds were as fluffy as cotton candy."	...	c. Life has ups and downs, good times and bad times.
"His anger was a volcano ready to erupt."	...	d. Time moves quickly and takes away important moments before you realize it.
"The stars were diamonds scattered across the sky."	...	e. Her voice was so beautiful and pleasant that it felt like listening to music.
"Life is a rollercoaster of emotions."	...	f. The soft clouds in the sky looked just like fluffy cotton candy.
"Time is a thief that steals our moments."	...	g. The soft clouds in the sky looked just like fluffy cotton candy.



Do You Know?

The Mahabharata is an ancient Indian epic, regarded as the longest poem ever written. It consists of over 100,000 shlokas (couplets), totaling approximately 1.8 million words. This makes it roughly ten times the length of Homer's Iliad and Odyssey combined. The epic narrates the story of the Kuru dynasty, focusing on the conflict between the Pandava and Kaurava princes, culminating in the great battle of Kurukshetra. Beyond its narrative, the Mahabharata delves into philosophical and devotional discussions, including the Bhagavad Gita, which is a sacred text within the epic.



A manuscript illustration of the Battle of Kurukshetra _ Wikipedia

Mission 10. Quiz

1. Read the following lines from a poem and answer the question below.

"The silver moon begins to rise,"

"A beacon bright in velvet skies."

"The ocean sings a soft refrain,"

"Its echoes dance, then fade again."

What rhyme scheme is used in this stanza?

- a. ABAB
- b. AABB
- c. ABCB
- d. Free verse
- e. AAAA

2. What is the primary function of imagery in poetry?

- a. To make the poem longer and more detailed.
- b. To ensure the poem follows a specific rhyme scheme.
- c. To make sure every line of the poem has a hidden meaning.
- d. To make the poem easier to memorize.
- e. To create a visual representation of the poem's setting.

3. A poet wants to create a sense of urgency and movement in their poem. Which of the following techniques would be most effective?

- a. Including multiple metaphors to describe the subject.
- b. Using short, choppy lines and quick-paced rhythm.
- c. Using a reflective and nostalgic tone.
- d. Writing the poem in a free verse structure.

e. Using long, flowing lines with detailed descriptions.

4. Read the following sentence and identify its figurative device:
"Her mind was a locked door, guarding the secrets she would never tell."
Which poetic device is being used in this sentence?
a. Simile
b. Alliteration
c. Metaphor
d. Hyperbole
e. Onomatopoeia

5. Which of the following sentences contains a simile rather than a metaphor?
a. "The stars were diamonds scattered across the night sky."
b. "His voice was thunder, shaking the walls with its power."
c. "The mountain stood as an unshakable guardian against the wind."
d. "Time is a thief, stealing away our best moments."
e. "Fear is a shadow that never leaves your side."



3. Language Gems

Proverbs, Idioms, and Metaphors Language are full of hidden treasures, and this unit uncovers the richness of proverbs, idioms, and metaphors. These expressions add color and depth to communication, shaping stories and conveying deeper meanings.

Mission 1. Exploring Hidden Meaning in Language

Read the conversation provided carefully and pay close attention to the phrases used. As you read, try to identify any expressions that don't mean exactly what the words suggest.

Rafi, Gama, and Tiara are sitting in class when their teacher announces a surprise test.

Teacher: "Alright, class! Put your books away. It's time for a pop quiz!"

Gama: "I didn't study at all! I am **in hot water!**"

Tiara: "You're not literally in hot water, Gama. But yeah, good luck with that!"

Rafi: "Well, Gama, maybe you should have hit the books instead of hitting the snooze button this morning!"

Gama: "Ugh, I was planning to study last night, but my cousin came over, and we ended up watching movies. Then my mom found out, and she **hit the roof!**"

Tiara: "Wait, your mom **hit the roof?** Like, she climbed up and punched it?"

Rafi: "No, no! That means she got really mad!"

Tiara: "Ohhh, okay. So... Gama was supposed to study, but he **dropped the ball**, and now he's **feeling the heat.**"

Gama: "Exactly! And now I have to take this quiz! My brain is already **fried!**"

Rafi: "Don't worry, Gama! Just take a deep breath. I'll help you study after school so next time you can **ace the test** instead of **digging yourself into a hole.**"

Tiara: "Wow, look at us using all these idioms! This class is actually **a piece of cake!**"

Gama: "Yeah, sure. But right now, I feel like I'm **up the creek without a paddle.**"

Rafi: "Well, you made your bed, now you have to lie in it!"

Tiara: "Alright, enough chit-chat! Let's just get this test over with. The sooner we start, the sooner we finish!"

Teacher: "Exactly, Tiara! Now... get to work!"

Questions to answer:

1. Why do you think people use idioms instead of just saying things literally?
2. Why did Gama say, "I am in hot water" when the teacher announced the surprise test?
3. Which idiom from the conversation would confuse you the most? Why?
4. Imagine a situation where "up the creek without a paddle" would be a good way to describe how someone feels.

Mission 2. Uncover the Meaning

Look through the conversation from Mission 1, then underline or highlight all the idioms you discover. Before looking them up, try to interpret their meanings using the context as your guide.

Idiom	Meaning
In hot water
.....
.....
.....
.....

Knowledge Corner

- ▷ An idiom is a phrase or expression that has a meaning different from the literal meanings of the words. Idioms are commonly used in everyday language to express ideas more vividly, creatively, or emotionally.
- ▷ Example: "Break the ice" → This does not mean literally breaking ice; it means to start a conversation in a relaxed way.
- ▷ In poetry, idioms enhance imagery, set the mood, add rhythm, and create emotional connections. They make poems more vivid, engaging, and relatable by using familiar expressions that resonate with readers.



Do You Know?



World Poetry Day Established by UNESCO in 1999, World Poetry Day is celebrated annually on March 21st. The day aims to support linguistic diversity through poetic expression and to offer endangered languages the opportunity to be heard within their communities. It serves as a reminder of the power of language and the importance of developing each person's creative abilities.

Mission 3. Idioms in Poetry

Read the poem carefully and identify the idioms hidden within it. Underline or highlight each idiom you find, then write what you think it means in your own words. Finally, answer the reflection questions by discussing how idioms enhance poetry, making it more engaging and meaningful.

A Dream Deferred

by Langston Hughes

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

Like a heavy load.

Or does it explode?



Identify the idioms:

Idiom	Meaning
.....
.....
.....
.....
.....

Reflection questions:

1. What do you think the poet means by "a dream deferred"? How does this relate to real life?
2. What do the idioms in the poem suggest about delayed dreams or goals?
3. Why do you think Langston Hughes used such strong comparisons?
4. How would the poem feel different if it were written in a more literal way without idioms?

Mission 4. The Idiom Puzzle

Read each sentence carefully and select the correct idiom from the word bank to complete the blank. Write the chosen idiom in the space provided, then explain its meaning based on the context of the sentence.

Idiom Bank

- ▷ Hit the nail on the head
- ▷ Under the weather
- ▷ Spill the beans
- ▷ A blessing in disguise
- ▷ Bite the bullet
- ▷ Break the ice
- ▷ A piece of cake
- ▷ The ball is in your court
- ▷ Once in a blue moon
- ▷ Burn the midnight oil

The Big Day

Rafi had been feeling (1) _____ all week. He had a big speech to deliver in front of his whole school, and he was nervous. To prepare, he (2) _____ every night, practicing his lines in front of the mirror until he could say them perfectly. On the morning of the speech, he woke up feeling (3) _____. He was so nervous that he could barely eat breakfast. His best friend, Tiara, tried to help him relax. "Don't worry," she said. "Public speaking is (4) _____ if you just stay calm." When Rafi got to school, he was still anxious. Gama noticed and said, "You should tell a joke before you start—just to (5) _____. " Rafi decided to take his advice. Finally, it was time for the speech. As he stood in front of the crowd, he took a deep breath. He started with a joke, and when the audience laughed, he felt a little better. He (6) _____ and delivered his speech perfectly! After he finished, the principal shook his hand. "You really (7) _____ with that speech," she said. "You were clear, confident, and inspiring." Later that afternoon, Tiara said, "See? I told you it would go well. You were worried for nothing." Rafi smiled and said, "Yeah, I guess it was (8) _____ after all!"

Mission 5. Grammar in Poetry

Read the two poems carefully and identify all the verbs and modal verbs used. Underline or highlight them as you find them. Then, categorize each verb into one of the following groups: Present Simple, Present Continuous, Future Tense, or Modals. Pay attention to how these verbs shape the meaning and flow of the poem.

The Sick Rose

by William Blake

O Rose, thou art sick!

The invisible worm,

That flies in the night

In the howling storm:

Has found out thy bed

Of crimson joy:

If You Were Coming in the Fall

by Emily Dickinson (Excerpt)

If you were coming in the fall,

I'd brush the summer by

With half a smile, and half a spurn,

As housewives do a fly.

If I could see you in a year,

I'd wind the months in balls,

And his dark secret love
Does thy life destroy.

And put them each in separate drawers,
Until their time befalls.

Present simple:

.....
.....
.....

Modal verbs:

.....
.....
.....

Present continuous:

.....
.....
.....

Future tense:

.....
.....
.....

Mission 6. The Modal Mission

Read the conversation below and fill in each blank with the correct modal verb from the word bank. Consider the meaning of each sentence, does it express possibility, ability, obligation, permission, or advice? Choose the most appropriate modal verb based on the context.

Word bank

▷ Can	▷ Could	▷ May	▷ Might	▷ Must
▷ Shall	▷ Should	▷ Will	▷ Would	

Planning a Trip

Agung: Hey guys, where do you think we (1) ____ go this weekend? I was thinking of a beach trip!

Rahman: That sounds fun! But we (2) ____ check the weather first. It (3) ____ rain.

Putri: Yeah, we (4) ____ bring an umbrella just in case!

Agung: Good idea. Also, we (5) ____ leave early in the morning so we don't get stuck in traffic.

Rahman: Agreed! But do you think we (6) ____ book a hotel in advance?

Putri: I think we (7) ____ because it's the weekend, and hotels (8) ____ be fully booked.

Agung: Okay, I (9) ____ call a few places later and see if they have rooms available.

Rahman: Thanks! Oh, and we (10) ____ decide what to pack. Do you think we (11) ____ bring food, or will we eat at restaurants?

Putri: Maybe a bit of both? We (12) ____ bring some snacks for the road.

Agung: Sounds like a plan! We (13) ____ have an amazing trip!

Knowledge Corner

Modal verbs are **auxiliary (helping) verbs** that express different meanings in a sentence.

Types of modals:

- ▷ **Ability** (can, could)
- ▷ **Possibility** (may, might, could)
- ▷ **Necessity/Obligation** (must, have to, should)
- ▷ **Permission** (can, may, might, shall)
- ▷ **Advice/Suggestions** (should, ought to)
- ▷ **Future Predictions** (will, shall)

Mission 7. Quiz

1. Read the situation and choose the correct idiom that best fits the meaning.

Situation:

Rahman always forgets where he puts his glasses. Yesterday, he searched his entire house for an hour, only to find them sitting on top of his head the whole time!

What idiom best describes this situation?

- a. "The ball is in your court."
- b. "Bite the bullet."
- c. "A blessing in disguise."
- d. "Right under his nose."
- e. "Burn the midnight oil."

2. Which sentence correctly uses the idiom "burning the midnight oil"?

- a. I woke up early this morning and burned the midnight oil for breakfast.
- b. She burned the midnight oil by staying up late to finish her assignment.
- c. He burned the midnight oil when he lit a candle during the power outage.
- d. We burned the midnight oil when we went to bed at 9 PM.
- e. They burned the midnight oil by taking a nap in the afternoon.

3. Putri is going to a formal event, and she wants to ask for permission to leave early. Which sentence is the politest way to ask?

- a. "Can I leave early?"
- b. "I might leave early, okay?"
- c. "I will leave early, just letting you know."
- d. "May I leave early?"

e. "Shall I leave early?"

4. Which sentence expresses possibility?

- She must finish her homework before dinner.*
- You should apologize for being late.*
- It might rain later, so bring an umbrella.*
- Can you open the door, please?*
- You must be on time for the meeting.*

5. Read the dialogue and choose the best modal verb to complete the missing word.

- Should
- Must
- Would
- May
- Shall

Akses latihan soal
lainnya di sini yuk!



Summary

Riddles

- ▷ A riddle is a short, poetic puzzle that uses figurative language, rhythm, and wordplay to conceal an object, idea, or concept.
- ▷ Rhyming riddles add rhyme and rhythm for a more engaging effect.
- ▷ Riddles have been used across cultures as a form of oral tradition, entertainment, and intellectual challenge.

Proverbs

- ▷ Proverbs are short, memorable sayings that express wisdom, advice, or universal truths.
- ▷ They enhance communication, connect people to cultures, and serve as learning tools.
- ▷ Characteristics: short and impactful, figurative, widely applicable, and culturally significant.
- ▷ Example: "Honesty is the best policy", meaning truthfulness is always the best choice.

Poetry

- ▷ Poetry is a creative literary form that uses rhythm, sound, and imagery to express emotions and ideas.
- ▷ Elements of Poetry:
- ▷ Form & Structure: Stanzas group lines, while line length influences rhythm.
- ▷ Rhyme Scheme: Identifies rhyming word patterns (AABB, ABAB, ABCB).
- ▷ Sound Elements: Rhythm (meter) creates a beat, while rhyme adds musicality.
- ▷ Figurative Language

Idioms

- ▷ Idioms are expressions with figurative meanings, commonly understood in language.
- ▷ Example: "Break the ice" → means to start a conversation, not literally breaking ice.
- ▷ In poetry, idioms enhance imagery, set the mood, add rhythm, and create emotional connections.
- ▷ Poets use idioms to make their work more creative, expressive, and culturally rich.

Reference

Abrahams, Roger D. *Riddles, Proverbs, and Folk Sayings of the World*. Greenwood Press, 2000

Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2003.

Finnegan, Ruth. *Oral Literature in Africa*. Open Book Publishers, 2012.

Fisher, Robert & Williams, Mary. *Unlocking Creativity: Teaching Across the Curriculum*. David Fulton Publishers, 2004.



LESSON 6

ANSWERING NATURE'S CALL FOR HELP

Character of Pancasila Students

▷ Religious, Faithful, and of Noble Character

Express concerns for nature and wildlife with respect to promote positive change and ethical awareness about the environment.

▷ Global Citizen

Explore the global nature of wildlife conservation, understanding that protecting the environment requires international cooperation.



Introduction

How can language help save the planet? In this lesson, we'll explore how words can bring attention to environmental issues and inspire action. Through reading posters and leaflets, you'll learn how to analyze messages about wildlife conservation and sustainability. You'll also practice persuasive language to express your concerns and raise awareness about the challenges our planet faces.

We'll dive into complaint letters, learning how to write them effectively to highlight issues and encourage change. Writing these letters will teach you how to use clear, structured language to call for action and address environmental problems in a constructive way. It's about using language as a tool for advocacy and positive impact.

Additionally, we'll explore the causative "have/get" structure, which allows you to describe actions taken by others in real-life scenarios like animal rescues. By the end of this lesson, you'll have the skills to express concerns, advocate for change, and use English confidently in discussions about wildlife protection and environmental issues.

- Keywords: Wildlife, Posters, Leaflets, Persuasive Language, Clarification and Repetition.

This chapter helps you develop essential English skills for wildlife conservation. You will analyze posters and leaflets, practice expressing ideas clearly, and write complaint letters to raise awareness. You will also learn how to use the causative "have/get" in real-life situations. Through these activities, you'll understand how language can inform, persuade, and inspire action to protect nature.

1. Understanding and Using Conservation Texts

- ▷ Read and analyze posters and leaflets about wildlife rescue efforts to find key information.
- ▷ Answer the questions based on these texts using clear, structured English while discussing and summarizing conservation messages in both spoken and written forms.

2. Communicating Effectively in Conversations

- ▷ Use clarification and repetition strategies to confirm information and keep a discussion going.
- ▷ Engage in role-playing activities to practice communication in real-life scenarios.
- ▷ Plan, draft, review, and refine short functional texts like posters, letters, and reports.

3. Expressing Concerns and Writing Complaints

- ▷ Use English to express concerns, complaints, and suggestions in different situations.
- ▷ Read and write complaint letters with clear structure and persuasive language, understanding their purpose, organization, and language.

4. Expanding and Using Wildlife Conservation Vocabulary

- ▷ Learn essential vocabulary related to animals, plants, habitats, and conservation.
- ▷ Learn and correctly use essential vocabulary related to animals, plants, habitats, and conservation in conversations, writing, and role-playing.
- ▷ Practice explaining environmental issues using clear and precise language.

5. Using Causative 'Have/Get' in Context

- ▷ Understand and apply the use of "have" and "get" to describe actions done by others in conversations about animal rescue and care.
- ▷ Write short texts using causative "have/get" in real-world contexts.

F I T R I



1. Spreading the Message for Wildlife

Words have the power to inspire action and protect wildlife. In this unit, you'll explore posters and leaflets that spread awareness about conservation. You'll also learn how to write complaint letters to address environmental concerns and make a difference through your words.

Mission 1. Speak for the Wild!

Take a close look at the poster "Save Our Wildlife – Every Action Counts!" and analyze its message. Think about how words, images, and design elements work together to inspire action. Then, answer the following questions.

Questions:

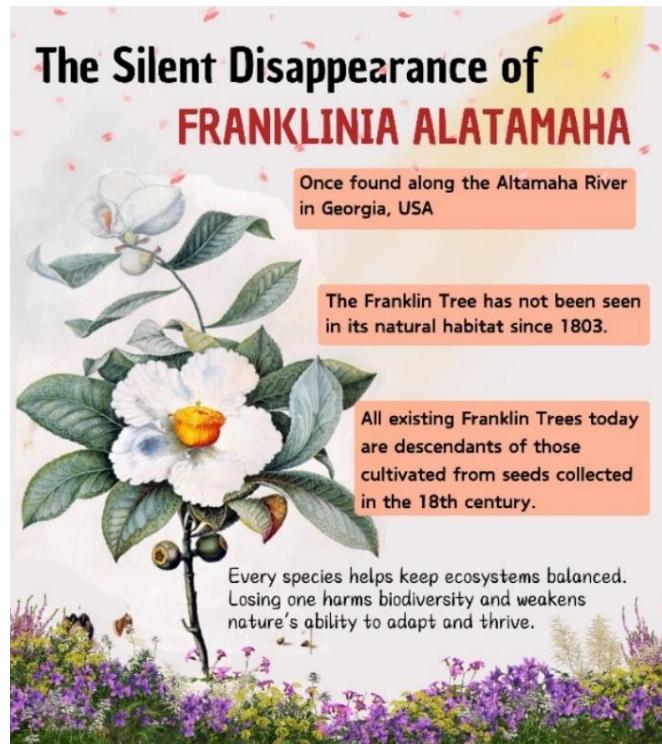
1. Look at the title and images on the poster. What do you think this poster is about?
2. Why do you think protecting wildlife is important? Can you name some endangered animals?
3. What actions from the poster can you personally do to help protect animals?
4. Have you ever seen a poster about conservation or environmental protection before? What did it say?
5. If you were to make your own wildlife conservation poster, what message would you include?



Mission 2. Unraveling the Mystery of a Lost Tree

Imagine you're a scientist discovering another species on the brink of extinction. Carefully read the information in the poster "The Silent Disappearance of the Franklinia Alatamaha." Then, answer the following questions.

1. What happened to the Franklin Tree, and why is it no longer found in the wild?
2. Why is it important that all existing Franklin Trees come from cultivated seeds?
3. What does this case teach us about biodiversity and conservation?
4. How can we prevent other species from facing a similar fate?





Do You Know?

Javan rhinoceros (*Rhinoceros sondaicus*) is one of the world's rarest large mammals, with only about 74 individuals remaining in the wild? These elusive rhinos are now confined to Ujung Kulon National Park at the western tip of Java, Indonesia. Unlike other rhino species, the Javan rhino's horn is typically shorter than 25 centimeters (10 inches) and is present only in males. This species was once widespread across Southeast Asia, but due to poaching and habitat loss, its population has drastically declined.



Mission 3. Uncover Indonesia's Rarest Species!

Carefully examine the data about rare and endangered flora and fauna in Indonesia. Pay close attention to the details and data presented. Then, read each statement and decide whether it is True or False based on the information in the table. If a statement is false, correct it with the right information.

Category	Species	Conservation status	Primary threats
Mammals	Sumatran Tiger (<i>Panthera tigris sumatrae</i>)	Critically Endangered	Habitat loss, poaching
	Javan Rhino (<i>Rhinoceros sondaicus</i>)	Critically Endangered	Habitat loss, poaching
	Sumatran Orangutan (<i>Pongo abelii</i>)	Critically Endangered	Deforestation, illegal pet trade
Birds	Bali Starling (<i>Leucopsar rothschildi</i>)	Critically Endangered	Habitat loss, illegal trapping
	Flores Hawk-Eagle (<i>Nisaetus floris</i>)	Critically Endangered	Habitat degradation, hunting
Reptiles	Komodo Dragon (<i>Varanus komodoensis</i>)	Vulnerable	Habitat loss, human encroachment
Flora	Rafflesia arnoldii	Endangered	Habitat destruction, limited distribution
	Titan Arum (<i>Amorphophallus titanum</i>)	Endangered	Habitat loss, deforestation

Fact checking

Statement	Fact
The Sumatran Tiger is listed as a Vulnerable species.	<u>True</u>
The Javan Rhino is one of the rarest rhinos in the world and is Critically Endangered.	<u> </u>
Komodo Dragons are completely safe from extinction and do not face habitat loss.	<u> </u>
The Bali Starling is critically endangered due to habitat loss and illegal trapping.	<u> </u>
Rafflesia arnoldii, one of the world's largest flowers, is endangered due to habitat destruction.	<u> </u>
The Sumatran Orangutan is threatened by poaching and illegal pet trade.	<u> </u>
Deforestation is a major threat to the Titan Arum plant in Indonesia.	<u> </u>
The Flores Hawk-Eagle population is declining due to habitat degradation and hunting.	<u> </u>
Illegal hunting and habitat destruction are major threats.	<u> </u>
Conservation efforts like habitat protection and public awareness are helping to save these species.	<u> </u>

Mission 4. Conservation Action Plan

After reading and analyzing the data on Indonesia's Rarest Species! in the previous activity, it's now your turn to take action. Follow the instructions below to create your own Conservation Action Plan and make a difference!

I. Develop your conservation action plan

Develop a step-by-step plan for your proposed solution. Your plan should include:

- ▷ Problem Statement – What is the issue?
- ▷ Goal – What do you want to achieve?
- ▷ Steps to Take – What actions are needed?
- ▷ Who is Involved? – Government, NGOs, communities, individuals, etc.
- ▷ Expected Impact – How will this help wildlife conservation?

II. Recap and reflect

Think and consider these questions to shape your Conservation Action Plan.

1. Was your solution realistic?
2. Who would be responsible for implementing it?
3. What challenges might arise when putting it into action?

III. Example:

Problem: Deforestation is threatening the Sumatran Orangutan.

Goal: Protect the remaining forests and orangutan habitats.

Action:

1. Raise awareness through social media campaigns.

2. Work with NGOs to plant trees in affected areas.
3. Promote eco-tourism to create alternative income for locals.

Who involved: Environmental groups, local communities, government.

Expected impact: Reduced deforestation, orangutan population stabilizes.

Mission 5. Conversations for Conservation

Read the conversation between four people discussing conservation efforts. Pay close attention to their arguments, opinions, and solutions. Then, answer the critical questions below based on the discussion.

Rina: (Looking at a map of endangered species habitats) We need to talk about the deforestation happening near protected areas. If we continue like this, species like the Javan Rhino and Sumatran Tiger will have nowhere to live.

Budi: I understand your concern, but I have a family to feed. Many farmers like me rely on clearing land for agriculture. If we stop, how will we survive?

Alya: I respect that, Budi, but what if I told you that protecting forests can also help your livelihood? Eco-tourism and sustainable farming can create income without destroying habitats. There are programs that help farmers transition to sustainable methods.

Dani: That's true. The government has been working on conservation-friendly farming programs, but the challenge is getting more farmers involved. The law protects endangered species, but enforcement is difficult. Illegal logging and poaching are still major threats.

Rina: Exactly! Laws alone aren't enough. We need awareness. Many people don't even know that buying exotic pets or souvenirs made from endangered animals is harming these species.

Budi: That's a good point. I've seen traders offering high prices for exotic animals, and some villagers take the money without realizing the damage they're causing.

Alya: Education is key. If people understand that losing a species means losing part of our natural heritage, they might think twice before supporting illegal activities.

Dani: So what do you suggest? The government can create policies, but the community needs to take action too.

Rina: Schools can introduce conservation programs, and communities can be involved in reforestation projects. If farmers like Budi get better access to sustainable agriculture, we can protect nature and support local communities at the same time.

Budi: I'd be open to learning more if it helps my family without harming the environment.

Alya: That's a great start! It's not about stopping development but finding a balance between progress and protection.

Dani: Let's work together. Conservation isn't just about saving animals, it's about ensuring a better future for everyone.

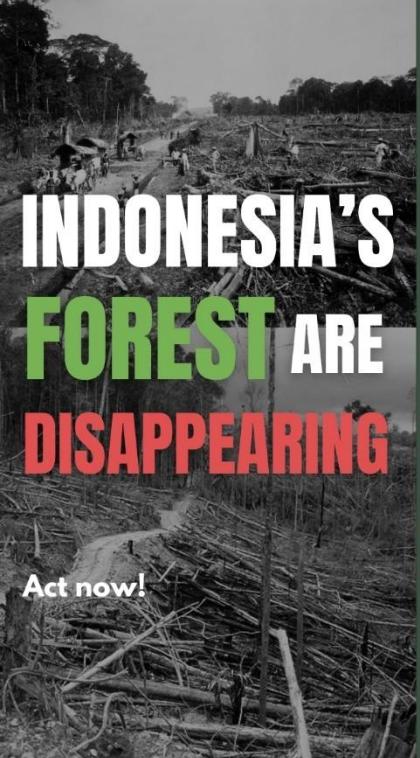
Questions:

1. What environmental issues are highlighted in the conversation?
2. What is Rina's main concern about deforestation?
3. Why does Budi feel conflicted about conservation efforts?

4. What alternative solution does Alya suggest to balance farming and conservation?
5. What challenge does Dani mention regarding conservation laws?
6. What role does education play in protecting endangered species?
7. How can local communities contribute to conservation while still sustaining their livelihoods?

Mission 6. Act for Our Forests!

Read the leaflet "Indonesia's Forests Are Disappearing – Act Now!" carefully. Pay attention to its main message, key points, and how it persuades the reader. Then, answer the following questions to identify the message and purpose of the leaflet.



INDONESIA'S FOREST ARE DISAPPEARING

Act now!

Visit: www.protectindonesianforests.org

Rapid Deforestation
Indonesia has lost 74 million hectares of forest since 1950. That's the size of Germany!

Causes:

- Palm oil plantations *Indonesia and Malaysia supply 85% of the world's total.*
- Illegal logging destroys 1.1 million hectares of forest every year.
- Slash-and-burn farming contributes to forest fires and air pollution.

Who is Affected?

80% of the Sumatran Tiger's habitat has **disappeared**.

17% of global CO₂ emissions come from forest loss.

50 million Indonesians depend on forests for food & medicine.

If deforestation continues, Indonesia could lose 40% of its biodiversity by 2050.

Contact: info@conservewildlife.id

ENDANGERED + SPECIES AT RISK:



What Can We Do?

- Support Sustainable Products
- Reduce Paper & Wood Waste
- Spread Awareness
- Support Conservation Efforts

Follow us: @SaveForestsID



1. What is the main purpose of this leaflet?
2. What are the biggest causes of deforestation mentioned?
3. How many hectares of forest has Indonesia lost since 1950?
4. Which species are most at risk due to deforestation?
5. How can people help reduce deforestation?
6. Why do local communities depend on forests?
7. What information in this leaflet surprised you the most?

Knowledge Corner

A poster is a large, eye-catching visual display designed to convey a message quickly and effectively. It uses bold text, strong images, and minimal words to grab attention.

Key features of a poster:

- ▷ Visual Impact – Uses strong colors, images, and fonts to stand out.
- ▷ Short & Powerful Message – Often includes a slogan or main idea in just a few words.
- ▷ Designed to Be Seen from a Distance – People should understand the message at a glance.
- ▷ Call to Action – Encourages people to take action, like saving endangered species or recycling.

A leaflet (also called a pamphlet or brochure) is a small, folded piece of paper that provides detailed information about a specific topic. Unlike posters, leaflets contain more text and often include steps, explanations, and contact details.

Key features of leaflet:

- ▷ More Detailed Than Posters – Includes explanations, facts, and step-by-step guides.
- ▷ Portable & Handheld – Small enough for people to take home and read.
- ▷ May Have Multiple Pages or Sections – Often folded into sections for easy reading.
- ▷ Informative & Educational – Provides in-depth knowledge on a subject.

Mission 7. Make Your Own Leaflet!

Design your own poster or leaflet on a conservation-related topic of your choice. Your goal is to inform, persuade, and inspire people to take action.

I. Choose one between poster and leaflet

Guide for choosing:

- ▷ Poster: If you want to use few words, powerful images, and a strong message.
- ▷ Leaflet: If you want to explain an issue in detail with sections and solutions.

II. Choose the theme

a. Environmental Issues:

- ▷ The Impact of Deforestation
- ▷ Protecting Endangered Species
- ▷ Reducing Plastic Pollution & Ocean Protection

b. Sustainable Actions:

- ▷ Why Recycling Matters
- ▷ Saving Water & Energy at Home
- ▷ Eco-Friendly Transportation

c. Animal & Wildlife Conservation:

- ▷ Stop Illegal Wildlife Trade

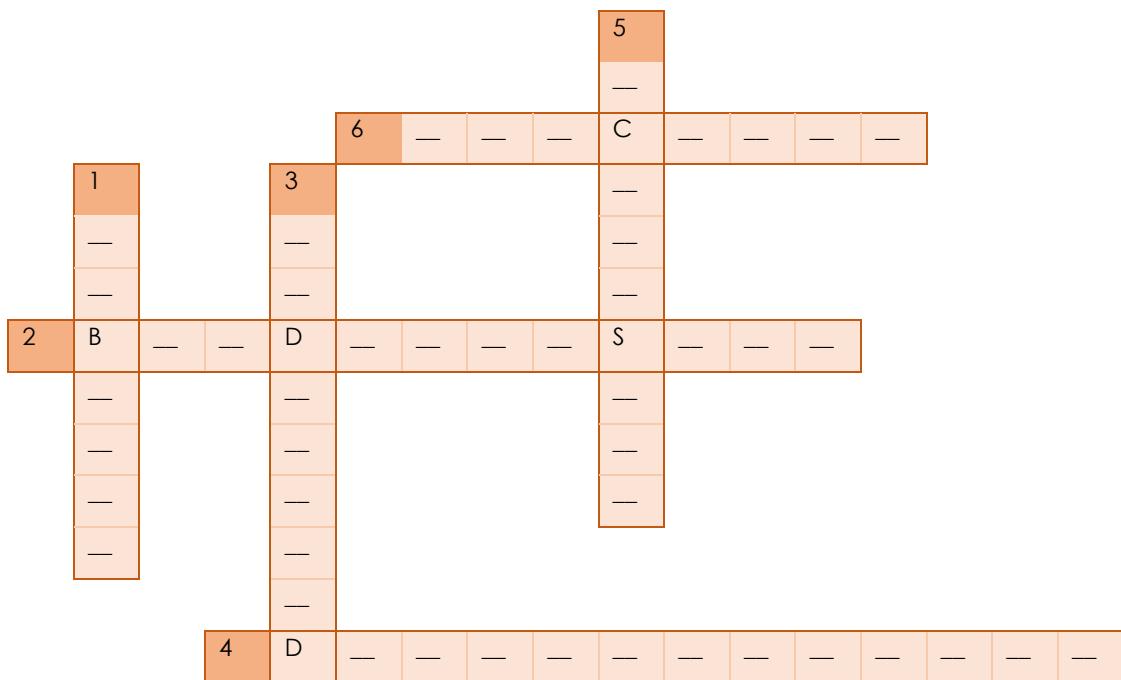
- ▷ How Zoos & Sanctuaries Help Endangered Animals
- ▷ Protecting Coral Reefs & Marine Life

III. Answer reflection questions:

1. Why did you choose a poster or a leaflet? What made it more effective?
2. What message do you want to communicate?
3. Who is your target audience?
4. How did you decide what information to include?
5. What was the biggest challenge in designing your project?

Mission 8. Crossword Challenge!

Carefully read each clue, use your conservation knowledge to find the correct words, and ensure proper spelling while making sure the words connect correctly.



Clue:

1. The natural home or environment of a species.
2. The variety of plant and animal life in an ecosystem.
3. A species at risk of extinction.
4. The process of clearing forests for agriculture or urban use.
5. A community of organisms interacting with their environment.
6. Illegal hunting or capturing of wild animals.

Mission 9. Comprehend, Reflect, and Respond

Read and comprehend the conversation carefully. Then, answer the reflection questions thoughtfully, connecting them to your own understanding and perspectives.

Brian: Hey, Eva! What's that leaflet you're reading?

Eva: Oh, it's about plastic pollution! It talks about how plastic waste is destroying the environment, especially the oceans.

Brian: Really? What kind of information does it have?

Eva: Well, it gives some shocking statistics. For example, it says that over 8 million tons of plastic end up in the ocean every year! That's like dumping a truckload of plastic into the sea every minute.

Brian: Whoa, that's insane! I had no idea plastic waste was such a huge problem.

Eva: Yeah, and it's affecting marine life. The leaflet says that over 1 million seabirds and 100,000 marine animals die every year because of plastic pollution.

Brian: That's really sad. So, what does the leaflet say we can do to help?

Eva: It lists some easy actions, like using reusable bags, bottles, and straws, reducing single-use plastics, and recycling properly. It also says we should avoid products with microplastics, like certain face scrubs and toothpaste.

Brian: That actually sounds doable. I never thought about how the small choices we make every day could have such a big impact.

Eva: Exactly! The leaflet also talks about beach clean-ups and community projects. Some organizations are working to remove plastic waste from the ocean, and we can volunteer to help.

Brian: That's a great idea! Where did you get this leaflet?

Eva: I found it at the school's environmental club booth. They were handing them out to encourage students to reduce plastic waste.

Brian: That's awesome. I think more people should read these! Maybe we can make posters about plastic pollution to spread awareness.

Eva: That's a great idea, Brian! The more people know, the more we can help protect the planet!

Reflection questions:

1. Why is plastic pollution in the ocean more dangerous than pollution on land?
2. What small daily actions can you take to reduce plastic pollution?
3. Eva mentions that over 8 million tons of plastic enter the ocean every year. What could happen if this trend continues for the next 50 years?
4. How would you convince someone who doesn't care about plastic pollution to take it seriously?
5. Imagine you are creating your own environmental leaflet. What message would you highlight to make the biggest impact?
6. What is one personal habit you could change today to reduce plastic waste? How would it make a difference?

Mission 10. Quiz

Carefully examine the poster and read the information provided, then use your understanding to answer Questions 1 and 2 accurately.



1. What is the purpose of the poster?
 - a. To provide scientific data about plastic pollution.
 - b. To encourage people to use plastic more effectively.
 - c. To spread awareness and suggest solutions to plastic pollution.
 - d. To explain the importance of marine biodiversity.
 - e. To highlight the history of plastic production.
2. The poster encourages people to "Refuse plastic" and "Recycle properly." What is the biggest challenge to making these solutions effective worldwide?

- a. Not all plastics can be recycled, and many countries lack proper recycling systems.
- b. People don't care enough about the environment to stop using plastic.
- c. Plastic is cheap and convenient, making it impossible to replace.
- d. Large corporations have already stopped producing plastic, so the problem is solved.
- e. The ocean is too big to be affected by individual plastic waste.

Read the conversation below, then use your understanding to answer Questions 3 and 4 accurately

Kesi: Hey, Paul! What's that leaflet about?

Paul: Oh, it's about renewable energy! It explains why we should switch to clean energy sources like solar, wind, and hydro power instead of relying on fossil fuels.

Kesi: That sounds interesting. What does it say about fossil fuels?

Paul: It says that burning coal, oil, and gas is one of the biggest causes of climate change because it releases too much carbon dioxide into the air.

Kesi: I've heard about that. But aren't fossil fuels cheaper and easier to use?

Paul: That's the problem. The leaflet explains that while fossil fuels have been cheaper in the past, renewable energy is becoming more affordable and sustainable over time.

Kesi: That's good to hear. So, what are the benefits of using renewable energy?

Paul: It says that clean energy reduces air pollution, slows down climate change, and creates new jobs in the green energy sector. It also mentions that countries investing in renewables have lower energy costs in the long run!

Kesi: Wow, I didn't realize renewable energy had so many advantages. What does the leaflet suggest for people like us?

Paul: It encourages us to save energy, support clean energy policies, and choose energy-efficient appliances at home. It also says we can help by raising awareness about climate change.

Kesi: That's great! Where did you get this leaflet?

Paul: I picked it up at the science fair at school. There was a booth about renewable energy, and they were giving these out.

Kesi: I'd love to read it. Maybe we can even share the ideas with more people!

Paul: Absolutely! The more people learn about renewable energy, the faster we can move toward a cleaner future.

3. Based on the conversation, why is a leaflet an effective way to educate people about renewable energy?

- a. It contains detailed information and solutions people can follow.
- b. It forces people to act immediately without giving them a choice.
- c. It is only useful for scientists and environmentalists, not the general public.
- d. It provides limited information and doesn't explain real solutions.
- e. It doesn't have any impact because people ignore leaflets.

4. Paul mentions that fossil fuels are a major cause of climate change, yet many people still use them. What is the biggest obstacle to switching to renewable energy?

- People don't believe in climate change, so they ignore clean energy options.
- Renewable energy is still not as widely available or affordable in all places.
- Governments and industries already banned fossil fuels, so the problem is solved.
- Fossil fuels do not harm the environment, so there is no need for change.
- The sun and wind are unreliable, so renewable energy cannot replace fossil fuels.

5. What is the purpose of the leaflet?

Switch to Renewable Energy

Fossil fuels cause 75% of global CO₂ emissions, driving climate change and rising temperatures, while their scarcity makes them more expensive



What Can You Do?

- Reduce energy waste – Turn off lights and unplug devices when not in use.
- Support clean energy policies – Encourage investment in solar and wind power.
- Use energy-efficient appliances – Save money and reduce electricity consumption.
- Spread awareness – Educate others about the importance of renewable energy.



The Renewable Energy Solution

- Solar Power** uses sunlight to generate electricity, reducing carbon emissions.
- Wind Energy** captures wind power to create clean, renewable energy.
- Hydropower** uses water movement to produce electricity without pollution.



Why Choose Renewable Energy?

Renewable energy offers numerous benefits, including cleaner air that improves health, long-term cost savings by reducing electricity expenses, and the creation of millions of green jobs in the renewable sector. Most importantly, it helps slow down climate change by cutting carbon emissions, ensuring a safer and more sustainable future for all.

- To explain the science behind electricity production in detail.
- To encourage people to switch to renewable energy sources and adopt sustainable habits.
- To convince people that fossil fuels are completely harmless to the environment.
- To discuss how only governments can solve climate change, not individuals.
- To inform people that electricity will no longer be needed in the future.

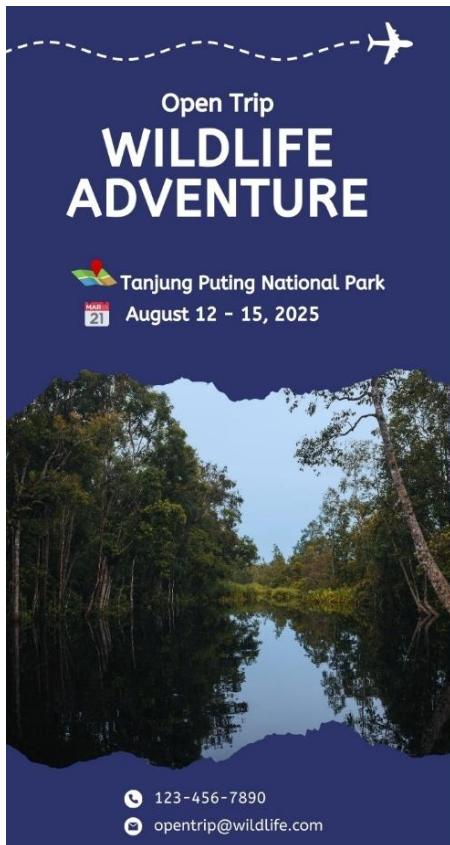


2. Making Yourself Heard

Clear communication is key to understanding and being understood. This unit helps you clarify and repeat information effectively, ensuring smooth and meaningful conversations. You'll learn how to use causative "have/get" to describe real-world actions, whether answering questions or discussing wildlife issues, you'll gain confidence in making your voice heard.

Mission 1. A Call to the Wild

Carefully examine the poster about the Open Trip to Explore Wildlife in Tanjung Puting National Park. Pay attention to key details. Then, use the information from the poster to answer the following questions accurately.



Experience the Wild Like Never Before!

- See Orangutans in Their Natural Habitat
- Boat Safari Along the Sekonyer River
- Trek Through Lush Rainforests
- Learn from Wildlife Experts

Trip Package Includes:

- Transportation & Accommodation
- Guided Tours & Park Fees
- Meals & Local Delicacies



1. What is the main purpose of the poster?
2. How can someone confirm their booking for the trip?
3. The poster promotes a wildlife open trip. Based on the information provided, what makes this trip unique compared to a regular vacation?
4. The poster does not mention a strict age limit. Who do you think is the best target audience for this trip?
5. What could be a potential challenge of this wildlife trip that is not mentioned in the poster?

Mission 2. Talk the Talk!

Engage with the conversation about the poster of Open Trip to Tanjung Puting National Park! In the previous mission (mission 1). Read the discussion carefully and pay attention to the key details, arguments, and ideas exchanged.

Maya: Hey, Leo! I just saw this poster about the Wildlife Open Trip. It looks amazing! Can you clarify a few things for me?

Leo: Of course, Maya! What would you like to know?

Maya: First, the trip is for four days, right? What will we be doing each day?

Leo: Great question! On Day 1, we'll arrive and take a boat safari along the Sekonyer River to spot orangutans. Day 2 is all about jungle trekking and visiting a rehabilitation center for rescued wildlife. On Day 3, we'll go deeper into the rainforest to observe rare species like proboscis monkeys and hornbills. Day 4 will be a relaxing morning before heading back.

Maya: That sounds exciting! But I see the package includes meals. Are they vegetarian-friendly?

Leo: Yes! We have vegetarian and non-vegetarian options, and we make sure all meals are locally sourced and eco-friendly.

Maya: That's great! Also, do we need any special gear for this trip?

Leo: Not much, just comfortable hiking shoes, lightweight clothes, insect repellent, and a reusable water bottle. We'll provide binoculars and safety equipment.

Maya: Oh, one more thing. How do I confirm my booking?

Leo: You just need to visit our website or contact us via WhatsApp. A 50% deposit secures your spot, and the rest can be paid before departure.

Maya: That sounds perfect! Thanks for clarifying everything. I'll book my spot today!

Questions:

1. Why is Maya asking for clarification instead of just relying on the poster?
2. Why do you think it's important for travelers to clarify trip details before booking?
3. If Maya hadn't asked for clarification, what problems might she have faced during the trip?
4. Maya asks about required gear for the trip. What does this tell us about the importance of preparation for adventure tourism?
5. The trip requires comfortable hiking shoes, lightweight clothes, and insect repellent. What does this imply about the physical demands of the trip?



Knowledge Corner

Clarification is the process of asking for or providing more information to ensure understanding in a conversation. It helps avoid miscommunication, confusion, or misunderstandings by confirming details, explaining concepts, or elaborating on unclear points.

- a. Clarification is useful when a message is unclear or ambiguous, when additional details are needed for decision-making, to confirm understanding and prevent misinterpretation, and when handling complex or new information.
- b. Example:
 - ▷ "Could you explain that again in simpler terms?"
 - ▷ "Just to be sure, do you mean we meet at 10 AM or 10 PM?"
 - ▷ "Can you clarify what the package includes?"
- c. Repetition is the act of restating or repeating information to reinforce understanding. It is useful for emphasizing key points, confirming details, or ensuring that important information is remembered.
- d. Repetition is useful for explaining complex ideas, reinforcing learning, ensuring accuracy before taking action, and managing large amounts of information.
- e. Example:
 - ▷ "As I mentioned earlier, the meeting starts at 2 PM."
 - ▷ "Just to repeat, we will meet at the school gate at 8 AM."
 - ▷ "Again, the price includes transportation, meals, and accommodation."



Do You Know?

Did you know that microplastics have been found in 99% of seafood samples tested in a recent study? Researchers discovered microplastics in 180 out of 182 seafood samples, with shrimp showing the highest levels of contamination. Over 80% of these microplastics were fibers from clothing or textiles. This highlights the pervasive issue of plastic pollution in our oceans and its potential impact on the food chain.



Mission 3. Wildlife Volunteer

Read the poster carefully and answer the questions correctly based on the information provided within the poster!



1. What is the main purpose of the poster, and who is the target audience?
2. What are the five main activities that volunteers can participate in? Provide a brief explanation of each.
3. How does the poster highlight the benefits of joining the wildlife volunteer program? Which benefit do you think is the most important, and why?
4. How can someone join the volunteer program, and where can they find more information?
5. What aspects of the wildlife volunteer program interest you the most, and why?

Mission 4. Clarify the Poster!

Read the conversation carefully and fill in the blanks with the correct key phrases to ensure clarity and understanding. Then, write detailed responses as if you were explaining urban gardening to someone else. Use context clues to choose the most accurate words.

GROWING GREEN IN THE CITY!

FREE

WORKSHOP URBAN GARDENING

Transform your city into a green paradise! Urban gardening helps improve air quality, reduce stress, and provide fresh food. Start your own urban garden today!

How you can start Urban Gardening:

- Container Gardening
- Community Gardens
- Rooftop Gardens
- Vertical Gardening



www.greencities.org
+123 4567 890

Clarification questions:

1.
2.
3.
4.
5.

Clarification response:

1.
2.
3.
4.
5.

Mission 5. Understanding Key Expressions!

Carefully read the dialogue between Rio, Tatum, Kiho, and Sari. Highlight key expressions used for different communicative functions, then match each expression to its correct meaning.

Rio: Hey, Tatum, Kiho, Sari—this says there's a new wildlife conservation project in our city. Have you heard about it?

Tatum: Hmm, I'm not sure. Can you give me a bit more detail about what the project is focusing on?

Rio: Sure! The project focuses on protecting endangered birds and creating green spaces in urban areas.

Kiho: Oh, that sounds interesting! Just to make sure I understand correctly, it's about both protecting animals and improving their environment?

Rio: Yes, exactly! Volunteers will help build bird sanctuaries and plant native trees.

Sari: That's amazing! I completely agree that we need more green spaces in the city.

Tatum: Yeah, I feel the same way! But, I do wonder if people will actually participate in the project?

Kiho: I get what you're saying, but I believe awareness campaigns could encourage them. Maybe they could organize school workshops about conservation?

Rio: That's actually a really solid idea! They do have a school outreach program planned.

Sari: Oh! That reminds me—I read about a city where they built artificial nests for birds. Maybe we could suggest something similar?

Tatum: That's a fascinating idea! It could work if we get the community involved.

Kiho: Absolutely! To build on that, we could also create small gardens to attract birds and pollinators.

Rio: I love these ideas! So, if I understood correctly, we're talking about bird sanctuaries, tree planting, and community education, right?

Sari: Exactly!



Match the expression from the conversation to the meaning/function correctly.

Expressions	Pairing	Meaning/function
"Can you give me a bit more detail about what the project is focusing on?"	!	A. Supporting an idea and adding more details
"Just to make sure I understand correctly, it's about both protecting animals and improving their environment?"	...	B. Summarizing the main points of the discussion
"I completely agree that we need more green spaces in the city."	...	C. Agreement about something
"I feel the same way!"	...	D. Two people in agreement about something
"I do wonder if people will actually participate in the project?"	...	E. Connecting the conversation to a related idea
"I get what you're saying, but I believe awareness campaigns could encourage them."	...	F. Expressing doubt or concern
"That's actually a really solid idea!"	...	G. A way to say totally believe something
"Oh! That reminds me—I read about a city where they built artificial nests for birds."	...	H. Repeating key information for accuracy
"Absolutely! To build on that, we could also create small gardens to attract birds and pollinators."	...	I. Asking for clarification
"So, if I understood correctly, we're talking about bird sanctuaries, tree planting, and community education, right?"	...	J. Politely disagreeing while showing understanding

Knowledge Corner

a. The causative form is used when someone arranges for another person to do something for them rather than doing it themselves. In English, we often use "have" or "get" + object + past participle to express this idea.

b. Structure of causative:

Causative verb	Structure	Example sentence
Have	Subject + have + object + past principle	She had her hair cut
Get	Subject + have + object + past principle	He got his car repaired

C. Causative in difference tenses:

Tense	Causative "have" example	Causative "get" example
Present	I have my car washed every week.	I get my car washed every week.
Past	She had her phone repaired.	She got her phone repaired.
Future	He will have his house painted next month.	He will get his house painted next month.
Present perfect	We have had our website updated recently.	We have gotten our website updated recently.
Modal	You should have your eyes checked.	You should get your eyes checked.

Mission 6. Connect the Dots!

Match each event in the first column (What happened) with the correct person in the second column (Who did it). Draw a line to connect them or write the corresponding letter next to each number.

What happened?	Who did it?
1. I got my hair cut.	A) The photographer took them.
2. She had her car repaired.	B) The salon hairdresser cut it.
3. They got their wedding photos taken.	C) The dry cleaner washed and ironed it.
4. He had his phone fixed.	D) The mechanic repaired it.
5. We got our suit dry-cleaned.	E) The technician repaired it.

Mission 7. Quiz

1. Read the conversation below to answer the question.

Emma: Hey, Jack, did you hear about the school trip next month.

Jack: Yeah, I did! But I'm not sure about the schedule.

Emma: We'll visit a wildlife sanctuary and then go on a short hike.

Jack: Hmm... Can you clarify what time we'll be leaving in the morning?

Why did Jack ask for clarification in this conversation?

- a. He wants to argue with Emma about the schedule.
- b. He didn't listen to what Emma said.
- c. He needs more details to fully understand the schedule.
- d. He wants to change the topic of the conversation.
- e. He already knows the answer but wants to test Emma.

2. Leo is giving instructions to his younger brother, Sam, about their camping trip.

Leo: Alright, Sam, don't forget to pack a flashlight, extra socks, and a raincoat.

Sam: Okay, got it.

Leo: Just to repeat, bring a flashlight, extra socks, and a raincoat.

Why did Leo repeat his instructions?

- a. He wanted to make sure Sam remembers the important items.
- b. He wanted to annoy Sam by saying the same thing again.
- c. He wasn't sure what he just said.
- d. He changed his mind about what Sam should pack.
- e. He forgot that he already gave the instructions.

3. Which of the following expressions would best clarify information?

- a. "Can you explain that in a different way?"
- b. "I completely agree!"
- c. "That's not important, let's move on."
- d. "I have nothing to add."
- e. "We should talk about something else."

4. Which of the following is an example of repetition used effectively?

- a. "I already told you once. You should have listened."
- b. "So, if I understand correctly, we need to bring hiking shoes, a reusable water bottle, and sunscreen, right?"

- c. "I don't know what you mean, but I don't want to ask again."
- d. "Never mind, I'll just figure it out myself."
- e. "Forget what I said earlier, let's talk about something else."

5. Which expression is used to politely disagree while showing understanding?

- a. "I get what you're saying, but I think we should consider another approach."
- b. "That's completely wrong, and I don't agree at all!"
- c. "I don't really care about this discussion."
- d. "I totally agree with you, no doubt about it."
- e. "I wasn't paying attention, so I can't answer that."

**Akses latihan soal
lainnya di sini yuk!**



Summary

Poster and Leaflet

- ▷ A poster is a large, visually striking display designed to quickly grab attention with bold text, strong images, and a brief message. It is meant to be seen from a distance and often includes a call to action to encourage action, such as saving wildlife or recycling.
- ▷ A leaflet, also known as a pamphlet or brochure, is a small, portable document that provides detailed information on a topic. Unlike posters, leaflets contain more text, explanations, and step-by-step guides, making them ideal for educating and informing readers. They are easy to carry and often have multiple sections or pages for better organization.
- ▷ The difference of posters and leaflets:

Feature	Poster	Leaflet
Size	Large, noticeable	Small, handheld
Content	Short & direct message	Detailed information
Purpose	Grab attention quickly	Provide deeper understanding
Visuals	Strong images, few words	Balanced text and images
Used	Walls, billboards	Handouts, displays

Clarification

- ▷ Clarification ensures understanding in a conversation by asking for or providing more details, preventing miscommunication. It is useful when a message is unclear, more details are needed, or when handling complex information.
- ▷ Examples: "Could you explain that again?" or "Do you mean 10 AM or 10 PM?"

Repetition

- ▷ Repetition reinforces understanding by restating information to emphasize key points, confirm details, and aid retention. It is helpful for explaining complex ideas, ensuring accuracy, and managing large amounts of information.
- ▷ Examples include: "As I mentioned earlier, the meeting starts at 2 PM." or "Again, the price includes transportation, meals, and accommodation."

Causative

- ▷ The causative form is used when someone arranges for another person to do something for them rather than doing it themselves. In English, we often use "have" or "get" + object + past participle to express this idea.
- ▷ Structure of causative:

Causative verb	Structure	Example sentence
Have	Subject + have + object + past participle	She had her hair cut
Get	Subject + have + object + past participle	He got his car repaired

Reference

Delbecque, N. (2003). Causative get and have: So close, so different. *Journal of English Linguistics*, 31 (2), 157–180.

Karimjonova, S., & Usmonova, D. (2022). The causative verb to have in modern English. *International Journal of Humanities, Art and Social Studies*, 7(4), 79–82.

Balashova, Y. V., & Panteleeva, E. V. (2024). Analysis of state changes in English causative constructions. *International Journal of TESOL & Education*, 4(1), 310–320.