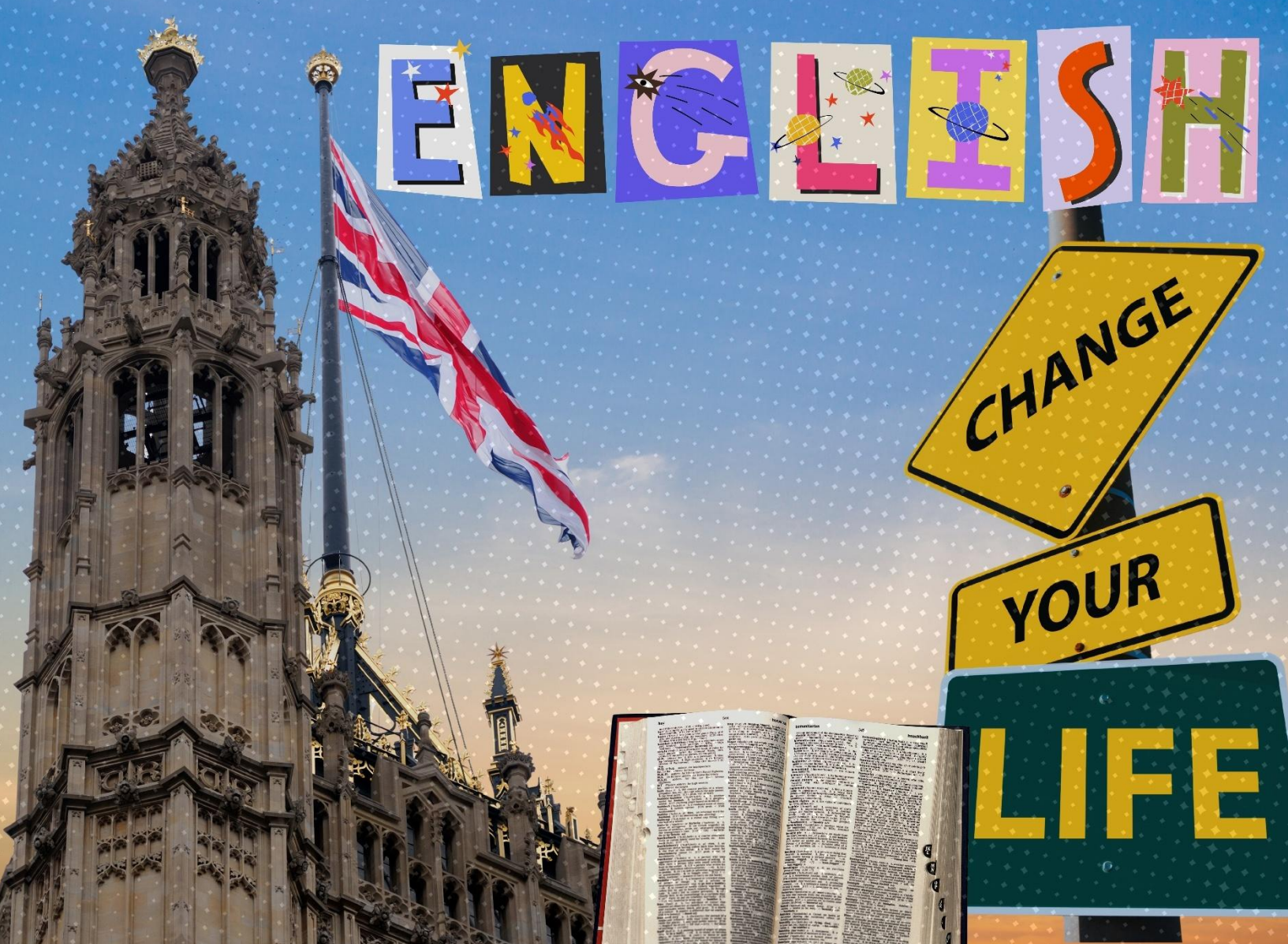




KELAS 8

BAHASA INGGRIS

Where Words Take You, English Leads the Way:

Buku Pegangan Bahasa Inggris untuk Siswa Kelas 8

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.

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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, September 2025

Tim Fitri

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LESSON 1

EXPRESS YOURSELF: ABILITY AND WILLINGNESS

Character of Pancasila Students

▷ Curious

Exploring different ways to ask and respond about abilities encourages questioning and learning.

▷ Collaborative

Practicing dialogues develops teamwork, communication, and understanding.

▷ Respectful

Listening to others' abilities and willingness teaches empathy and consideration.



Introduction

In our daily lives, we constantly make choices about what we are able to do and what we are willing to try. From simple tasks like helping a friend with homework, joining a game, or learning a new skill, to bigger decisions such as taking part in a school event or trying a new activity, expressing our ability and willingness is very important.

English gives us the tools to communicate these ideas clearly. Being able to ask someone about their skills, respond to questions about what we can do, or explain whether we are willing to help shows confidence, politeness, and respect. In this subchapter, you will explore how to ask about abilities and willingness, how to state your own, and how to engage in conversations that allow you to understand and respond to others' choices.

By the end of this subchapter, you will not only know the correct expressions in English but also feel more confident expressing your skills, making polite requests, and respecting other people's decisions. You will practice dialogues, role-plays, and real-life scenarios that make your learning meaningful and interactive!

Keywords: Ability, Inability, Willingness, Unwillingness, Expression, Dialogue, Politeness.

The goals of this chapter are: Asking and stating ability, Asking and expressing willingness, Explaining reasons politely, and Acting out dialogues to communicate abilities and choices confidently.

1. Asking About Ability

- ▷ Learn how to ask someone if they can do something using *can* or *are you able to*.
- ▷ Develop the skill to create polite and clear questions to find out what others are capable of doing.
- ▷ Practice using these questions in short conversations to check understanding and clarity.

2. Stating Ability and Inability

- ▷ Learn how to express what you can or cannot do using *can* and *cannot/can't*.
- ▷ Develop the skill to communicate your abilities accurately in different situations.
- ▷ Practice combining your statements with reasons to make responses more meaningful.

3. Asking About Willingness

- ▷ Learn how to ask if someone is willing to do something using *would you* or *are you willing to*.
- ▷ Develop the skill to phrase questions politely to respect the other person's choice.
- ▷ Practice asking willingness questions in dialogues to simulate real-life conversations.

4. Stating Willingness and Unwillingness

- ▷ Learn how to express your willingness or refusal clearly and politely using *yes, I will* or *no, I won't*.
- ▷ Develop the skill to explain your choice by adding short reasons, and practice giving polite refusals and accepting offers naturally in conversations.

5. Acting Out Dialogues

- ▷ Apply ability and willingness expressions in role-plays to improve fluency and confidence.
- ▷ Develop the skill to respond appropriately to questions about ability and willingness.

F I T R I



1. Show What You Can Do

Everyone has talents and skills, but expressing them clearly in English makes communication easier and more confident. In this subchapter, you will learn how to ask about and talk about abilities, so you can share what you can or cannot do naturally in conversations.

Mission 1. Can You Do This?

Read the conversation carefully between Ari and Bima about their abilities and inabilities. After reading, answer the questions below in complete sentence. Pay attention to how they ask about and talk about what they can or cannot do. Think about your own abilities and inabilities as you read, so you can relate the conversation to your own experiences.

Ari: Hi Bima! I heard you joined the school band. Can you play the guitar?

Bima: Yes, I can play the guitar, but I can't play the drums yet. How about you?

Ari: I can play the drums a little, but I'm not very good at singing.

Bima: That's okay! I can sing quite well, so maybe we can practice together.

Ari: That's a great idea! Can you also play the piano?

Bima: No, I can't play the piano, but I want to learn. Can you play it?

Ari: Yes, I can play the piano. I learned last year.

Bima: Awesome! Then maybe we can start a small music group for our friends.

Ari: I'd love that! I can also help with composing simple songs.

Bima: Me too! I can write lyrics. This is going to be fun!

Answer the questions below:

1. Which instrument can Bima play well, and which can he not play yet?
2. What is Ari's ability in playing the drums and singing?
3. Who can sing well, and how do they plan to use this skill together?
4. What does Bima want to learn, and what can Ari already do?
5. How do Ari and Bima plan to use their skills to work together in the future?



Mission 2. Let's Find Out What Can You Do

Work in pairs and take turns asking each other questions using "Can you...?" about different activities or skills, such as swimming, drawing, or cooking. The other student answers using "Yes, I can" or "No, I can't" and adds extra details to make the answer more interesting, for example, "Yes, I can, but only in a small pool." Ask and answer 3–5 questions, then switch roles so both of you get a chance to ask.

Examples:

Rina: "Can you swim?"

Dika: "Yes, I can, but only in a small pool. I'm still learning to swim in the sea."

Rina: "Wow, that's great! Can you ride a bicycle too?"

Dika: "Yes, I can ride a bicycle, but I can't do tricks like jumping over ramps."

Rina: "That's okay! Can you play any musical instrument?"

Dika: "No, I can't play the piano, but I can play the guitar a little."

Rina: "Interesting! How about cooking? Can you cook something?"

Dika: "Yes, I can cook simple dishes like fried rice and scrambled eggs."

Mission 3. Ability Hunt: Survey Game

Walk around your classroom or study space and ask your classmates about their abilities using the question "Can you...?" For example, "Can you swim?" or "Can you draw?" Record their answers in a checklist of abilities such as swim, ride a bike, draw, sing, or cook. Make sure to ask as many persons as possible to collect diverse answers.

Checklist table:

Name	Ability	Yes	No	Note/Comment
Mia	Swim	✓		Yes, she can, but only in a small pool.
.....				
.....				
.....				
.....				
.....				
.....				
.....				
.....				

After finishing the survey, organize your data into a simple chart or table, and share the most interesting findings with the class, for example, "Most people around me can swim, but only a few can cook."

Knowledge Corner

In English, we use the word "can" to talk about ability that is, what someone is able or not able to do. This includes asking someone about their ability and stating your own ability or inability.

By asking and answering questions about ability, you can talk about your skills politely, find out what other people can do, and use "can" correctly in real conversations, which is important in both school and everyday life.

▷ Asking about ability

When you want to know if someone can do something in simple and polite way, use: "Can you...?"

Example:

- "Can you swim?"
- "Can you speak English and French?"

In daily conversation, we often need to express what we can or cannot do. This helps others understand our skills, limitations, or willingness to take part in activities.

a. Expressions to State Ability (What You Can Do)

▷ To show what you are able to do, we use expressions like:

- I can... → "I can swim."
- I am able to... → "I am able to play the piano."
- I know how to... → "I know how to solve this problem."

▷ Notes:

- "Can" is more casual and commonly used in everyday conversations.
- "Be able to" is slightly more formal or used in writing.
- "Know how to" emphasizes skill or knowledge.

▷ Example:

Ardan: "Can you play football?"

Budi: "Yes, I can. I play every weekend."

Ardan: "Are you able to solve this math problem?"

Budi: "Yes, I am able to. I practiced similar problems yesterday."

b. Expressions to State Inability (What You Cannot Do)

▷ To show what you cannot do, we use:

- I can't... → "I can't dance."
- I am not able to... → "I am not able to finish the assignment today."
- I don't know how to... → "I don't know how to bake a cake."

▷ Notes:

Use polite phrases if refusing someone's request:

- "I'm sorry, I can't help today."
- "Unfortunately, I am not able to attend the meeting."

▷ Example dialogues:

Ardan: "Can you sing in the school concert?"

Budi: "I'm sorry, I can't. I haven't practiced enough."

Ardan: "Are you able to lift this box?"

Budi: "No, I am not able to. It's too heavy for me."

c. Combining Ability and Inability in Conversations

When talking to others, it's common to combine what you can and cannot do in a conversation to make it more complete.

Example:

Ardan: "Can you join the dance competition?"

Budi: "I can perform solo, but I can't join the group performance."

d. Common Mistakes to Avoid

▷ Saying: "I can't to play" → ✗

Correct: "I can't play" → ✓

▷ Saying: "I am not able playing" → ✗

Correct: "I am not able to play" → ✓

▷ Using "don't can" → ✗

Correct: "can't" → ✓



Do You Know?

Learning a new language can increase your brain's plasticity meaning it helps your brain grow and adapt. Studies have shown that people who speak more than one language have better memory, improved problem-solving skills, and even delayed the onset of dementia. The more languages you learn, the better your brain becomes at handling complex tasks.



Mission 4. Skills Around Us

Look at the table below showing the names of people and their abilities. Read each sentence carefully and fill in the blanks using the correct form of can or can't based on the table. Write complete sentences. You can also add extra information if you want, like "but only a little" or "but not very well".



Name	Swim	Ride a Bike	Draw	Sing	Cook	Play football
Rina	✓	✓	✗	✓	✗	✓
Budi	✗	✓	✓	✗	✓	✗
Sari	✓	✗	✓	✓	✗	✗
Dika	✗	✓	✗	✓	✓	✓
Niko	✓	✓	✓	✗	✗	✓

Sentences to Complete:

1. Rina _____ swim in the pool.
2. Budi _____ draw very well.
3. Sari _____ ride a bike around the park.
4. Dika _____ cook delicious meals.
5. Rina _____ sing beautifully.
6. Budi _____ swim in the river.
7. Sari _____ draw animals and flowers.
8. Dika _____ ride a bike to school.
9. Niko _____ play football with his friends.
10. Niko _____ sing at the school talent show.
11. Rina _____ play the piano.
12. Budi _____ cook tasty food.
13. Sari _____ play football at lunch.
14. Dika _____ draw a picture of his house.
15. Niko _____ swim in the swimming pool.

Mission 5. My Superpowers Chart

Create a chart with two columns: one for things you can do and one for things you cannot do. List 5 items in each column. Then, practice presenting your chart to a partner, a family member, or even by yourself, using full sentences. For example, say: “I can swim, but I can’t play basketball.” Try to add extra details, if possible, like “I can draw, but I can’t draw animals well.”



My ability chart:

Can Do	Cannot Do	Note/Comment
.....		
.....		
.....		
.....		
.....		

Mission 6. Daily Life Mini Interview

Choose a family member or a friend to interview. Ask them questions about their abilities using “Can you...?” Write down their answers. Then, create a short report about what you learned, using complete sentences.

Example Question: “Can you drive? Can you cook? Can you play the piano?”

Example Report: My brother can ride a bike, but he can’t swim. My father can cook, but he can’t play basketball. My sister can sing, but she can’t draw well.



Mission 7. Conversation Puzzle

The conversation below is scrambled. Rearrange the sentences so the conversation makes sense. Pay attention to the flow: who is speaking, how one person responds, and how ideas connect naturally. After arranging, read the conversation aloud or rewrite it neatly.

Ardi: "*Hi Dimas! What can you do well?*" (8)

Dimas: "....."

Ardi: "....."

Dimas: "....."

Ardi: "....."

Dimas: "....."

Ardi: "....."

Dimas: "....."

Ardi: "....."

Dimas: "....."

Ardi: "....."

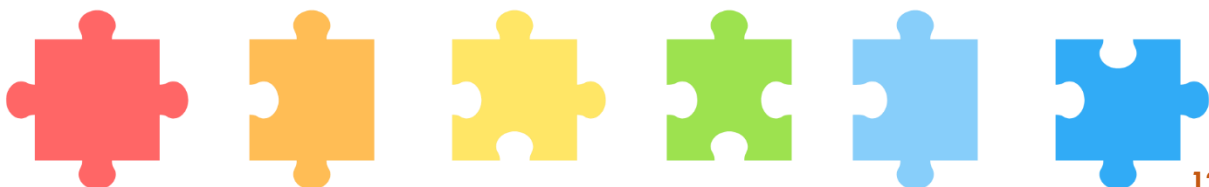
Ardi: "....."

Dimas: "....."

Ardi: "....."

Jumbled Conversation:

1. "I can, and I often swim in the community pool every weekend."
2. "I'm not very good at football, but I enjoy watching it."
3. "Wow, that's amazing! I wish I could swim better, but I can't."
4. "Can you ride a bike?"
5. "Yes, I can play the guitar a little, but I can't play the piano."
6. "How about music? Can you play any instruments?"
7. "I can ride a bike, but I can't do any tricks yet."
8. "*Hi Dimas! What can you do well?*"
9. "I can cook a little, but I'm not very confident."
10. "Really? I can't cook at all, but I love eating!"
11. "Can you swim?"
12. "That's cool! I can't play any instruments, unfortunately."
13. "I love football! Can you play it?"



Mission 8. Quiz

1. Which sentence correctly expresses inability?
 - a. I can swim very well.
 - b. She can play the piano beautifully.
 - c. I can't ride a motorcycle.
 - d. He can draw a house.

2. Which question correctly asks about someone's ability?
 - a. Can you swim?
 - b. Do you swim yesterday?
 - c. Are you swim?
 - d. Can swim you?

3. Choose the sentence that shows both ability and additional information.
 - a. I can play football.
 - b. I can play football, but only in the backyard.
 - c. I can play football every day.
 - d. I can football.

4. What is the correct way to answer: "Can she cook?" if she cannot cook?
 - a. Yes, she can cook.
 - b. No, she can't cook.
 - c. She can cook.
 - d. She cook.

5. Which sentence is correct when talking about someone's abilities politely?
 - a. Can you play football? Yes, I can.
 - b. Can you play football? No, I can't.
 - c. Can you play football? Yes, I can, but I only play with friends.
 - d. Can you football? Yes.



2. Sharing Your Choices!

Being able to do something is one thing, but showing your willingness adds politeness and clarity to your conversations. In this subchapter, you will practice asking and expressing willingness or unwillingness, and act out dialogues that help you communicate your choices confidently and politely.

Mission 1. Question Detective

You are going to be a “Question Detective”! Your mission is to find out what people around you are willing to do. Write 5 questions asking about willingness, using expressions like “Will you...?”, “Would you like to...?”, or “Do you want to...?”. Then, ask your family members, friends, or classmates and record their answers. After completing all 5 questions.

Example Question: “Will you help me with my homework?” or “Would you like to play a game with me?”.

Write a short paragraph summarizing your findings.

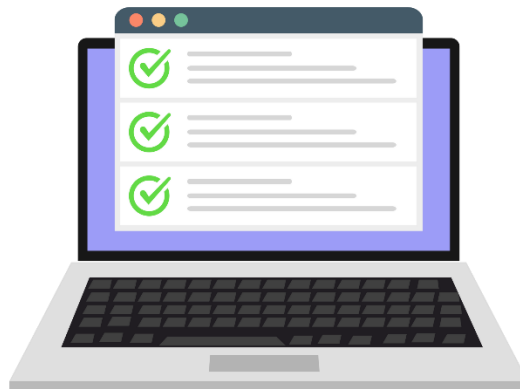
Example: “Most of my friends want to play football, but only a few want to help me clean the classroom.”.



Mission 2. Willingness Survey

Ask 3–5 friends or family members: “Will you...?” for each activity. If they say yes, write their answer in the corresponding column. At the end, write 1–2 sentences about what most people were willing to do and what most people were not willing to do.

Activity	Mom	Dad	Brother	Sister
Read a book	<i>Yes, she will</i>	<i>No, he won't</i>	.....	.....
Cook a dinner				
Draw a picture				
Cook a snack				
Watch a movie				
Sing a song				
Dance				
Play a game				



Mission 3. Mini Interview

Work in pair. Ask your partner about 5–6 tasks using “Can you...?” (ability) and “Would you like to...?” (willingness). Write your partner’s answers in full sentences. Use “can/can’t” for abilities and “would like/wouldn’t like” for willingness. After finishing the interview, summarize your partner’s abilities and willingness in a short paragraph.

Example and guided activity:

Interview board:

Name: Rani Interviewer: Arif		
Activity	Can/cannot	Would like/wouldn't like
Swim	Can	Would like
Draw	Can	Wouldn't like
Help a friend	Can	Would like
Clean the room	Can	Wouldn't like
Play guitar	Can't	Wouldn't like
Cook a meal	Can	Would like

Name: Rani

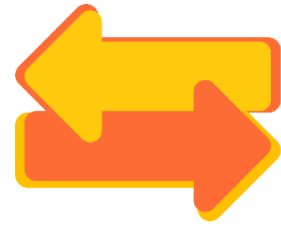
Reporter: Arif

Rani can swim and she would like to swim. She can draw, but she wouldn't like to draw. She can help a friend and she would like to help. She can clean the room, but she wouldn't like to clean it. She cannot play the guitar and she wouldn't like to play it. Finally, she can cook a meal and she would like to cook.



Mission 4. Conversation Shuffle

Below is a conversation between Dita and Raka about what they can do and what they would like to do. The lines are mixed up. Your task is to rearrange them into a logical order that makes sense as a full conversation. After arranging, read it aloud with a partner to practice speaking naturally.



Dialogue	Correct order
Raka: "I can play the guitar, but I wouldn't like to perform in front of the class."	
Dita: "I can sing a little, but I would like to practice more."	
Dita: "By the way, can you draw?"	
Raka: "Oh, I see. Can you sing?"	
Dita: "Yes, I can cook, and I would like to make a cake this weekend."	
Dita: "Hi Raka! Can you play any instruments?"	1
Dita: "Wow! I can draw too, but I wouldn't like to show my drawing to everyone."	
Raka: "Interesting! Do you like cooking?"	
Raka: "Yes, I can draw, and I would like to enter an art competition."	
Dita: "Really? I can play the piano, but I wouldn't like to participate in a talent show."	
Raka: "That's great! I can't sing very well, but I would like to learn."	
Dita: "Sounds fun! Maybe we can cook together one day."	
Raka: "I can't cook very well, but I would like to try baking sometime."	

Knowledge Corner

When we want to know if someone wants to do something, we use expressions to ask about willingness. These expressions are polite and show respect for the other person's choice. Some common expressions include:

- ▷ "Do you want to...?"
- ▷ "Would you like to...?"
- ▷ "Are you willing to...?"

Example:

- ▷ "Do you want to join the school trip?"
- ▷ "Would you like to help me with the project?"

Expressions of willingness:

- ▷ "Yes, I'd love to."
- ▷ "Sure, I'm happy to."
- ▷ "Of course, I can help."

Expressions of refusal:

- ▷ "No, I'm refuse."
- ▷ "Sorry, I'd rather not."
- ▷ "I don't think I can."

Examples:

- ▷ Question: "Would you like to join the school play?"
- ▷ Answer (willing): "Yes, I'd love to participate!"
- ▷ Answer (unwilling): "Sorry, I'd rather not join this time."



Do You Know?

The average person makes around 35,000 choices every single day! This includes everything from deciding what to eat, when to wake up, and which route to take to work. Interestingly, research shows that having too many choices can lead to decision fatigue, where making decisions becomes overwhelming and more difficult. This is why we sometimes opt for the easiest choice, like choosing the same meal every day or sticking to a routine.



Mission 5. Quiz

1. Which sentence correctly asks about willingness?
 - a. "Can you swim?"
 - b. "Would you like to join the art competition?"
 - c. "I can play basketball."
 - d. "I wouldn't like to dance."

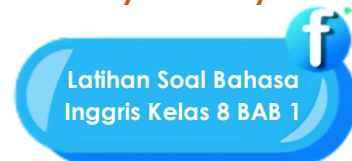
2. Which of the following shows unwillingness?
 - a. "I would like to bake a cake."
 - b. "I wouldn't like to sing in front of the class."
 - c. "I can play the piano."
 - d. "Would you like to draw with me?"

3. Choose the correct response to: "Would you like to try painting?"
 - a. "yes, I can paint."
 - b. "No. I can't paint"
 - c. "yes, I would like to try painting"
 - d. "I can't play basketball"

4. Which sentence combines both ability and willingness?
 - a. "I can swim, but I wouldn't like to join the swimming competition."
 - b. "I can cook."
 - c. "Would you like to join the music club?"
 - d. "I wouldn't like to dance."

5. Which question is most polite to ask about someone's willingness to help?
 - a. "Can you help me?"
 - b. "Do you want to help me?"
 - c. "Would you like to help me?"
 - d. "I would like to help."

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



Summary

Expression to Ask and State an Ability

In English, we use the word "can" to talk about ability that is, what someone is able or not able to do. This includes asking someone about their ability and stating your own ability or inability.

By asking and answering questions about ability, you can talk about your skills politely, find out what other people can do, and use "can" correctly in real conversations, which is important in both school and everyday life.

▷ Asking about ability

When you want to know if someone can do something in simple and polite way, use: "*Can you...?*"

Example:

- "*Can you swim?*"
- "*Can you speak English and French?*"

In daily conversation, we often need to express what we can or cannot do. This helps others understand our skills, limitations, or willingness to take part in activities.

a. Expressions to State Ability (What You Can Do)

▷ To show what you are able to do, we use expressions like:

- I can... → "*I can swim.*"
- I am able to... → "*I am able to play the piano.*"
- I know how to... → "*I know how to solve this problem.*"

▷ Notes:

- "Can" is more casual and commonly used in everyday conversations.
- "Be able to" is slightly more formal or used in writing.
- "Know how to" emphasizes skill or knowledge.

b. Expressions to State Inability (What You Cannot Do)

▷ To show what you cannot do, we use:

- I can't... → "*I can't dance.*"
- I am not able to... → "*I am not able to finish the assignment today.*"
- I don't know how to... → "*I don't know how to bake a cake.*"

▷ Notes:

Use polite phrases if refusing someone's request:

- "I'm sorry, I can't help today."
- "Unfortunately, I am not able to attend the meeting."

c. Combining Ability and Inability in Conversations

When talking to others, it's common to combine what you can and cannot do in a conversation to make it more complete.

Example:

Ardan: *"Can you join the dance competition?"*

Budi: *"I can perform solo, but I can't join the group performance."*

Expression of Willingness

When we want to know if someone wants to do something, we use expressions to ask about willingness. These expressions are polite and show respect for the other person's choice. Some common expressions include:

- ▷ "Do you want to...?"
- ▷ "Would you like to...?"
- ▷ "Are you willing to...?"

Example:

- ▷ "Do you want to join the school trip?"
- ▷ "Would you like to help me with the project?"

Expressions of willingness:

- ▷ "Yes, I'd love to."
- ▷ "Sure, I'm happy to."
- ▷ "Of course, I can help."

Expressions of refusal:

- ▷ "No, I'm refuse."
- ▷ "Sorry, I'd rather not."
- ▷ "I don't think I can."

Examples:

- ▷ Question: "Would you like to join the school play?"
- ▷ Answer (willing): "Yes, I'd love to participate!"
- ▷ Answer (unwilling): "Sorry, I'd rather not join this time."

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LESSON 2

WHAT HAPPENS EVERY DAY

Character of Pancasila Students

▷ Collaborative

Asking and answering questions about routines with peers fosters teamwork, empathy, and social awareness.

▷ Responsible

Using the simple present tense correctly shows attention to detail and responsibility in communication.



Introduction

Many things in our lives happen regularly, from small habits like brushing our teeth to larger routines like attending school, practicing hobbies, or playing sports on weekends. English gives us the tools to talk about these general truths and daily routines clearly, helping others understand what we do and what usually happens around us. In this chapter, you will learn to use the simple present tense in positive, negative, and interrogative forms, ask and answer questions about daily activities, and describe your personal routines accurately. By the end, you will be able to communicate your daily life confidently in English, both orally and in writing.

Keywords: Simple Present Tense, Truths, Daily Routines, Habits.

The goals of this chapter are: Mastering the use of verb be (to be singular), Exploring hobbies and their connection to nationalities, and Practicing 5W questions in everyday conversations.

1. Mastering the Simple Present Tense

- ▷ Understand and use the simple present tense in positive, negative, and interrogative forms.
- ▷ Develop the ability to form correct simple present sentences for describing daily routines and general truths.
- ▷ Apply this tense accurately when talking about regular activities and expressing facts.

2. Expressing General Truths and Facts

- ▷ Learn to state general truths or facts using the simple present tense.
- ▷ Use verbs like is, are, has, and have to describe facts about the world around us.
- ▷ Develop the ability to speak confidently about universal truths and general statements.

3. Describing Regular Actions or Habits and Asking and Answering Questions About Routines

- ▷ Identify and describe regular actions or habits using time expressions like "every day," "usually," "often," and "on weekends".
- ▷ Use phrases like "I always...", "I never...", and "I sometimes..." to describe personal habits.
- ▷ Develop the skill to ask and answer questions about daily routines using "Do you...?" and "Does he/she...?"
- ▷ Respond clearly with "Yes, I do." / "No, I don't.", and elaborate on answers.



F I T R I



Around the Clock: Routines and Facts

In this subchapter, we'll explore the simple present tense to talk about things that are true every day, like your daily habits and universal facts. Whether it's brushing your teeth or the sun rising in the east, you'll learn how to describe routines and things that happen regularly. By the end, you'll be able to talk about your daily activities and share general truths confidently!



Mission 1. What's the Truth?

Complete the sentences below with the correct general truth. You can refer to the examples and the correct use of the simple present tense.

The sun rises in the east.

1. The moon _____ the Earth.
2. Water _____ at 100°C.
3. Ice _____ when it gets warm.
4. Plants _____ sunlight to grow.
5. Fish _____ in water.
6. Birds _____ in the sky.
7. Seasons _____ every few months.
8. Snow _____ in winter in cold countries.
9. Bees _____ honey.
10. Children _____ new things at school.

Mission 2. Routine Q&A

Create a list of questions related to daily routines. Then, ask your family members or friends these questions and record their answers. Write a short report about their routines, including time expressions.

Question	Family member	Answer
What time do you wake up?	My Sister (Anna)	at 7 AM
.....		
.....		
.....		
.....		
.....		

Mission 3. Report Your Interview

Review the answers you recorded in the previous interview activity. Write a report summarizing your partner's daily routine using the simple present tense.

Anna's Daily Routine:

Anna wakes up at 7 AM every day. She usually has breakfast at 7:00 AM. After that, she goes to work by bus. She works from 8:30 AM to 4:30 PM. In the evening, she likes to relax and read a book. She usually goes to bed at 10:00 PM.

Your Report:

.....

.....

.....



Knowledge Corner

Simple present tense is used to describe actions that happen regularly or are true all the time. It is commonly used when talking about habits, routines, general truths, and facts that are always valid, such as scientific facts or universal truths. The simple present tense is also used when expressing scheduled events in the future.

a. The use of Simple Present Tense:

▷ To talk about daily routines and habits:

We use the simple present tense to describe things we do regularly, every day, or as part of a routine.

- Example: "I wake up at 6 AM every day."
- Example: "She drinks coffee in the morning."

▷ To talk about general truths or facts:

Used for facts that are generally true and do not change.

- Example: "The sun rises in the east."
- Example: "Water boils at 100°C."

▷ To describe feelings, emotions, and states:

Use the simple present tense to describe permanent states or conditions.

- Example: "I feel happy today."
- Example: "She loves chocolate."

▷ To describe feelings, emotions, and states:

Used to talk about future events that are certain or scheduled, like timetables or plans.

- Example: "My flight leaves at 9 AM tomorrow."
- Example: "School starts at 8:00 AM."

b. Form of Simple Present Tense

Sentence Type	Subject	Verb Form	Example
Affirmative	I, you, we, they	V1	I work at 8 AM every day
	He, she, it	V1 (verb base) + -s or -es	She works at 8 AM every day
Negative	I, you, we, they	Do not (don't) + V1	I don't work on Sundays
	He, she, it	Does not (doesn't) + V1	She doesn't work on Sundays
Question	I, you, we, they	Do + V1	Do you work on Sundays?
	He, she, it	Does + V1	Does she work on Sundays?

Mission 4. Daily Routine Time Chart

Create a daily routine schedule from the time you wake up until you go to bed, using the simple present tense. Include activities such as waking up, eating meals, studying, and any other regular activities you do throughout the day. After completing the schedule, write a short paragraph summarizing your routine based on the schedule, making sure to describe each activity and its time clearly.



My Schedule

"Every day, I wake up at 6:30 AM. I have breakfast at 7:00 AM, then I go to school at 8:00 AM. I usually have lunch at 12:00 PM, and after school, I study for an hour. In the evening, I watch TV, and I go to bed at 10:00 PM."

Time	Activity
6:30 AM	Wake up
7:00 AM	Have breakfast
.....	
.....	
.....	
.....	
.....	
.....	



Mission 5. Maria's Busy Day: True or False?

Read the text below carefully. Then, read the statements that follow. Decide if each statement is true or false based on the information in the text. If the statement is false, explain why.

Maria's day begins early. She wakes up at 6 AM every day, and the first thing she does is stretch her arms and take a deep breath. After brushing her teeth, she enjoys a healthy breakfast, usually consisting of fruit and a cup of tea, at around 6:30 AM. By 7 AM, Maria is ready to leave for school. She walks to the bus stop, which is just five minutes from her house, and catches the bus at 7:15 AM. Her school starts at 8 AM, and she enjoys the first hour because it's when she learns the most. During lunch, she likes to chat with her friends and eat a sandwich she prepared at home. After school, she often stays for an hour to finish her homework at the school library. At 4 PM, Maria heads to the park where she meets her friends to play basketball. She loves playing sports because it helps her relax after a long day of studying. At 7 PM, she returns home, enjoys dinner with her family, and spends some time with her little brother. In the evening, she usually reads a book or watches a documentary. Maria goes to bed at 10 PM, but before sleeping, she takes a few minutes to meditate and reflect on her day.

Statement	True	False
Maria wakes up at 7 AM every day.		X
Maria always has the same breakfast, including fruit and tea.		
Maria's school starts at 9 AM.		
Maria does her homework at the school library after class.		
Maria plays basketball in the evening.		
Maria spends time with her family after dinner.		
Maria goes to bed at 11 PM.		

Mission 6. True or False Daily Routines

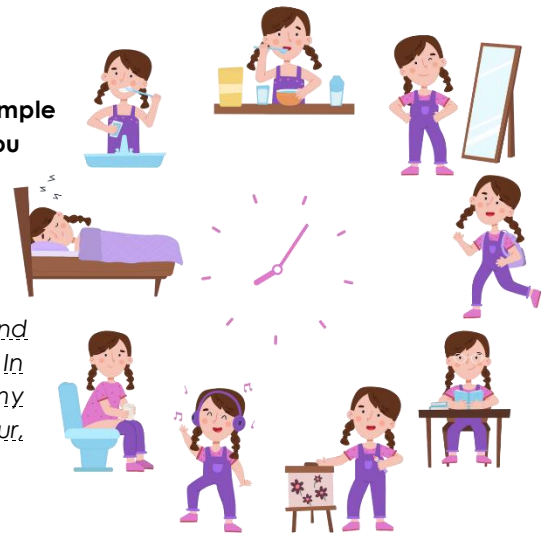
Read the following statements about daily routines. Some of them are true, and some are false. For each statement, decide if it's true or false. After making your decision, explain why the statement is true or false in complete sentences.

Statement	True/false
1. I wake up at 5 AM every day.	<i>True..I wake up at 5 AM to go jogging before school.</i>
2. I eat dinner at 7 PM every day.	
3. I go to school at 9 AM.	
4. I brush my teeth in the afternoon.	
5. I take a shower every morning.	
6. I do my homework at night.	
7. I go to bed at 11 PM.	
8. I watch TV in the morning.	
9. I always have breakfast at 7:30 AM.	
10. I go to the gym every evening.	

Mission 7. "A Day in My Life"

Write a short paragraph about your daily routine using the simple present tense. Include the time you wake up and describe what you do in the morning, afternoon, and evening. After writing, review your paragraph to ensure correct use of the simple present tense and time expressions. Share your paragraph with a partner or family member, explaining your routine.

"I wake up at 6 AM every day. After waking up, I brush my teeth and have breakfast at 7 AM. I go to school at 8 AM and finish at 3 PM. In the afternoon, I study for an hour, and then I play basketball with my friends. In the evening, I have dinner at 7 PM, watch TV for an hour, and go to bed at 10 PM."



Mission 8. Mastering Time

Read the dialogue between Liam and Emma about time management. After reading the conversation, decide if each statement about their discussion is true or false. If the statement is false, explain why it is incorrect based on the dialogue.

Liam: Hey, Emma! I've noticed you've been really busy lately, but you always seem stressed. How are you managing everything?

Emma: I'm trying to get everything done, but I feel like I never have enough time. I always start my tasks, but then something distracts me, and I end up rushing through them.

Liam: I totally get it. That used to happen to me all the time. But I found that time management really helps. Have you ever tried planning your day ahead of time?

Emma: I've heard of it, but I'm not sure it'll work for me. My schedule is always changing!

Liam: It's worth giving a shot. I make a to-do list every morning, and I prioritize my tasks. I focus on the most important ones first, and I give myself breaks in between. It's been a game-changer!

Emma: Hmm, that sounds useful. What if something unexpected comes up? I feel like I'll never be able to keep up with my schedule.

Liam: That's the best part! I always build in some flexibility. I leave time for surprises, and if something comes up, I adjust my plan. It's not about being rigid, but having a structure to keep you on track.

Emma: Wow, I didn't think of it that way. I might try it out tomorrow. I like the idea of having time to relax in between tasks.

Liam: Trust me, you'll feel less stressed once you start. Time management isn't about doing everything perfectly. It's about making the best use of your time and balancing your day.

Emma: Thanks for the advice, Liam. I'll definitely give it a try!



Statement check

Statement	True/false
Liam thinks Emma is managing her time well.	<u>False</u>
Emma often feels like she doesn't have enough time.	
Liam advises Emma to follow a rigid, strict schedule.	
Emma has never heard of time management.	
Liam suggests giving priority to the most important tasks first.	
Emma is not sure if she can keep up with a fixed schedule.	
Liam believes time management is about balancing work and relaxation.	



Do You Know?

Multitasking may seem like a time-saver, but research suggests it can actually reduce productivity. Studies have shown that our brains are not designed to handle multiple tasks at once. Instead of performing tasks simultaneously, the brain rapidly switches between tasks, leading to a loss of focus and ultimately taking longer to complete everything. In fact, research from the University of California found that multitasking can actually decrease your IQ by 10 points during task-switching!



Mission 9. Talking about My Daily Activity

Work individually or in pairs. Pretend you are a morning radio host. Describe your daily routine to the "audience" in detail, using time expressions. Speaking clearly using the simple present tense. Using time expressions to organize your day logically.



Example:

Host: "Good morning, and welcome to 'Morning Talk!' Today, we have Emma with us. Hi, Emma! Can you tell us, what time do you wake up every day?"

Emma (Guest): "Hi! I wake up at 6:30 AM every day. I usually get up and stretch for a few minutes before I start my day."

Host: "Sounds like a great way to start the day! What do you usually do after you wake up?"

Emma: "After I wake up, I brush my teeth and have breakfast. I usually have toast and coffee."

Host: "Nice! Do you have any special routines in the afternoon?"

Emma: "Yes, I go to the gym every afternoon around 4 PM. I exercise for about an hour, then I go home and relax for a bit."

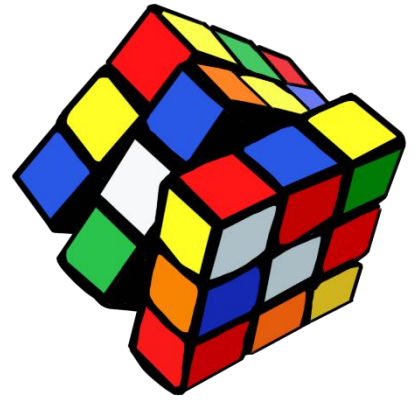
Host: "That sounds like a balanced routine. What about your evenings? What do you do before bed?"

Emma: "In the evening, I like to watch TV or read a book. I usually go to bed at 10 PM so I can get enough rest for the next day."

Host: "Thank you for sharing, Emma! Sounds like you have a very productive and healthy daily routine!"

Emma: "Thank you for having me! It was great talking about my routine."





Mission 10. Sentence Scramble

Below, you will find several scrambled sentences about daily routines. Your task is to rearrange the words in each sentence to form a correct statement. After unscrambling the sentences, write your own sentences about your daily routine using the same sentence structure.

1. "at / I / go / 8 AM / to / school"
.....
2. "breakfast / have / I / at / 7:30 AM"
.....
3. "study / in / I / the / evening / hour / an / for"
.....
4. "go / to / I / the / park / weekends / on / the"
.....
5. "watch / I / TV / before / bed / at / 9 PM"
.....
6. "always / I / brush / my / teeth / morning / the / in"
.....
7. "run / I / in / the / every / morning"
.....
8. "have / I / dinner / at / 7:30 PM"
.....

Mission 11. Share Your Daily Routine

Pair up with a partner and take turns asking and answering questions about each other's daily routines, making sure to include adverbs of frequency in your answers.

Questions to ask:

1. What time do you wake up every day?
I usually wake up at 6:30 AM.
2. Do you exercise in the morning?
3. What time do you go to school/work?
4. Do you have breakfast every day?
5. What do you do in the afternoon after school/work?
6. What time do you go to bed at night?
7. Do you usually watch TV in the evening?

Mission 12. Share Your Daily Routine

Pair up with a classmate and engage in a back-and-forth conversation about your daily routines using the simple present tense. Start by asking your partner questions such as “What time do you wake up? After each answer, ask follow-up questions like “Why do you wake up so early?” or “What do you do in the evening?” to keep the conversation flowing. Once you've finished, switch roles and answer your partner's questions, making sure to ask follow-up questions as well.

Liam: "What time do you wake up every day?"

Emma: "....."

Liam: "Why do you wake up so early?"

Emma: "I wake up early because I like to have some quiet time before I start my day."

Mission 13. The Frequency Challenge

Fill in the chart below by writing how often you do each activity using adverbs of frequency (e.g., always, usually, sometimes, rarely, never). Once you've completed your chart, share it with a partner. Take turns asking each other questions about your routines, like “Do you always wake up at 6 AM?” or “Do you usually eat breakfast?”.

Activity	Frequency
<u>Watch TV</u>	<u>I rarely watch TV</u>
.....	
.....	
.....	
.....	
.....	
.....	



Mission 14. My Activities in a Day

Create a timeline of your perfect day from morning to evening. Draw a line and divide it into time slots. Write down the activities you would do at each time. After completing your timeline, write a short paragraph summarizing your perfect day and explain the frequency of your activities.

Time	Activity	Frequency
7 AM	Wake up	Always
8 AM	Eat breakfast	Usually
.....		
.....		
.....		
.....		
.....		

Example of paragraph:

Every day, I always wake up at 7:00 AM. I usually eat breakfast at 8:00 AM and sometimes go for a walk in the morning. At 12:00 PM, I always have lunch, and in the afternoon, I often read a book. In the evening, I rarely watch TV, as I prefer to do other activities. I always go to bed at 9:00 PM to get enough sleep for the next day.



Mission 15. Quiz

1. Which sentence correctly expresses a daily routine using the simple present tense?
 - a. I am waking up at 6 AM every day.
 - b. I wake up at 6 AM every day.
 - c. I wake up at 6 AM every day, but I don't sleep early.
 - d. I will wake up at 6 AM every day.

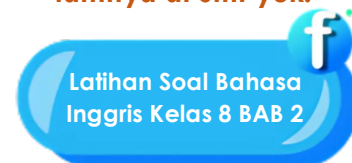
2. Choose the incorrect sentence using the simple present tense for daily routines.
 - a. She goes to the gym every morning.
 - b. I brush my teeth twice a day.
 - c. He drinks coffee in the morning.
 - d. They always plays basketball on weekends.

3. Which sentence describes a general truth using the simple present tense?
 - a. I drink coffee every morning.
 - b. She is studying for the test right now.
 - c. Water boils at 100°C.
 - d. I am eating lunch now.

4. What is the correct time expression to describe a routine in the simple present tense?
 - a. At this moment
 - b. Every day
 - c. Right now
 - d. Tomorrow

5. Which sentence correctly combines a habit with a time expression in the simple present tense?
 - a. She eats lunch at 12 PM every day.
 - b. They will go to school at 7:30 AM every day.
 - c. I am reading a book right now.
 - d. I go to sleep at 11 PM yesterday.

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



Summary

Simple Present Tense

Simple present tense is used to describe actions that happen regularly or are true all the time. It is commonly used when talking about habits, routines, general truths, and facts that are always valid, such as scientific facts or universal truths. The simple present tense is also used when expressing scheduled events in the future.

a. The use of Simple Present Tense:

- ▷ To talk about daily routines and habits:

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Used for facts that are generally true and do not change.

- ▷ To describe feelings, emotions, and states:

Use the simple present tense to describe permanent states or conditions.

- ▷ To describe feelings, emotions, and states:

Used to talk about future events that are certain or scheduled, like timetables or plans.

b. Form of Simple Present Tense

Sentence Type	Subject	Verb Form	Example
Affirmative	I, you, we, they	V1	I work at 8 AM every day
	He, she, it	V1 (verb base) + -s or -es	She works at 8 AM every day
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	He, she, it	Does not (doesn't) + V1	She doesn't work on Sundays
Question	I, you, we, they	Do + V1	Do you work on Sundays?
	He, she, it	Does + V1	Does she work on Sundays?

Adverbs of Frequency

Adverbs of frequency are words that describe how often an action happens. These adverbs help us give more information about the frequency of an activity in the simple present tense.

Common Adverbs of Frequency:

- ▷ Always: 100% of the time (e.g., "I always wake up at 6 AM.")
- ▷ Usually: Most of the time (e.g., "I usually drink coffee in the morning.")
- ▷ Often: Frequently, but not always (e.g., "I often read books before bed.")
- ▷ Sometimes: Occasionally, not often (e.g., "I sometimes go to the gym in the evening.")
- ▷ Rarely: Almost never, infrequently (e.g., "I rarely watch TV.")
- ▷ Never: 0% of the time, not at all (e.g., "I never skip breakfast.")

Reference

Rubinstein, J., Meyer, D., & Evans, J. (2001). The effect of multitasking on the efficiency of completing tasks. Harvard Business Review. Retrieved from <https://hbr.org/2001/01/the-impact-of-multitasking-on-productivity>



LESSON 3

REAL-TIME STORIES

Character of Pancasila Students

▷ Critical and Creative Thinker

Analyse ongoing events critically and creatively to describe actions happening around, and think outside the box to express ideas clearly and engagingly.

▷ Environmental Awareness

Be mindful of the context in which events are happening. When describing actions in the present, consider the environmental and social factors that influence these events, and communicate them responsibly.



Introduction

Every day, the world around us is full of activity, whether it's the hustle and bustle of a busy street, a friend's laughter during a conversation, or the simple act of someone waving hello. These are the real-time stories that make up our everyday lives, and they're happening right now. In this chapter, you'll learn how to capture these moments and express them using the present continuous tense. By focusing on actions happening at this very moment, we'll explore how to describe the world as it unfolds around us.

Through reading texts that illustrate these ongoing events, you'll practice identifying key ideas and details, helping you better understand how to communicate real-time experiences. You'll also learn how to organize your thoughts and express them clearly in simple, well-structured paragraphs. This chapter will not only teach you grammar but also empower you to talk about your own experiences in a way that brings your stories to life.

Keywords: Present Continuous Tense, Real Time Events, Ongoing Actions, Real Times Story.

The goals of this chapter are: Mastering the use of verb be (to be singular), Exploring hobbies and their connection to nationalities, and Practicing 5W questions in everyday conversations.

1. Understanding and Using Present Continuous Tense

- ▷ Identify actions happening right now.
- ▷ Use present continuous tense in affirmative, negative, and interrogative forms.
- ▷ Formulate sentences to describe ongoing events.

2. Describing Real-Time Events Effectively

- ▷ Express personal experiences of events in the present.
- ▷ Organize descriptions into simple, clear paragraphs and convey the main ideas and relevant details about ongoing activities.

3. Improving Reading and Comprehension Skills

- ▷ Read and comprehend texts that describe current events.
- ▷ Identify key details and main ideas in real-time event descriptions.
- ▷ Respond thoughtfully to questions related to texts

4. Building Critical Thinking, Developing Communication and Expression

- ▷ Analyze ongoing events from various perspectives and organize thoughts clearly before presenting them
- ▷ Practice speaking and writing about events happening at the moment.
- ▷ Share ideas and experiences in an organized and engaging manners
- ▷ Make connections between different real time events and express them coherently



F I T R I



In the Moment: Describing What's Happening Now

Get ready to capture the world around you! In this sub-chapter, you'll learn how to describe actions happening right now using the present continuous tense. You'll practice crafting sentences that bring the present moment to life, whether you're talking about your own actions or what's happening in your environment.



Mission 1. What's Happening Around Me?

Look around your room or environment and write down five actions happening right now using the present continuous tense. Focus on different things happening around you and describe them clearly. Make sure each sentence is in the correct form of the present continuous tense.

- ▷ My dog is sleeping.
- ▷
- ▷
- ▷
- ▷
- ▷

Mission 2. Picture Description

Look closely at the image and describe what they are doing using the present continuous tense. Write at least three sentences about different actions happening in the picture, making sure each sentence correctly follows the present continuous tense structure (subject + is/are + verb-ing). Double-check your sentences for accuracy and clarity.



.....



.....



.....



.....

Knowledge Corner

The present continuous tense is used to describe actions that are happening right now, at the moment of speaking. This means that the action is ongoing and is happening temporarily. We use this tense to talk about things that are happening at the present moment but may not be permanent or lasting forever.

The present continuous is different from simple present tense because it describes actions happening in the present that are still in progress rather than something that happens regularly or as a habit.

How to Form Present Continuous Tense:

[Subject] + [am/are/is] + [verb-ing]

- ▷ Subject: This is the person or thing doing the action (like I, he, they, etc.)
- ▷ am/are/is: This is the form of the verb "to be" that matches the subject.
- ▷ verb-ing: This is the main verb with -ing added to show the action is happening right now.

Examples:

- ▷ I am reading a book right now.
(This means I am currently reading the book and still in the process of doing it.)
- ▷ She is writing an email at the moment.
(She is in the middle of writing an email right now.)
- ▷ They are playing football outside.
(They are actively playing football right now.)

To identify the present continuous tense, look for these two key parts:

- a. The verb "to be" (am, is, are)

This verb always comes before the main verb, and its form depends on the subject.

Example:

- ▷ I am (singular)
- ▷ He/She/It is (singular)
- ▷ You/We/They are (plural)

- b. The main verb with -ing added to it

Example:

- ▷ He is eating lunch.
- ▷ We are talking about the project.
- ▷ I am writing a letter.

Mission 3. What is Happening on TV?

Watch a TV show, sports game, or any video you can find online. Write 5 sentences describing what the characters or people are doing right now using the present continuous tense. Focus on actions happening in the moment, and make sure each sentence follows the structure. Try to include different types of actions, and ensure your sentences are in the correct tense.



For example, if you're watching a football game, you might write something like:

"The players are passing the ball to each other while the coach is shouting instructions from the sidelines. The referee is blowing the whistle as the crowd is cheering loudly. Meanwhile, the players are preparing for the next play."

Mission 4. Time Lapse Drawing

Draw a simple scene of an activity, such as a person playing soccer, cooking, or studying. Once you've finished the drawing, write 3-5 sentences describing what the person is doing in the present continuous tense.

For example, if you draw a person playing soccer, you might write:

"The player is running towards the goal, his legs moving quickly as he dodges the defenders. He is kicking the ball with full force, aiming for the goal. The goalkeeper is diving to the left, trying to block the shot, while the fans in the background are cheering excitedly. The crowd is watching eagerly as the ball is about to hit the net."



Your worksheet:

Mission 5. 5-Minute Story

Set a timer for 5 minutes and write a short story describing what is happening right now in a made-up scene using the present continuous tense. Focus on describing the actions as they are happening in the moment.

Example:

"The sun is setting over the horizon, and the children are playing in the park. One child is swinging high on the swing, while another is running around the field with a kite. The parents are watching from the benches, chatting with each other. A dog is running after a ball, and people are walking by, enjoying the warm evening air."

Your worksheet:



Mission 6. Find the Present Continuous Tense!

Read the following story carefully. Underline all the sentences that use the present continuous tense. After underlining the sentences, write down the subject and verb of each present continuous sentence you find.

A Day at the Beach



It is a beautiful sunny day, and everyone is excited to spend time at the beach. I am sitting on the towel, enjoying the warmth of the sun on my skin. My friends are playing volleyball near the water, while others are swimming in the cool ocean. Some people are walking along the shore, enjoying the sea breeze, and others are sitting on beach chairs, reading books or chatting with each other. The lifeguard is watching over the swimmers to make sure everyone is safe. A group of children is building sandcastles close to the water's edge, laughing as the waves wash over their feet. The sound of the waves is soothing, and I am feeling very relaxed. Nearby, a couple is taking pictures of each other, capturing memories of the beautiful day. The ice cream truck is playing its cheerful tune as it drives slowly along the beach, and people are lining up to get their treats. It seems like everyone is having a great time and enjoying the day to the fullest.

Mission 7. Complete the Text!

Read the text below and fill in the blanks with the correct form of the verb in the present continuous tense. Pay attention to the subject of each sentence and choose the correct form of the verb.

It's a bright Saturday morning, and I am sitting (sit) in my favorite café, sipping coffee and watching the world go by. The barista _____ (prepare) drinks behind the counter, and some people _____ (chat) with their friends at the tables. Outside, a man _____ (walk) his dog, while a group of joggers _____ (run) along the street. In the park across the road, children _____ (play) on the swings, and their parents _____ (sit) on benches, keeping an eye on them. The birds _____ (sing) in the trees, and a couple of cyclists _____ (ride) their bikes along the path. Inside the café, the music _____ (play) softly, creating a relaxing atmosphere. I _____ (feel) content as I _____ (watch) people enjoying the beautiful day. Some students _____ (study) at nearby tables, and the waitress _____ (serve) a fresh batch of croissants to the customers.

Knowledge Corner

To ask questions in the present continuous tense, we need to invert the order of the subject and the auxiliary verb (am/are/is). This means we start with the auxiliary verb.

Question structure:

[Am/Is/Are] + [subject] + [verb-ing]?

- ▷ Start with am, is, or are, depending on the subject.
- ▷ Then, place the subject (I, you, he, she, etc.).
- ▷ Add the verb with -ing.
- ▷ End with a question mark.

Examples of Questions:

- ▷ Am I speaking clearly?
- ▷ Is she writing a letter?
- ▷ Are they playing football?

Mission 8. Change the Statement!

Below are several statements written in the present continuous tense. Your task is to rewrite each statement as a question in the present continuous tense. Pay attention to the subject and auxiliary verb and ensure the verb is in correct form.

1. She is playing the piano → Is she playing the piano?
2. They are reading books. → _____?
3. I am writing a letter. → _____?
4. We are going to the store. → _____?
5. He is eating lunch. → _____?
6. She is talking to her friend. → _____?
7. The children are playing outside. → _____?
8. My parents are watching a movie. → _____?
9. The teacher is explaining the lesson. → _____?
10. I am listening to music. → _____?
11. They are practicing their English. → _____?



Mission 9. Question the Moment!

In this activity, you'll be creating questions based on different real-life scenarios. Read the situations carefully and then form a question using the present continuous tense.

Situation	Question
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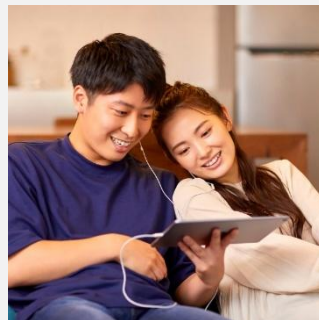
Is she walking with an ice cream cone?

.....



.....

.....





Do You Know?

Language influences how we perceive time? In English, we use present continuous to talk about actions happening right now, making us focus on the present moment. Interestingly, some languages, like Haitian Creole, use the same structure to express actions happening right now, but they also use it for future actions! This highlights how different languages express time and actions, yet still use similar concepts of ongoing processes. The way we talk about the present continuous can affect our focus on the moment, and even our understanding of what's happening at that exact time.



Mission 10. Real Time Event Descriptions!

Read the text carefully and pay attention to the actions happening in the park. After reading, answer the questions based on what you understood from the text. Make sure to use complete sentences when answering and describe the activities happening in the park using the present continuous tense.

It is a bright and warm afternoon, and the park is filled with people enjoying the sunny weather. A group of children is playing football near the fountain, laughing and running around. Their parents are sitting on the benches nearby, watching them with smiles. A woman is jogging along the path, wearing headphones and listening to music, while a man is sitting under a tree, reading a novel. In the distance, a couple is having a picnic on the grass, enjoying their sandwiches and chatting happily. Some people are walking their dogs, with one dog chasing a ball, while others are strolling slowly, enjoying the peaceful atmosphere. A group of teenagers is riding their bikes, racing each other up and down the hill, and a few older adults are practicing yoga near the park's entrance. The entire park is buzzing with life, and everyone seems to be making the most of this beautiful day.



Now answer questions below:

1. What are the children doing near the fountain?
2. Where are the parents while the children are playing football?
3. What is the woman doing as she jogs along the path?
4. What is the man doing under the tree?
5. Describe what the couple is doing in the park.
6. What are some people doing with their dogs?
7. What are the teenagers doing in the park?
8. What kind of activity are the older adults doing near the entrance of the park?
9. How is the park described in terms of atmosphere and activity?
10. What can you infer about the weather in the park?

Mission 11. Mini Interview!

Pair up with your friend, then ask them at least 5 questions about what they are doing right now or what they usually do at this time of day. You can follow guidance below to complete this mission:

- Take turns asking the questions.
- For each question, listen carefully to your classmate's response.
- Write down their answers in the present continuous tense.

For example:

Question: "What are you doing right now?"

Answer: "I am talking to you."

Question: "Are you going out later?"

Answer: "Yes, I am meeting my friends."



Mission 12. Present Continuous Quiz!

Read each statement carefully. For each sentence, decide if it is correct or incorrect based on the use of the present continuous tense. If the sentence is incorrect, correct it by changing the necessary part.

Sentence	✓/ X	Correction (If Incorrect)
He are eating lunch right now.	X	<u>He is eating lunch right now.</u>
I am writing an email to my friend.		
They is playing football at the park		
She is watching a movie with her friends.		
We are waiting for the bus right now.		
My brother is working on his homework.		
She goes to the park yesterday.		
I played football with my friends last Saturday.		
They eated lunch at noon.		
He did not watch the movie last night.		
We see a rainbow last week.		
My sister wrote a letter to our grandmother yesterday.		
Tom did not went to school last Friday.		
She always helped her mother in the kitchen yesterday.		
I run five kilometers last morning.		
They visited their grandparents last weekend.		

Mission 13. Quiz

1. Which of the following is the correct question form in the present continuous tense?
 - a. Is he playing soccer?
 - b. Does he playing soccer?
 - c. He is playing soccer?
 - d. Is he play soccer?

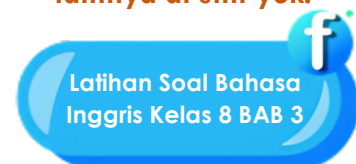
2. Which sentence is NOT in the present continuous tense?
 - a. They are watching a movie.
 - b. I am studying for my exam.
 - c. He is eating dinner.
 - d. She plays the piano every day.

3. Which of the following actions can be described using the present continuous tense?
 - a. Something that happens regularly.
 - b. A fact that doesn't change
 - c. An action happening right now.
 - d. An action that happened in the past?

4. How do we form a question using the present continuous tense with "they" as the subject?
 - a. Are they play soccer?
 - b. Are they playing soccer?
 - c. They are playing soccer?
 - d. Does they play soccer?

5. Which of the following sentences is in the present continuous tense?
 - a. She is singing a song.
 - b. She sings a song every morning.
 - c. She will sing a song tomorrow.
 - d. She sang a song yesterday.

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



Summary

Expression of Likes and Dislikes

When talking about our interests, hobbies, or preferences, we commonly use the phrases "I like" and "I don't like" to express what we enjoy or do not enjoy.

a. Positive Expressions:

I like [activity/hobby]: This shows that you enjoy or are interested in something.

Example:

- ▷ I like reading books.
- ▷ They like playing football.

b. Negative Expressions:

- ▷ I don't like [activity/hobby]: This shows that you do not enjoy or are not interested in something.

Example:

- I don't like watching horror movies.
- They don't like dancing.
- ▷ They don't like = They do not enjoy or are not fond of something.

Example: They don't like spicy food.

To learn about someone's preferences or hobbies, we often use the question: "Do you like...?"

This is a great way to ask someone if they enjoy or are interested in a certain activity.

a. How to Form the Question:

Do you like [activity]?

Example:

- ▷ Do you like playing soccer?
- ▷ Do you like listening to music?

b. How to Respond:

- ▷ Yes, I do. (If you like it)

Example: Yes, I do. I like playing soccer.

- ▷ No, I don't. (If you don't like it)

Example: No, I don't. I don't like playing soccer.

To make the conversation more dynamic, we use verb be (plural) to form negative questions. These questions ask if someone doesn't like something or if they don't enjoy a particular activity.

a. Forming Negative Questions with "Do" and "Be":

When you want to ask if someone dislikes something using verb be (plural), we can frame the question in a negative form like this:

Do you like [activity]? → Don't you like [activity]?

Example:

Don't you like playing sports?

Don't they like watching movies?

b. Answering Negative Questions:

If you agree, you can answer with "Yes, I do" or "No, I don't."

Example:

▷ Question: Don't you like dancing?

▷ Answer: No, I don't like dancing.

▷ Question: Don't you like soccer?

▷ Answer: Yes, I do. I like soccer.

Object Pronouns

An object pronoun is a word that replaces a noun and receives the action in a sentence. It usually comes after a verb or a preposition. Object pronouns help us avoid repeating the same nouns again and again.

Object pronouns:

Subject Pronouns	Object Pronouns	Example Sentence
I	Me	My friend calls me every day.
You	You	I will help you with your homework.
He	Him	We saw him at the park.
She	Her	I met her at the library.
It	It	I like this book. I will read it again.
We	Us	Our teacher gave us a fun activity.
They	Them	We invited them to the party.

How Object Pronouns Are Used in Sentences:

Object pronouns are used as the object of the verb, which means they receive the action of the verb.

Without Object Pronoun	With Object Pronoun
"I saw Sarah."	"I saw her."
In this sentence, Sarah is the object of the verb "saw."	In this sentence, her is the object pronoun replacing "Sarah."

Reference

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Murphy, R. (2019). *English Grammar in Use* (5th ed.). Cambridge University Press.

PAST

LESSON 4

PAGES FROM THE PAST

Character of Pancasila Students

▷ Communicative

Expressing ideas confidently through stories about past experiences while listening to others with respect.

▷ Creative

Using imagination and language skills to turn memories into meaningful written and spoken stories.

▷ Critical Thinking

Reflecting on past events, organizing ideas clearly, and using correct grammar to tell stories effectively.



Introduction

Have you ever looked at an old photo and suddenly remembered the story behind it, the people, the laughter, or the small details that made that moment special? Every memory we have is like a page from the past, filled with stories waiting to be told again. Through language, we can bring those moments back to life, share them with others, and even learn from them.

In this chapter, you will learn to express your stories and experiences in English using the simple past tense. You'll discover how to talk about things that happened before, recognize regular and irregular verbs, and use them to tell your stories clearly. Through reading, listening, and writing activities, you'll explore real-life experiences and turn your own memories into meaningful words because every story you share is another page from the past.

Keywords: Simple Past Tense, Regular Verbs, Irregular Verbs, Past Events, Storytelling, Experiences, Memories.

The goals of this chapter are: understanding and using the simple past tense accurately, recognizing regular and irregular verbs, applying the simple past tense in conversations about past events, comprehending texts related to past experiences, and expressing ideas and memories through clear and organized written paragraphs.

1. Develop the Ability to Communicate Ideas and Experiences About Past Events

- ▷ Use the simple past tense to express thoughts, feelings, and experiences related to events that have already happened.
- ▷ Employ appropriate expressions and time markers such as yesterday, last week, or two days ago in oral and written communication.
- ▷ Participate actively in dialogues or storytelling activities that describe real or imagined experiences in the past.

2. Strengthen the Competence in Using the Simple Past Tense Accurately

- ▷ Identify the structure and function of the simple past tense in sentences.
- ▷ Distinguish between regular and irregular verbs and apply them correctly in various sentence forms.
- ▷ Construct grammatically correct sentences in affirmative, negative, and interrogative forms that describe past actions.

3. Enhance the Ability to Comprehend and Interpret Recount and Narrative texts

- ▷ Read and understand texts that describe past events, both personal and historical.
- ▷ Identify the use of verbs, time connectors, and sequence markers that organize the flow of events.
- ▷ Analyze the content, purpose, and moral message of the text to gain a deeper understanding of the story

4. Improve Writing Proficiency in Expressing Past Experiences and Foster Reflective and Respectful Communication in Sharing Experiences

- ▷ Write well-structured paragraphs that recount events in a logical and chronological order.
- ▷ Use appropriate vocabulary, linking words, and grammatical structures to ensure clarity and coherence.
- ▷ Combine imagination and personal reflection to create meaningful written works about memorable experiences.
- ▷ Listen attentively and respond politely to others' stories or opinions during discussions.
- ▷ Demonstrate honesty and empathy while retelling personal experiences or lessons learned from past events.



1. Traces of What We Did

Every action we take leaves a trace a mark of something that has already happened. In this part, you will explore how to express those actions through words. By learning how to describe what you did, saw, or felt, you will discover how language helps us capture moments that are now memories.

Mission 1. What Did You Do Yesterday?

Think about your activities yesterday. Write them in a list of sentences using the simple past tense. You may also ask your friend what they did yesterday and add their answers to your list. Use different action verbs to make your sentences more interesting.

My Activities Yesterday:

- ▷ I woke up at six o'clock
- ▷
- ▷
- ▷
- ▷
- ▷

My Friend's Activities:

- ▷ She visited her grandparents in the morning
- ▷
- ▷
- ▷
- ▷
- ▷

Mission 2. Unlocking the Past

In this mission, you'll practice identifying sentences in the simple past tense. Look at the sentences below and write "Correct" or "Incorrect" next to each sentence. If it's incorrect, write what the correct form should be. This will help you recognize when the simple past tense is used properly.



Sentence	✓/ X	Correction (If Incorrect)
He visited his uncle last weekend.	✓	-
They go to the park every Saturday.		
We watched a new show on TV yesterday.		
I played tennis with my friends last Friday.		
She is reading a book right now.		
I ate pizza for lunch yesterday		
They are running in the park now		
He called me this morning		

Mission 3. Talk Through Time

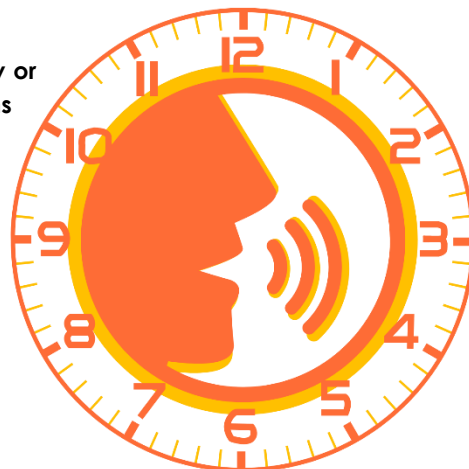
In this mission, you will work in pairs. Think about what you did yesterday or last weekend. Each of you will take turns asking and answering questions about your past events. Be sure to use sequence words (e.g., *First, Then, After that, Finally*) to organize your responses.

Example dialogue:

Azka: What did you do yesterday?

Andi: First, I woke up at 7 a.m. then I had breakfast and went to school. After that, I studied for my math test. Finally, I watched a movie with my family.

Azka: That sounds like a busy day! You woke up early and studied hard.



Knowledge Corner

The simple past tense is used to talk about actions or events that happened at a specific time in the past. It is one of the most important tenses for telling stories, sharing experiences, and describing past events.

▷ Regular verbs: form the past tense by adding -ed to the base form of the verb.

Example: play → played

▷ Irregular verbs: do not follow a regular pattern. Their past forms must be memorized because they change in different ways.

Example: go → went

▷ Affirmative, Negative, and Interrogative Sentences

- Affirmative: Subject + past verb + object/complement

I visited my grandparents yesterday.

- Negative: Subject + did not + base verb + object/complement

I did not visit my grandparents yesterday.

- Interrogative: Did + subject + base verb + object/complement?

Did you visit your grandparents yesterday?

▷ Time Expressions for the Past: help indicate when an action happened.

Example: she went to school yesterday

▷ Talking about Past Experiences: To describe past events, combine verbs in the past tense with time expressions and sequence words (first, then, after that, finally) to make your story organized and easy to follow.

Example: First, I woke up early. Then, I ate breakfast. After that, I went to the park. Finally, I played with my friends.

Mission 4. Regular and Irregular Verbs

In this mission, you will practice recognizing regular and irregular verbs. You will be given a list of verbs in their base form. Your task is to sort them into two categories: Regular Verbs (verbs that end in -ed) and Irregular Verbs (verbs that change completely in the past form). After categorizing them, use each verb in a sentence to describe something you did in the past.

Base Form	Regular Verbs	Base Form	Irregular Verbs
Walk	<i>Walked</i>	Go	<i>Went</i>
Talk		Eat	.....
Play		Come	.....
Cook		See	.....
Study		Make	.....
Watch		Take	.....
Clean		Sing	.....
Jump		Swim	.....
Listen		Think	.....
Dance		Buy	.....
Finish		Fly	.....
Help		Read	.....
Wait		Write	.....
Work		Begin	.....
Enjoy		Drive	.....
Call		Speak	.....
Plan		Wear	.....

Mission 5. Sentence Builder

In this mission, you will create sentences using the verbs you sorted in the previous mission (Mission 4. Regular and Irregular Verbs). Choose at least 5 verbs from the list and write a complete sentence for each verb. Be sure to use the simple past tense and organize your sentences clearly. Use time expressions like *yesterday*, *last week*, *in the morning*, etc., to make your sentences more interesting.

Example:

▷ Verb: *talk*

Sentence: I talked to my friend about the movie we watched yesterday

▷ Verb: *eat*

Sentence: I ate pizza for dinner last night



Mission 6. Fix the Time Machine

Imagine you have a time machine that can fix any mistakes in the past! In this mission, you'll review a list of sentences with verbs that aren't quite right. Your task is to make a sentence based on the picture.

 <i>She went to the park last weekend</i> .....	.....	.....
 	 	

Mission 7. Grammar in Action

In this mission, you will practice using the simple past tense in different sentence forms. Complete the sentences using the correct past form of the verbs in parentheses. Pay attention to whether the sentence is affirmative, negative, or interrogative.

- I _____ (not/watch) TV last night. → *I did not watch TV last night.*
- _____ you _____ (study) for the test yesterday? → *Did you study for the test yesterday?*
- He _____ (play) football last Saturday. →
- I _____ (not/eat) breakfast this morning. →
- _____ she _____ (call) her friend yesterday? →
- We _____ (visit) the museum last weekend. →
- They _____ (not/go) to the park yesterday. →
- _____ you _____ (watch) the movie last night? →
- She _____ (write) a letter to her grandmother. →
- I _____ (not/do) my homework yesterday. →
- He _____ (see) a beautiful bird in the garden. →
- _____ they _____ (play) badminton last week? →



Do You Know?

The concept of time zones was first introduced in 1884 at the International Meridian Conference. Before that, towns and cities kept their own local time based on the sun's position, which made scheduling trains and communication between regions very confusing.



Mission 8. Grammar in Action

Your task is to reorder the sentences logically according to the order in which the events happened. After rearranging, write a short paragraph using sequence words such as **first**, **then**, **after that**, **finally** and make sure all verbs are in the simple past tense.

Example:

Jumbled Sentences:

- ▷ I did my homework in the evening.
- ▷ I went to school and attended my lessons.
- ▷ I had lunch with my family.
- ▷ I woke up early in the morning.

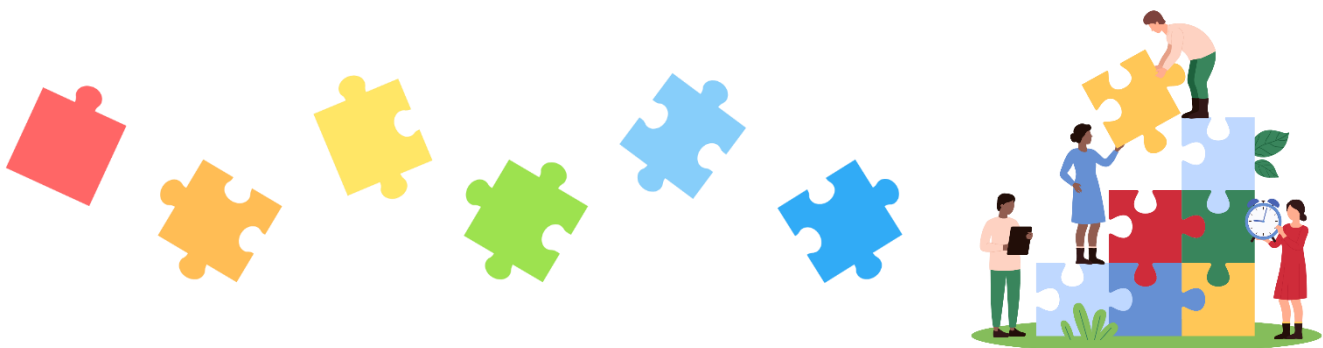
Step 1: Rearrange Chronologically:

1. I woke up early in the morning.
2. I went to school and attended my lessons.
3. I had lunch with my family.
4. I did my homework in the evening.

Step 2: Write a Paragraph Using Sequence Words:

"I woke up early in the morning. Then, I went to school and attended my lessons. After that, I had lunch with my family. Finally, I did my homework in the evening."

Now it's your turn! Use the jumbled sentences provided to create a coherent paragraph. Arrange the sentences in the correct chronological order, and then rewrite them as a paragraph using sequence words



A. A Day at School

Jumbled Sentences:

- ▷ I packed my bag and left for school.
- ▷ Finally, I returned home and did my homework.
- ▷ I attended my science and math lessons.
- ▷ After school, I played football with my friends.
- ▷ I ate breakfast at home before leaving.



B. A Weekend Trip

Jumbled Sentences:

- ▷ Finally, we returned to our hotel and rested.
- ▷ Then, we had lunch at a local restaurant.
- ▷ We visited a museum in the morning.
- ▷ In the afternoon, we walked in the park and took photos.
- ▷ I woke up early and had breakfast at the hotel.



C. Helping at Home

Jumbled Sentences:

- ▷ I cleaned my room and organized my books.
- ▷ After that, I helped my mother cook lunch.
- ▷ I woke up early and ate breakfast.
- ▷ Finally, I helped wash the dishes and relaxed in the evening.
- ▷ In the afternoon, I watered the plants in the garden.



Mission 9. Verb Adventure

Your mission is to fill in the blanks in the sentences with the correct simple past tense form of the verbs from the box. Pay attention to whether the verb is regular or irregular.

Verb Box

- | | | | |
|---------|---------|---------|---------|
| ▷ Go | ▷ Eat | ▷ Watch | ▷ Clean |
| ▷ Run | ▷ Help | ▷ Bake | ▷ Write |
| ▷ Draw | ▷ Swim | ▷ Visit | ▷ Read |
| ▷ Drink | ▷ Study | | |

Sentences to complete:

1. Yesterday, I _____ to the park.
2. She _____ a sandwich for lunch.
3. We _____ basketball after school.
4. He _____ a movie with his friends.
5. I _____ my room before dinner.
6. They _____ letters to their grandparents last weekend.
7. My brother _____ five kilometers yesterday morning.
8. We _____ our mother cook dinner.
9. She _____ cookies for her classmates.
10. I _____ a book in the afternoon.
11. Last Sunday, we _____ the museum.
12. He _____ in the pool last Saturday.
13. I _____ a picture for my art project yesterday.
14. She _____ a glass of lemonade after lunch.
15. They _____ for the test last night.



Mission 10. Quiz

1. Which of the following sentences is in the simple tense?
 - a. I am playing football.
 - b. I will play football.
 - c. I played football yesterday.
 - d. I play football every day.

2. Choose the correct past form of the verb: "She _____ a letter to her grandmother last week."
 - a. Write
 - b. Written
 - c. Wrote
 - d. Writes

3. What is the correct form of the verb in this sentence: "We _____ (go) to the beach last summer."
 - a. Go
 - b. Gone
 - c. Went
 - d. Going

4. Which of the following sentences uses an irregular verb in the past tense?
 - a. He studied all afternoon.
 - b. She watched a movie last night.
 - c. They sang songs at the party.
 - d. I played soccer yesterday.

5. What is the past tense of the verb "to eat"?
 - a. Eaten
 - b. Aate
 - c. Eat
 - d. Eating



2. Through the Pages of Memory

Memories live in the stories we tell. In this part, you will learn to turn your past experiences into meaningful stories through reading and writing. Each word and sentence you create becomes a way to look back, reflect, and share the moments that matter most.

Mission 1. Timeline of Events!

Rea In this mission, you will create a timeline of your last weekend (or any past event). A timeline helps organize events in the order they happened, which makes it easier to understand and explain stories. Use time expression to show when each activity took place. Be sure to write your activities using the simple past tense.

Example:

Timeline of My Weekend

- ▷ Saturday morning: I woke up at 8 AM.
- ▷ Saturday afternoon: I went to the park with my friends.
- ▷ Saturday evening: We ate dinner at a restaurant.
- ▷ Sunday morning: I studied for my math test.
- ▷ Sunday afternoon: I visited my grandparents.
- ▷ Sunday evening: I watched a movie with my family.

Write at least 5 events in chronological order. Use time expressions to organize your sentences.

Your weekend events:

- ▷
- ▷
- ▷
- ▷
- ▷
- ▷



Mission 2. Picture This!

In this mission, you will look at a picture and write a description about what happened in the picture. Use the simple past tense to describe the actions and events that took place. Be sure to include who, what, where, when, and why to make your story complete.



In the picture, I am at the beach with my family. It was a sunny afternoon, and we were playing volleyball. My dad was taking a photo of us while we were laughing. We had a great time and stayed there until sunset. After that, we had a picnic on the sand and watched the stars come out.



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Mission 3. Write Your Own Story

In this mission, you will write a recount paragraph about a past event. A recount paragraph tells the story of something that happened, in chronological order, using the simple past tense. Choose a real or imagined experience, like a trip, celebration, or an exciting day.

My Trip to the Zoo



First, I woke up early and had breakfast with my family. Then, we all got into the car and drove to the zoo. When we arrived, we saw a lion sleeping under a tree, and we took a few pictures. After that, we walked around and visited the elephant and the monkeys. Finally, we had lunch at the zoo café and talked about what we had seen. It was a fun and memorable day!

Mission 4. Story Circle

In this mission, you will work in pairs or small groups. Each person will take turns telling a short story about something they did in the past. Use the simple past tense and sequence words (e.g., *First, Then, After that, Finally*) to organize your story. As you listen to others, try to ask follow-up questions and share your thoughts on their stories.

Example:

Person A: Last Saturday, I went to the beach with my family. First, we woke up early and packed our things. We made sandwiches, brought some drinks, and packed towels. Then, we drove to the beach, and the weather was really nice — sunny but not too hot. After that, we found a good spot by the water and set up our umbrella. I went swimming with my younger brother, and we played beach volleyball with my cousins.

Person B: That sounds like a lot of fun! How long did you swim for?

Person A: We swam for about an hour, then we took a break and had lunch. We ate the sandwiches we made in the morning. After that, we went back to the water to swim again. Finally, we watched the sunset while sitting on the sand and drinking some juice. It was a perfect day.

Person B: Wow, that sounds amazing! What was the best part of your day?

Person A: The best part was definitely watching the sunset. It was so beautiful. Have you been to the beach recently?

Person B: Yes, I went last month. First, I went to the beach with my friends. We took a lot of pictures and played some games, just like you. But we didn't swim as much. It was still fun, though!

Mission 5. Story Reorder

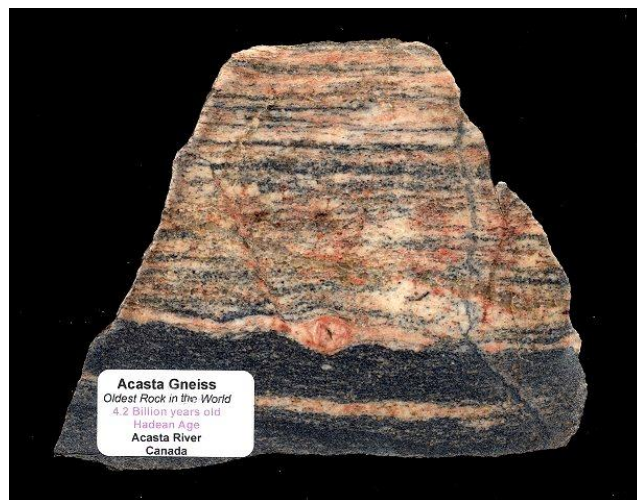
In this mission, you'll practice sequencing events in the correct order. The sentences below are mixed up, and your job is to arrange them in the correct chronological order to make a logical story. After that, rewrite the complete story in full sentences using the simple past tense and time expressions to make the events easy to follow.

Scrambled Sentences	Correct Order
I went to the mall to buy a new shirt.	
Then, I got dressed and had breakfast.	
I spent the whole afternoon shopping.	
After that, I took the bus to the mall.	
First, I woke up late in the morning.	<u>1</u>
Finally, I came back home and showed my mom my new shirt.	



Do You Know?

The oldest known rocks on Earth are estimated to be about 4 billion years old, discovered in the Acasta Gneiss region of Canada's Northwest Territories. These ancient rocks provide a unique window into the early history of our planet, offering clues about the formation of Earth's crust, the atmosphere, and the conditions that made life possible billions of years ago. By studying these rocks, scientists can trace geological events, such as volcanic activity and the movement of tectonic plates, that shaped the Earth long before humans existed. Understanding these early events helps us appreciate the vast scale of geological time and how our planet has continuously evolved over billions of years.



Mission 6. Read and Respond

In this mission, you will read a short story about a past event. After reading, you will answer the questions that follow, using the simple past tense to explain what happened. Be sure to use time expressions and sequence words in your answers to make your response clear and complete.

The Lost Key

Last Tuesday, I had a strange adventure that started with me losing my house key. The day began like any other — I woke up late and rushed to get ready for school. As I quickly threw on my clothes and packed my bag, I realized I didn't have my house key. I searched through my backpack, checked every pocket, and even looked under the bed, but it was nowhere to be found. I began to panic, thinking that I must have dropped it somewhere the night before.

After that, I called my mom, but she was already at work, so I couldn't ask her to come home to help. I decided to leave and walk to school, hoping I would find the key when I got back. As I stepped outside, I realized I had forgotten my lunch, but there was no turning back now. On my way to school, I bumped into Mrs. Wilson, my neighbor. She was out walking her dog and noticed I seemed upset.

I told her about the missing key, and she suggested that I check around the garden when I got home. She even offered to help me look when I returned. At that point, I didn't know where else to look, so I agreed to check the garden later. Then, I went to school, still feeling a bit anxious, but I tried to focus on my classes. The day went by quickly, and I couldn't wait to go home and look for the key again.

When I finally got back home, I remembered Mrs. Wilson's suggestion and decided to take a look around the garden. I walked around the house and checked near the flowerpots by the front door. After a few minutes, I spotted something shiny under a pot. I bent down and discovered my house key! I felt a huge sense of relief wash over me, and I immediately picked it up and went inside. I was so happy to have found it that I forgot about my lunch being left behind. Finally, I put the key in a safe place so I wouldn't lose it again.

That evening, I realized how silly I had been to worry so much. It wasn't such a big deal after all, but it definitely made my day more interesting. In the end, I was glad everything worked out, and I promised myself to be more careful next time.



Questions:

1. What happened last Tuesday?
2. What did Adam lose in the morning?
3. What did Adam do when he couldn't find his key?
4. Who did Adam meet on his way to school?
5. What did Mrs. Wilson suggest Adam do?
6. Where did Adam find the key?
7. How did Adam feel after finding the key?
8. What did Adam do after finding the key?
9. Why was Adam a little late to school?
10. How did Adam describe his day at the end of the story?

Mission 7. Quiz

1. What is the purpose of using sequence words (like *first*, *then*, *after that*, *finally*) when writing or telling a story?
 - a. To make the story more complicated
 - b. To organize events in the correct order
 - c. To confuse the reader
 - d. To make the story shorter

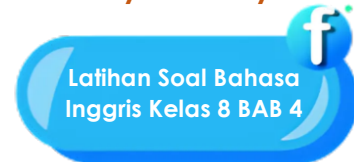
2. Which of the following is a key characteristic of a **recount text**?
 - a. It talks about events that will happen in the future.
 - b. It explains how to do something step by step.
 - c. It describes events that have already happened in chronological order.
 - d. It only focuses on feelings and emotions

3. Why is it important to use the simple past tense when talking about past events?
 - a. To confuse the listener or reader
 - b. To show that the event is still happening
 - c. To indicate that the event happened in the past and is finished
 - d. To make the sentence sound more complex

4. Which of the following time expressions would be used to describe something that happened "last week"?
 - a. Yesterday
 - b. Last year
 - c. Last month
 - d. Last week

5. When writing a recount paragraph, what is the typical structure?
 - a. General statement, then event details, then conclusion
 - b. Event details in random order
 - c. Introduction, middle with events in chronological order, and a conclusion
 - d. Conclusion first, then event details, and ending with a question

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



Summary

Simple Present Tense

The simple past tense is used to talk about actions or events that happened at a specific time in the past. It is one of the most important tenses for telling stories, sharing experiences, and describing past events.

- ▷ Regular verbs: form the past tense by adding -ed to the base form of the verb.
- ▷ Irregular verbs: do not follow a regular pattern. Their past forms must be memorized because they change in different ways.
- ▷ Affirmative, Negative, and Interrogative Sentences
 - Affirmative: Subject + past verb + object/complement
 - Negative: Subject + did not + base verb + object/complement
 - Interrogative: Did + subject + base verb + object/complement?
- ▷ Time Expressions for the Past: help indicate when an action happened.
- ▷ Talking about Past Experiences: To describe past events, combine verbs in the past tense with time expressions and sequence words (first, then, after that, finally) to make your story organized and easy to follow.

Reference

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LESSON 5

WHEN TIME WAS MOVING

Character of Pancasila Students

▷ Respectful

Appreciates others' experiences and listens carefully while reading or discussing past events.

▷ Critical Thinking

Evaluates main ideas and specific information in texts about past experiences.

▷ Collaborative

Shares ideas and experiences respectfully in group or pair activities.



Introduction

Have you ever wondered what people were doing at a particular moment in the past? In this chapter, you will learn how to describe ongoing events using the past continuous tense, both in writing and conversation. You'll practice reading texts about past experiences, identifying main ideas and specific information, and responding thoughtfully. By the end of this chapter, you will be able to communicate your own and others' experiences clearly, organizing your ideas into coherent paragraphs that capture moments as they were happening. Welcome to 'When Time Was Moving,' where every action from the past comes to life!

Keywords: Past Continuous Tense, Ongoing Actions, Sequence Words, Time Expression, Past Experience, Specific Information.

The goals of this chapter are: To use the past continuous tense accurately, read and understand texts about past experiences, describe ongoing past events in organized paragraphs, and apply regular and irregular verbs correctly.

1. Mastering the use of the past continuous tense

- ▷ Construct affirmative sentences to describe ongoing actions in the past.
- ▷ Formulate negative sentences to express what did not happen in the past.
- ▷ Ask and answer questions using the past continuous tense in meaningful contexts.

2. Developing reading comprehension skills for past experiences

- ▷ Identify the main ideas in texts about ongoing past events
- ▷ Locate and interpret specific information accurately.
- ▷ Respond to comprehension questions thoughtfully and clearly.

3. Enhancing Written and Oral Communication about Past Events

- ▷ Write organized paragraphs describing ongoing actions using correct grammar.
- ▷ Apply sequence words and time expressions to present events logically.
- ▷ Use regular and irregular verbs accurately to convey meaning in context.



When Stories Were Happening

In this subchapter, you'll learn how to describe ongoing past events using the past continuous tense. You'll practice reading texts about past experiences, identifying main ideas and details, and writing short paragraphs to narrate what was happening at specific moments.



Mission 1. What Do You See?

Look at the picture carefully. Identify the actions that were happening at the time shown. Write complete sentences in the past continuous tense to describe what each person or object was doing.



1. What is happening in the picture?
2. What do you see each person doing?
3. Who was doing something first, and who was doing something later?
4. Can you describe at least two actions that were happening at the same time?
5. What was the main action happening in the picture?
6. Were there any people or animals doing something unusual? What were they doing?
7. Can you describe what was happening in the background?
8. What do you think happened just before this moment?

Mission 2. Storm Watchers – True or False Challenge

Imagine you are a scientist observing a stormy day at the beach. Read the text carefully and pay attention to all the actions happening at the same time. Then, answer the statements by deciding whether they are true or false.

A Stormy Afternoon at the Beach

Last Saturday afternoon, a group of students was visiting the beach for a science project. While some of them were collecting seashells along the shore, others were observing the waves crashing onto the sand. The wind was blowing strongly, and dark clouds were gathering in the sky. Nearby, a few students were taking photographs of birds flying above the water, and some were measuring the temperature of the sand. Their teacher was explaining how the tide was changing and answering questions about the coastal ecosystem. Suddenly, a small boat was struggling against the waves, and everyone was watching it carefully. Meanwhile, a couple of students were sketching the birds and the waves in their notebooks. As the storm began, the students were running to the shelter, some were holding their notebooks tightly, and the teacher was making sure everyone was safe. Despite the strong wind, a few students were still taking notes about the patterns they observed in the waves.



Statement Check!

Statement	True/false
The students were visiting the beach for a science project.	<i>True.</i>
Some students were swimming in the sea.	
	
The wind was blowing strongly.	
Dark clouds were gathering in the sky.	
A few students were taking photographs of birds flying above the water.	
Some students were measuring the temperature of the sand.	
The teacher was explaining how the tide was changing.	
A small boat was struggling against the waves.	
Students were sketching the birds and the waves in their notebooks.	
Everyone ignored the approaching storm.	

Mission 3. Caught in the Action

In this mission, you will practice using the past continuous tense to describe ongoing actions in the past. Complete each sentence by filling in the blank with the correct form of the verb. Pay attention to whether the sentence is affirmative, negative, or interrogative, and include the appropriate time expressions.

1. She was reading (read) a book when the phone rang.
2. They _____ (not / play) football at 5 p.m. yesterday.
3. I _____ (listen) to music while doing my homework.
4. _____ you _____ (watch) TV at 7 p.m. last night?
5. He _____ (cook) dinner while his sister was setting the table.
6. We _____ (walk) to school when it started raining.
7. My friends _____ (study) in the library yesterday afternoon.
8. The children _____ (play) in the garden while their parents were talking.
9. I _____ (write) an email when the computer turned off.
10. She _____ (draw) a picture while listening to music.
11. They _____ (not / watch) a movie at 8 p.m. last night.
12. _____ he _____ (ride) his bike to the park yesterday?
13. I _____ (help) my mother cook dinner when my brother came home.
14. The students _____ (read) a story while the teacher was explaining.
15. She _____ (practice) the piano when the doorbell rang.



Mission 4. Memory Detective

In this mission, you will become a “Memory Detective.” Choose at least 5 activities then write your activities and use them to write a paragraph describing a day or event in the past. Use the past continuous tense for ongoing actions, include sequence words and time expressions.

Example:

Activities List:

- | | |
|--------------------------------------|--------------------------|
| a. Waking up early | j. Waiting for a sibling |
| b. Eating breakfast | k. Doing homework |
| c. Walking to school | l. Listening to music |
| d. Talking to friends | m. Helping a parent |
| e. Running to the classroom | n. Playing a sport |
| f. Laughing at a funny joke | o. Eating lunch |
| g. Attending lessons | p. Drawing or painting |
| h. Participating in a group activity | q. Watching a video |
| i. Reading a book | r. Preparing for bed |



Paragraph:

Yesterday, I was waking up early and eating breakfast while listening to the radio. Then, I was walking to school and talking to my friends along the way. After that, we were running to the classroom to avoid being late. During the morning lessons, I was laughing at a funny joke while my teacher was explaining the topic. Later, I was participating in a group activity and reading a book during free time. In the afternoon, I was waiting for my sister to finish her piano lesson and doing homework while listening to music. After school, I was helping my mother cook dinner and drawing a picture for my art project. Finally, I was preparing for bed and watching a short video before sleeping.

Knowledge Corner

Past continuous tense is used to describe actions that were happening at a specific moment in the past. It emphasizes that the action was ongoing or in progress at that time.

Form: Subject + was/were+ Verb-ing

- ▷ Use was with singular subject (I, he, she, it)
- ▷ Use were with plural subjects (we, you, they)

Examples:

- ▷ I was reading a book at 7 PM yesterday.
- ▷ They were playing football when it started raining.
- ▷ She was watching TV while her brother was doing homework.

Mission 5. Story Puzzle

In this mission, you will be given a set of jumbled sentences describing a past event. Your task is to rearrange the sentences into the correct chronological order. After arranging, rewrite the story as a complete paragraph using the past continuous tense, sequence words, and time expressions.

A Day at the Beach

Jumbled Sentences:

- a. We were building a sandcastle by the shore.
- b. I was eating ice cream under the umbrella.
- c. ~~We were packing our swimming clothes and snacks.~~
- d. My friends were swimming in the sea.
- e. We were traveling to the beach by car.
- f. Finally, we were returning home and taking a shower.
- g. Later, we were playing beach volleyball.
- h. We were collecting seashells along the sand.

Yesterday, we were packing our swimming clothes and snacks before heading out.....

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Mission 6. Time Traveler Interview

Work in pairs. One student will act as the interviewer, and the other as the time traveler. Ask your partner about their past experiences using the past continuous tense, and answer carefully. After the interview, summarize your partner's answers in a short paragraph using sequence words and time expressions.



Questions:

1. What were you doing yesterday morning?
2.
3.
4.
5.
6.
7.

Summary:

Yesterday morning, my partner was reading a book while having breakfast.
.....
.....
.....
.....
.....

Mission 7. Past Action Detective

In this mission, you will read sentences about past events. Decide if each sentence is correct or incorrect. If a sentence is incorrect, rewrite it using the correct form of the past continuous tense. Pay attention to the verb forms, sequence words, and time expressions.

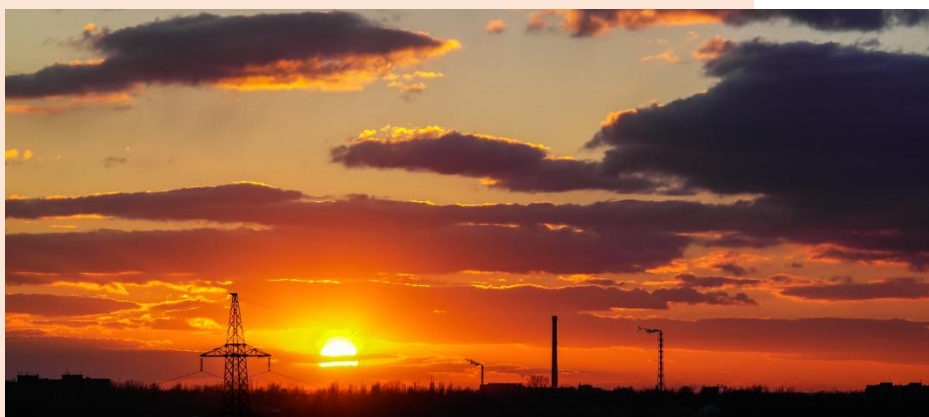
Sentence	✓/ X	Correction (If Incorrect)
She were reading a book when I called.	X	<u>She was reading a book when I called.</u>
They was playing football yesterday afternoon.		
I was listening to music while doing my homework.		
He was cook dinner while his sister was setting the table.		
We were walking to school when it started raining.		
My friends was studying in the library yesterday afternoon.		
The children were play in the garden while their parents were talking.		
I was write an email when the computer turned off.		
She was drawing a picture while listening to music.		
They were not watch a movie at 8 p.m. last night.		

Mission 8. Identify the Text

In this mission, you will read a short paragraph about past experiences. Then, answer questions about the main ideas, specific information, and the actions happening in the text. Pay attention to the past continuous verbs, time expressions, and sequence words.

A Busy Saturday Afternoon

Last Saturday, Emily was spending her entire afternoon at home, but her day started early in the morning. At 7 a.m., she was waking up while her brother was still sleeping in his room. Their parents were preparing breakfast in the kitchen, and the dog was running around the yard chasing a ball. After breakfast, Emily was cleaning her room and organizing her books, while her brother was playing video games loudly in the living room. Meanwhile, their parents were washing the dishes and talking about the plans for the weekend.



Later in the morning, Emily was helping her mother cook lunch while her brother was setting the table. Their dog was lying on the floor, watching them move around. By noon, Emily was reading a book in her room, and her brother was listening to music and dancing a little. In the early afternoon, Emily was watering the

plants in the garden, and her brother was practicing the piano. Their parents were taking a short rest on the sofa and talking quietly.

Around 3 p.m., Emily was preparing snacks for the family, while her brother was finishing his homework. Later, she was drawing a picture for her art project, and her brother was writing a story for school. In the late afternoon, Emily was walking the dog in the yard, and her brother was helping their parents carry groceries from the car. Meanwhile, their parents were reading magazines and discussing plans for the following week.

By the evening, Emily was writing a letter to her grandmother, and her brother was finishing his piano practice. After dinner, Emily was helping to clean the kitchen, and her brother was watching TV. Finally, before going to bed, Emily was reviewing her school notes, and her brother was packing his bag for the next day.

Questions:

1. What was Emily doing at 7 a.m.?
2. Who was sleeping while Emily was waking up?
3. What were the parents doing in the morning?
4. How was the dog behaving while breakfast was being prepared?
5. What was Emily doing while her brother was playing video games?
6. What activities did Emily and her brother do after breakfast?
7. Who was practicing the piano in the early afternoon?
8. What was Emily doing around 3 p.m.?
9. How did Emily spend the late afternoon?
10. What were the parents doing while Emily was walking the dog?
11. What did Emily do after dinner?
12. How did Emily and her brother prepare for the next day?

Mission 9. Frequency in the Past

In this mission, you will write sentences about past actions using the past continuous tense and frequency words such as always, often, sometimes, or never. You can describe your own experiences, your family, or your friends.

1. I was always reading a book before bedtime last week.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Mission 10. Picture Storytelling

Look at the two pictures below and write two simple sentences in the past tense based on the actions shown in each picture. Afterward, combine both sentences into one sentence using "while." Use your imagination and have fun creating your own sentences!



My dad was jogging in the park.



My dog was running after my dad.

My dad was jogging in the park while my dog was running after him.



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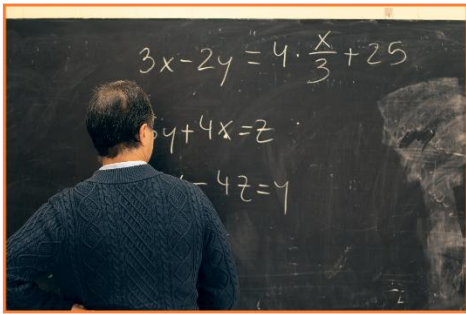
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Do You Know?

The seven-day week originates from ancient Babylonian civilization, which linked each day to one of the seven visible celestial bodies: the Sun, Moon, Mars, Mercury, Jupiter, Venus, and Saturn. This system, based on the lunar calendar, influenced various cultures, including the Jewish and Roman civilizations. The seven-day structure became widely adopted and later standardized by the International Organization for Standardization (ISO) in the ISO 8601 standard, which sets the week to start on Monday. However, in many Western countries, including the United States, the week traditionally begins on Sunday, reflecting religious and cultural practices.



Mission 11. Quiz

1. Read the story carefully, then answer the question that follows.

Yesterday evening, while my family was having dinner, the lights suddenly went out. My brother was laughing at one of my father's jokes, and my sister was reaching for her glass of water when everything went dark. We quickly grabbed our phones to use the flashlight, and my dad was already checking the fuse box.

Why does the writer use past continuous tense in the first two sentences?

- a. To describe actions that were happening at the same time.
- b. To describe actions that happened one after another.
- c. To show actions that will happen in the future.
- d. To show actions that will happen in the future.

2. Read the passage, then choose the correct answer.

Yesterday afternoon, I was sitting quietly in the library when I heard a strange noise. Someone was whispering behind the shelves, and a book suddenly fell from the top rack. I looked around, but nobody was there. As I was picking up the book, the lights flickered and went out for a few seconds. Everyone was looking around, wondering what was happening.

What was the writer doing when the strange noise occurred?

- a. She was reading a book
- b. She was sitting quietly in the library
- c. She was walking outside
- d. She was cleaning the shelves

3. Which sentence is NOT in the past continuous tense?

- a. They were studying when the teacher arrived.
- b. I was reading a book last night.
- c. We were eating dinner when the phone rang.
- d. She cooked dinner when her friend came.

4. Which option correctly completes this sentence?

"When the storm started, the family _____ dinner inside the house."

- a. had
- b. has
- c. was having
- d. have

5. Choose the correct use of the past continuous tense.
- a. They are playing football yesterday afternoon.
 - b. They were play football yesterday afternoon.
 - c. They were playing football yesterday afternoon.
 - d. They played football yesterday afternoon.

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

**Latihan Soal Bahasa
Inggris Kelas 8 BAB 5**

Summary

Past Continuous Tense

The past continuous tense is used to describe actions that were happening at a specific moment in the past. It shows that the action was ongoing or in progress at that time. We use the past continuous tense to talk about things that were happening when something else occurred or to describe background actions in a story.

Form: Subject + was/were+ Verb-ing

- ▷ Use was with singular subject (I, he, she, it)
- ▷ Use were with plural subjects (we, you, they)

Examples:

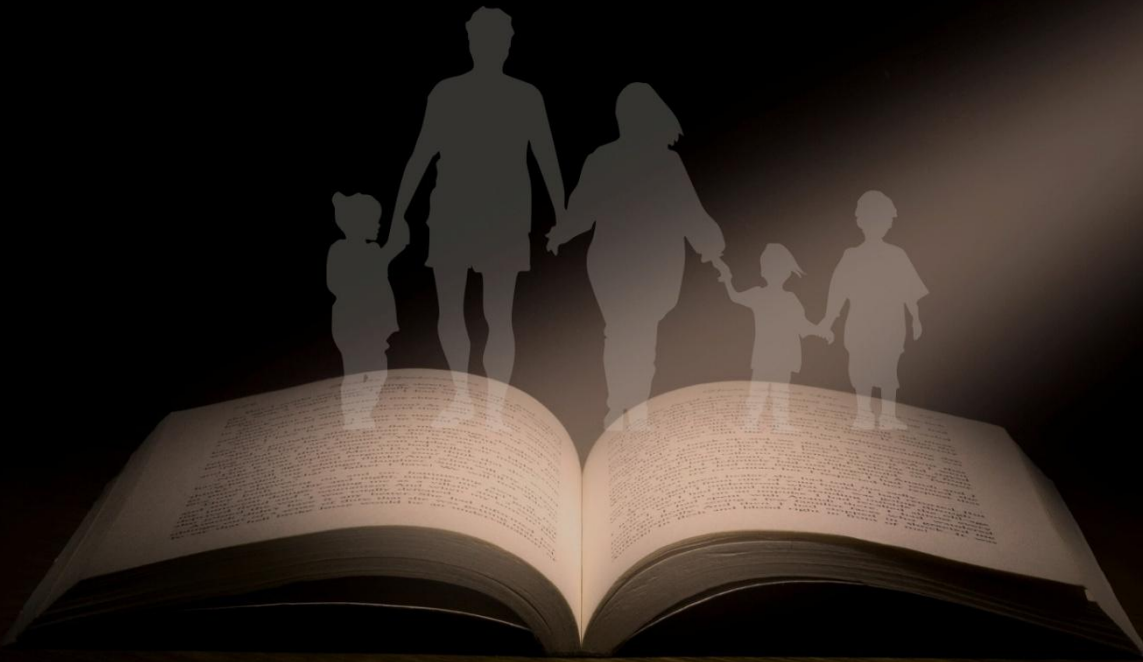
- ▷ I was reading a book at 7 PM yesterday.
(This shows the action was happening at a specific time in the past.)
- ▷ They were playing football when it started raining.
(Both actions were happening at the same time in the past.)

By using the past continuous tense, we emphasize the action was in progress and not completed at that moment. It's a great way to describe activities that were happening around a particular point in the past!

Reference

Royal Museums Greenwich. (2020). Why are there 7 days in a week? Retrieved from <https://www.rmg.co.uk/stories/time/why-12-months-year-seven-days-week-or-60-minutes-hour>

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LESSON 6

UNLOCKING THE STORIES BEHIND OUR MEMORIES

Character of Pancasila Students

▷ Critical Thinking

Developing the ability to analyze and reflect on past experiences, using past tenses accurately to express ideas clearly and thoughtfully.

▷ Respect for Diversity

Recognizing the diverse backgrounds and experiences of others, ensuring that stories shared are respectful, and mindful of different perspectives.

▷ Social Awareness

Understanding the impact of personal stories on others, sharing experiences that promote empathy and connection.



Introduction

We often find ourselves recounting moments from the past, sharing stories with family and friends about experiences that have shaped us. Whether it's the excitement of a summer adventure, the thrill of a first-time experience, or simply remembering something that made us laugh, these stories help us connect with others and make sense of our own lives. In this chapter, we'll dive into the art of recounting stories, learning how to express past events using the simple past and past continuous tenses. You'll not only practice telling your own stories but also analyze how these stories are structured in written and spoken forms. By the end of this chapter, you'll be able to communicate your ideas and experiences clearly, organizing them into simple yet engaging narratives, while improving your ability to identify key details in recount texts..

Keywords: Simple Past Tense, Past Continuous Tense, Storytelling, Recount Text, Narrative Text.

The goals of this chapter are: Using the simple past and past continuous tenses to recount experiences, analyzing recount texts, practicing clear written and spoken recounts, evaluating main ideas and details, and communicating personal stories with proper grammar and descriptive language.

1. Identify and Use Past Tenses

- ▷ Understand the difference between the simple past tense and past continuous tense in terms of when and how each tense is used.
- ▷ Recognize time markers (e.g., yesterday, last year, while, when) and use them correctly in recount texts.
- ▷ Apply the simple past tense to describe completed actions and the past continuous tense to describe ongoing actions in the past.
- ▷ Practice converting sentences from the present tense to the past tense in both simple past and past continuous forms.

2. Analyze the Structure of Recount Texts

- ▷ Identify the key components of a recount text: orientation, events, and reorientation.
- ▷ Break down how each component contributes to the flow and clarity of the story.
- ▷ Evaluate the coherence of the recount text by checking for logical sequencing and transitions.
- ▷ Understand how to organize events chronologically while ensuring the recount is engaging and informative.

3. Recount Personal Experiences in Written and Spoken Forms

- ▷ Learn how to structure a recount text by including an introduction, body, and conclusion to clearly express past experiences.
- ▷ Use appropriate descriptive language to make recounts engaging, focusing on sensory details (what was seen, heard, felt, etc.).
- ▷ Practice telling a story with clarity and organization, starting from the orientation (who, where, when) to the reorientation (reflection or conclusion).
- ▷ Develop spoken recount skills by practicing storytelling in front of peers, focusing on fluency, intonation, and past tense usage.

4. Evaluate Main Ideas and Specific Information in Recount Texts

- ▷ Identify the main idea of a recount text and how it relates to the broader context or theme.
- ▷ Focus on specific details that support or add meaning to the main event of the recount.
- ▷ Practice identifying the purpose of the recount (e.g., to inform, entertain, reflect) and how it influences the narrative style.
- ▷ Analyze how specific actions or events in the recount connect to form a cohesive story.

Journey Through Time and Moments

In this sub-chapter, you will explore the past, diving into the way we talk about moments that have shaped our lives. Through mastering the use of past tenses, you will learn to capture those memories and express them with clarity and precision, creating a clear picture of the past.



Mission 1. Reflecting on Your Favorite Moments

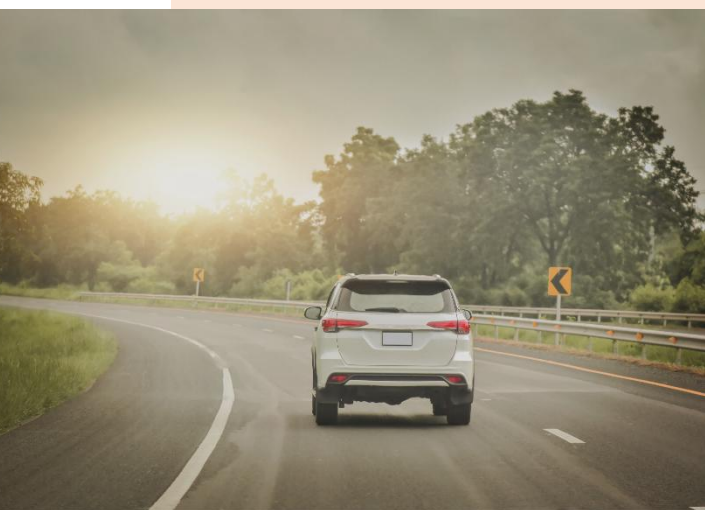
Think about a moment in your life that stands out as your favorite. Answer the following questions in detail, using the simple past tense to describe the event clearly. Afterward, share your responses with a partner or in a small group.

1. What was the event or moment that made you feel happy, excited, or proud?
2. Where did this event take place?
3. Who were you with at that time?
4. What were you doing when the event occurred?
5. Why is this moment significant to you?

Mission 2. A Day I'll Never Forget

Read the story below carefully. It tells about one unforgettable day in a student's life. As you read, pay attention to what happened, who was involved, and how the writer describes their experiences. After reading, answer the following questions to show your understanding and reflect on how the story is told.

A Day I'll Never Forget



Last Sunday was one of the best days of my life. I woke up earlier than usual because my family and I planned to go hiking at Mount Panderman. The air was cool, and sunlight slowly entered my room through the window. I could already smell my mother's cooking from the kitchen. Everyone in the house seemed excited. My father was packing food and water, my mother was preparing sandwiches, and my younger brother was trying to find his favorite hat.

When we finally got into the car, my brother kept singing loudly, and my parents laughed the entire ride. It took us almost two hours to reach the mountain. The moment we arrived, I felt so happy to see the green hills and hear the birds chirping. The road was steep, but I didn't feel tired because we talked and laughed along the way. My father told funny stories about his school days, and my brother tried to imitate his voice, which made us laugh even harder.

As we climbed higher, the view became more beautiful. The wind was strong, but it felt refreshing. We stopped several times to take pictures and drink water. When we reached the top, I couldn't believe my eyes—the entire city looked so small from up there! We sat together on a big rock, ate lunch, and enjoyed the scenery. My mother said, "Moments like this are what make life beautiful." I smiled because I knew she was right.

After lunch, we explored a small path that led to a waterfall nearby. The sound of rushing water echoed through the forest, and cool mist touched my face. We took more pictures and even dipped our feet into the clear water. It was freezing, but we laughed and didn't care.

In the afternoon, we decided to go home. The sun was slowly setting, painting the sky orange and pink. We were all tired, but our hearts were full. That night, while lying in bed, I looked through the photos on my phone. Each picture reminded me of laughter, adventure, and love. I whispered to myself, "This is a day I'll never forget."

Now answer the following questions:

1. What made this day special for the writer?
2. Who were with the writer during the trip?
3. How did the writer feel when they reached the top of the mountain?
4. What activities did the family do during the hike?
5. What did the writer's mother say at the top, and what did it mean to the writer?
6. Which words or sentences show that the story happened in the past?
7. How did the writer describe their emotions throughout the day?
8. What lesson or message can you learn from this story?

Mission 3. Checking What's True in the Story

Reread "A Day I'll Never Forget" in previous mission carefully. Decide whether each statement below is True or False based on the story. Checklist (✓) in the True column if the statement is correct according to the text, and put cross (X) in the False column if the statement is incorrect



Statement	True	False
The story happened on a Saturday morning.		<u>X</u>
The writer went hiking with friends from school.		
The writer's family prepared food and water before leaving.		
The writer felt bored during the car ride to the mountain.		
The family reached the top of the mountain and had lunch together.		
The writer's mother said that moments like this make life beautiful.		
The writer didn't take any pictures during the trip.		
The family visited a waterfall near the mountain.		
The weather was cloudy and cold the entire day.		
At the end of the day, the writer felt happy and thankful for the experience.		

Mission 4. Yesterday's Journal

Think about a day when something unexpected happened it could be funny, surprising, or even challenging. Write a short story about that day, explaining what happened, how you felt, and what you learned from it.

Example:

"One day, I missed my bus to school, and I had to walk for almost thirty minutes. At first, I was upset, but then I realized how peaceful the morning air was. I even met an old friend on the way. It turned out to be a good start to my day."



Mission 5. Find the Perfect Word!

Below are 10 sentences with missing verbs. In the box, you will find the correct simple past and past continuous forms of the verbs. Fill in the blanks by selecting the correct verb form from the list.

Verb List

- | | | | |
|---------------|----------------|---------------|----------------|
| ▷ was reading | ▷ was running | ▷ swam | ▷ played |
| ▷ ran | ▷ was swimming | ▷ was walking | ▷ walked |
| | ▷ read | | ▷ were playing |



1. Yesterday, I _____ to the store when I met an old friend.
2. While we _____ in the pool, it started to rain.
3. He _____ a book when I called him.
4. At 8 PM last night, they _____ basketball at the park.
5. I _____ home when I saw a dog running across the street.
6. This morning, I _____ in the ocean for the first time.
7. She _____ a newspaper when the phone rang.
8. We _____ soccer when it began to rain heavily.
9. I _____ to the bus stop when I realized I had left my wallet at home.
10. Last weekend, we _____ through the forest when we spotted a deer.

Mission 6. Role-play the Conversation

Read the dialogue below carefully. Then, practice it with a partner, taking turns playing Anna and Tom. Pay attention to the use of simple past tense and past continuous tense as you practice. Focus on pronunciation, intonation, and fluency while speaking.

Anna: Hey, Tom! I heard you had an exciting weekend. What did you do?

Tom: Hey, Anna! Yeah, it was great. On Saturday morning, I woke up early because my cousins and I planned to visit the zoo. We left around 8 AM, and the weather was perfect for a day out. We arrived there early to avoid the crowd.



Anna: That sounds fun! What did you do first?

Tom: First, we went straight to see the lions. They were sleeping when we arrived, but after a while, they woke up and started walking around. My little cousin, Mike, was jumping up and down in excitement. He couldn't believe we were so close!

Anna: How cool! What did you do after the lions?

Tom: After the lions, we went to see the elephants. They were playing with a huge ball, and we stayed there for a while watching them. It was so funny to see them interact with the ball. Then we took a break and had lunch at the zoo café.

Anna: Wow, sounds like you had an amazing time! Did anything unexpected happen?

Tom: Yes! While we were walking to the reptile house, it suddenly started to rain. We took shelter under a tree and waited for the rain to stop. It was a bit uncomfortable, but we didn't mind because we were having so much fun.

Anna: That's the worst when the weather changes like that. But did you enjoy the day overall?

Tom: Absolutely! After the rain, we went to see the penguins. They were swimming and diving in the water, and we spent a lot of time there just relaxing and watching them. We finished our day by taking pictures of the sunset before heading home.

Anna: Sounds like a perfect day! Thanks for sharing, Tom. I need to plan a fun weekend like that soon.



Do You Know?

Humans are better at recalling events when they are told in a logical sequence. This is why when writing a recount text, it's important to structure the events in the correct order using sequence connectors like "first," "next," "then," and "finally." Research has shown that our brains process information more effectively when it is organized in a clear sequence, making it easier to remember and understand.



Mission 7. True or False?

Now that you've practiced the conversation, read the statements below and determine if they are True or False based on the dialogue. Write T for True and F for False.



1. Tom and his cousins woke up early to go to the zoo. (T)
2. They arrived at the zoo in the afternoon. (___)
3. The lions were active when they first arrived at the zoo. (___)
4. Tom's cousin, Mike, was calm and quiet when he saw the lions. (___)
5. After seeing the lions, Tom and his cousins went to the elephant enclosure. (___)
6. The elephants were doing nothing when they arrived. (___)
7. It didn't rain while they were at the zoo. (___)
8. Tom and his cousins waited for the rain to stop under a tree. (___)
9. They spent a lot of time watching penguins after the rain stopped. (___)
10. Tom felt tired and left the zoo before seeing the sunset. (___)

Mission 8. Complete the Letter

Read the letter below carefully. Some verbs are missing. Use the word list provided to fill in the blanks with the correct form of the verb. Pay close attention to the simple past tense and past continuous tense as you complete the letter.

Dear Sarah,

I hope you're doing well! I wanted to tell you about my amazing weekend. On Saturday, I _____ (go) to the park with my friends. It _____ (rain) all morning, so we decided to take shelter in the café. While we _____ (drink) our coffee, we _____ (notice) that the rain was getting heavier, so we _____ (leave) the park and went to see a movie instead.

We _____ (arrive) at the cinema and _____ (be) there just in time for the afternoon show. We _____ (have) a great time! The movie _____ (be) amazing, and after it ended, we _____ (stroll) around the city, looking for a nice place to have dinner. By the time we _____ (sit) down at a restaurant, it _____ (be) nearly 9 PM. After dinner, we _____ (decide) to walk back to the park. As we _____ (walk), we _____ (see) a street performer playing beautiful music, so we _____ (stop) to listen. It _____ (be) such a lovely evening, and we _____ (feel) so relaxed.

It was truly a fantastic day, and I can't wait to hang out with you next weekend! I _____ (plan) to go hiking next Saturday, and I would love it if you _____ (join) me!

Take care,
Mark

Knowledge Corner

A recount text is a type of text that tells a story or recounts an event that has already happened. The main purpose of a recount text is to inform or entertain the reader or listener by telling about past experiences or events in a sequential or chronological order.

The structure of recount text:

- ▷ Orientation (Introduction): This part introduces the event, explaining who was involved, where and when it took place, and the general background of the story.
- ▷ Events (Body): This is the main part of the recount, where the events or actions are described in the order they happened. The events should be detailed to make the story clear and interesting.
- ▷ Reorientation (Conclusion): This section wraps up the story, often reflecting on the experience or giving the writer's final thoughts about the event.

Tenses used in recount texts:

- ▷ Simple Past Tense: Most recounts are written in the simple past tense because they describe completed actions in the past.

Example: "We went to the zoo and saw many animals."

- ▷ Past Continuous Tense: Sometimes, past continuous tense is used to describe actions that were in progress at a specific time in the past.

Example: "While we were walking around the zoo, it started to rain."

Mission 9. Ordering the Events

Read the recount text again. Below, you'll find several events from the story in random order. Your task is to arrange them in the correct sequence, just like in the story. Think about how the events happened step by step. After you arrange them, write the sequence of numbers in the blanks provided.

Mark's First Day at School

Mark will never forget his first day at school. He woke up early in the morning, feeling both excited and nervous. His heart was racing, and he couldn't stop thinking about what school would be like. Mark quickly got dressed in his new uniform, grabbed his backpack, and went downstairs to have breakfast. His parents were already in the kitchen, preparing breakfast for him. They helped him get ready for the big day and reminded him to make sure he didn't forget anything.

Once they finished eating, Mark's parents drove him to school. On the way there, he couldn't help but feel a little nervous. What if he didn't like the school? What if the other kids didn't like him? But his mom assured him that everything would be fine.

When Mark arrived at school, he was amazed by how big it was. The building looked so tall, and there were so many students. Mark felt a little scared at first because everything seemed so unfamiliar, but then he met his new teacher, Mrs. Smith. She smiled warmly at him and made him feel comfortable. She showed him around the classroom and introduced him to the other kids. They played some fun games, and Mark quickly made a new friend named Lily. They had so much in common and enjoyed chatting with each other during the break.



Later that day, Mark and his classmates went to the school playground. Mark was so excited because the playground was huge, and there were so many games to play. He joined a group of kids who were playing basketball, and although he wasn't very good at it, he had a lot of fun. Afterward, they had lunch in the cafeteria. Mark's lunchbox was full of his favorite snacks, and he enjoyed eating with his new friends.

By the end of the day, Mark was tired but happy. He couldn't believe how much fun he had. He was looking forward to going back the next day. That first day at school is a memory he will always cherish, and he knew that it was just the beginning of many exciting days to come.

Events Order:

Events	Correct order
Mark met his new teacher, Mrs. Smith.	3
Mark quickly made a new friend named Lily.	
Mark woke up early in the morning.	
Mark grabbed his backpack and went downstairs to have breakfast.	
Mark's parents drove him to school.	
Mark arrived at school and saw how big it was.	
Mark felt a little scared at first.	
Mark played basketball during recess with his new classmates.	
Mark's parents helped him get ready for the big day.	
By the end of the day, Mark was tired but happy.	
Mark enjoyed lunch with his new friends in the cafeteria.	
Mark couldn't wait to go back the next day.	

Mission 10. Proverb Detective!

Below are three short stories and their corresponding proverbs. Your task is to match each story with the correct proverb and its meaning. Draw lines between the story and its correct proverb. Then, choose the right interpretation of the proverb.

1. The Wise Farmer

A farmer worked hard every day to grow crops on his land. One year, a terrible drought came, and all his neighbors' crops failed. However, the farmer's crops survived. When asked why, the farmer smiled and said, "I made sure to water my crops early when I saw the first signs of dryness."



2. The Clever Rabbit

One day, a hungry lion saw a rabbit and was about to eat it. The rabbit quickly said, "You don't want to eat me! I'm too small to fill your stomach. But I know where there's a bigger, juicier rabbit. If you let me go, I'll lead you to it!" The lion agreed, and the rabbit tricked him by leading him into a trap. The lion was caught, and the rabbit escaped. The rabbit always remembered his grandmother's advice.



3. The Two Friends and the Bear

Two friends were walking through the forest when they suddenly encountered a bear. One friend immediately ran up a tree and climbed to safety, leaving the other friend behind. The second friend, scared and unsure, tried to climb but was too slow. The bear sniffed him and walked away. Afterward, the friend who escaped said, "I thought I could trust you, but in moments of danger, only your instincts matter."



Draw a line to match each story with the correct proverb and its meaning.

"A stitch in time saves nine."		Don't trust appearances, as they can be misleading.
"The early bird catches the worm."		Act early to prevent bigger problems later.
"You can't judge a book by its cover."		Being quick and prepared brings success or advantage.

Mission 11. Interview and Share Your Experiences

Work in pair and look closely at the picture provided below, such as a room, classroom, or park. Using the prepositions of place, write complete sentences to describe where objects or people are located. Try to make your descriptions clear and detailed so someone who hasn't seen the picture can imagine it perfectly.

Ask the following questions to each of your three friends:

- ▷ What did you do last weekend?
- ▷ Where did you go and who did you go with?
- ▷ What did you enjoy the most about that activity?
- ▷ How did you feel during that experience?
- ▷ What happened during the activity, and how did it end?



Mission 12. Reorder the Sentences

Below is a story where the sentences are jumbled. Work together to arrange them in the correct order, then add the right connectors to make it flow smoothly.

Sentences:

- ▷ Rina and her family had dinner together and shared funny stories.
- ▷ Rina woke up early on Sunday morning.
- ▷ They arrived at the park and played badminton for an hour.
- ▷ After resting, they went home and took a shower.
- ▷ Rina's mother prepared sandwiches for breakfast.
- ▷ In the afternoon, they watched a movie together.

Correct Order:

1. First, Rina woke up early on Sunday morning.
2.
3.
4.
5.
6.



Knowledge Corner

Sequence connectors (also called sequencing words or time connectors) are words or phrases used to show the order of events in a story or text. They help readers understand what happened first, next, and finally. In recount texts, sequence connectors are important because they make the story flow smoothly and easy to follow.

common sequence connectors:

Beginning	Middle/continuing	Ending/concluding
▷ First	▷ Then	▷ Finally
▷ At the beginning	▷ Next	▷ In the end
▷ To start with	▷ After that	▷ At last
▷ In the beginning	▷ Later	▷ Eventually
▷ When	▷ Meanwhile	▷ In conclusion

Examples in Sentences

- ▷ First, I woke up early and prepared breakfast.
- ▷ Next, I went to school with my friends.

- ▷ Then, we played football during the break.
- ▷ After that, we studied science in the classroom.
- ▷ Finally, I went home and helped my mom cook dinner.

Notice how these connectors make the story easier to understand and show a clear chronological order of events.

Mission 13. Write Your Story!

Now, create your own short recount story (about 5–6 sentences) using at least five sequence connectors. Use connectors such as: *first, after that, then, before, while, later, finally*. You can write about:

- ▷ Your last holiday
- ▷ A school event/trip
- ▷ Your family gathering
- ▷ Your first day at school
- ▷ A fun weekend activity

Mission 14. Reading and Understanding a Recount

Read the recount text below carefully. Then, answer the questions that follow to check your understanding. Pay attention to the sequence of events, main ideas, and time expressions used in the text.

A Rainy Day Surprise

Last Saturday morning, Bella woke up early because she had planned to go on a picnic with her friends. The sun was shining, and the weather seemed perfect. She packed sandwiches, fruit, and a bottle of juice, then called her best friend, Nia, to remind her about their plan.

However, just as Bella was about to leave the house, dark clouds began to cover the sky. Within minutes, it started to rain heavily. Bella felt disappointed and thought the picnic would be canceled. While she was waiting by the window, her phone rang — it was Nia! Instead of feeling sad, Nia suggested they have an indoor picnic at Bella's house. Bella agreed and started preparing the living room.

When Nia arrived, the two friends spread out a blanket on the floor, played music, and shared the food they had prepared. They laughed, told funny stories, and even watched a movie together. Although the rain didn't stop all afternoon, Bella realized that she didn't need sunny weather to have fun. It turned out to be one of the best days she had ever had.



Answer the Following Questions:

1. What was Bella planning to do that morning?
2. Why did Bella feel disappointed at first?
3. What did Nia suggest when it started raining?
4. How did Bella and Nia spend their day instead?

5. What lesson did Bella learn from her experience?
6. Identify one sentence that uses the simple past tense.
7. Identify one sentence that uses the past continuous tense.
8. What time expressions can you find in the text? (e.g., "last Saturday," "all afternoon")
9. What do you think made the day special for Bella?
10. How does this story show the structure of a recount text (orientation, events, and reorientation)?

Mission 15. Quiz

1. Which of the following sentences uses the past continuous tense correctly?
 - a. I go to school early yesterday.
 - b. I was eating breakfast when the phone rang.
 - c. eat noodles when my mom called me.
 - d. I am going to the store last night.

2. What is the main purpose of a recount text?
 - a. A. To describe a person, place, or thing.
 - b. To entertain by imagining future events.
 - c. To tell about past experiences or events in order.
 - d. To explain how something works step-by-step.

3. Choose the sentence that shows correct use of sequence connectors?
 - a. I woke up, finally I brushed my teeth, after that I ate breakfast.
 - b. First I woke up, then I brushed my teeth, and finally I ate breakfast.
 - c. I woke up, I eat breakfast, and I am going to school.
 - d. First I go to school, after that I am studying..

4. If Read the sentence below:
"Don't judge a book by its cover."
What does this proverb mean?
 - a. You should not judge someone only by their appearance.
 - b. You must always read the whole book before judging it.
 - c. Expensive things are always better than cheap ones.
 - d. You should choose only things that look good..

5. Which of the following sentences could be found in the reorientation part of a recount text?
 - a. I packed my bag and went to school with my friends.
 - b. It was a tiring but wonderful day that I will never forget.
 - c. The sun was shining brightly as we arrived at the park.
 - d. We ate lunch together before playing basketball.

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



Latihan Soal Bahasa
Inggris Kelas 8 BAB 6

Summary

Recount Text

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▷ To start with	▷ After that	▷ At last
▷ In the beginning	▷ Later	▷ Eventually
▷ When	▷ Meanwhile	▷ In conclusion

Examples in Sentences

- ▷ First, I woke up early and prepared breakfast.
- ▷ Next, I went to school with my friends.
- ▷ Then, we played football during the break.
- ▷ After that, we studied science in the classroom.
- ▷ Finally, I went home and helped my mom cook dinner.

Notice how these connectors make the story easier to understand and show a clear chronological order of events.

Reference

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LESSON 7

THE BEAUTY OF COMPARISON

Character of Pancasila Students

▷ Critical Thinking

Develop the ability to analyze and compare various things logically and objectively.

▷ Creativity

Express comparisons in various ways, using different adjectives and sentence structures to make their communication more interesting.

▷ Communicative & Collaboration

Use appropriate English expressions to describe similarities and differences clearly and politely.



Introduction

In our daily lives, we constantly observe and describe the world around us. We may notice that one mountain is higher than another, one song sounds more beautiful, or one athlete runs the fastest. These observations involve comparisons, which allow us to express how people, objects, or situations are similar or different. Understanding how to compare things accurately helps us communicate our thoughts more effectively and precisely.

In this chapter, you will learn how to use comparative and superlative adjectives to express degrees of comparison in English. You will explore how these adjectives function in sentences, both in spoken and written communication. You will also practice identifying the main ideas and specific information in texts that use comparison, and apply what you learn to write clear and organized paragraphs. Mastering comparisons will help you become more confident in expressing opinions, describing experiences, and analysing information in your daily life and academic writing.

Keywords: Comparison, Comparative Adjective, Degree of Comparison, More/Most, Less/Least.

The goals of this chapter are: understanding how to compare two or more things, identifying and forming comparative and superlative adjectives correctly, using them in spoken and written communication, analyzing texts containing comparisons, and expressing ideas clearly and creatively through organized sentences and paragraphs.

1. Understanding the Concept of Comparison

- ▷ Identify the use and function of comparative and superlative adjectives in describing people, objects, and situations.
- ▷ Recognize the structure and rules for forming comparative and superlative adjectives accurately.
- ▷ Apply have/has got correctly in both spoken and written sentences.

2. Applying Comparative and Superlative Adjectives in Contexts

- ▷ Use comparative and superlative adjectives correctly in both spoken and written communication.
- ▷ Construct sentences and short paragraphs to express similarities and differences logically.

3. Analyzing Information in Texts

- ▷ Locate and evaluate main ideas and specific details in texts that use comparisons.
- ▷ Interpret meaning based on context and draw conclusions from comparative statements.

4. Communicating Ideas Effectively

- ▷ Identify the purpose and structure of a description text.
- ▷ Write simple descriptive paragraphs about people.

5. Developing Character and Language Awareness

- ▷ Identify the purpose and structure of a description text.
- ▷ Write simple descriptive paragraphs about people.
- ▷ Read and understand description texts with correct meaning.



1. Levels of Comparison

In this subchapter, you will explore the different levels of comparison, from basic comparisons to more complex ones. You will learn how to identify and use comparative and superlative adjectives to describe the qualities of people, objects, and situations accurately.

Mission 1. What Can You See?

Answer the questions below with the correct comparative form of the adjective in parentheses.



1. What do you see in the picture?
2. What is the most noticeable difference between the things in the picture?
3. What are some similarities you can find between the objects or people in the picture?

Mission 2. The Best of the Best!

Think about your personal experiences, favorite things, and special moments. Then, answer each question below, be creative and give detailed explanations for each answer to show why it stands out among others.

1. What is the most exciting movie you have watched?
2. Which place is the most beautiful you have ever visited?
3. Who is the most inspiring person you know?
4. What is the most delicious food you have ever eaten?
5. Which subject do you find the most difficult at school and what makes it harder than other subjects for you?
6. Who is the funniest person in your class or family?
7. What is the most expensive item you've ever bought or wanted to buy?
8. What is the most relaxing activity you do after school?

Knowledge Corner

In daily life, we often notice that one thing is different from another. One may be bigger, faster, or more beautiful. To express these differences in English, we use comparative and superlative adjectives. They help us describe how people, things, or places are similar or different in degree or quality.

Understanding how to compare helps you describe your experiences, ideas, and observations more effectively. Whether you are writing a story, describing your favorite place, or giving an opinion, comparative and superlative adjectives make your language richer, clearer, and more expressive.

- a. Comparative adjectives are used when comparing two people, objects, or situations. They show that one has "more" or "less" of a certain quality than the other.

▷ For short adjectives (one syllable), we usually add -er at the end.

Example: tall → taller, fast → faster.

▷ For long adjectives (two or more syllables), we use more or less before the adjective.

Example: more beautiful, less expensive.

▷ To make comparisons clearer, we often use than.

Example: My bag is heavier than yours.

Irregular adjectives do not follow these rules.

Example: good → better, bad → worse, far → farther/further.

- b. Superlative adjectives are used when comparing three or more things to show the highest or lowest degree of a quality. They express which one is *the most* or *the least* in comparison.

▷ For short adjectives, add the + adjective + -est.

Example: the tallest, the fastest, the smallest.

▷ For long adjectives, use the most or the least before the adjective.

Example: the most beautiful, the least interesting.

Irregular forms change completely:

Example: good → the best, bad → the worst, far → the farthest/furthest.

Adjective	Comparative	Superlative
Small	Smaller	<u>S</u> mallest
Big	Bigger	Biggest
Tall	Taller	Tallest
Old	Older	Oldest
New	Newer	Newest
Fast	Faster	Fastest
Young	Younger	Youngest
Large	Larger	Largest
Nice	Nicer	Nicest
Easy	Easier	Easiest

Mission 3. When One Thing is Better Than Another

Complete the sentences below by filling in the blanks with the correct form of the adjective in parentheses. Use comparative adjectives to compare two things.

Fill in the blank in the sentences below!

1. This book is _____ (interesting) than the one I read last week.
2. The movie was _____ (good) than I expected.
3. My house is _____ (big) than my friend's house.
4. The blue shirt is _____ (cheap) than the red one.
5. This test was _____ (easy) than the last one we took.
6. The new phone is _____ (expensive) than the old model.
7. Tom is _____ (young) than his brother, but his brother is (tall).
8. This puzzle is _____ (difficult) than the one we did yesterday.
9. Mary runs _____ (fast) than Jane, but Kate is (fast) of all.
10. That restaurant was _____ (delicious) than the one we went to last month.



Mission 4. Through My Eyes: A Short Description

Choose one object, animal, or person that you want to describe. Write a short paragraph that vividly shows what it looks like, how it behaves, and what makes it special. Use clear, specific, and descriptive words so your readers can imagine it easily in their minds. Look at guiding questions below to help you write your description.

Guiding Questions:

1. Who or what are you describing? (name, type, or category)
2. What does it look like? (size, shape, color, texture, or special features)
3. How does it act or behave? (if it's an animal or person — describe its habits, movement, or personality)
4. What makes it special or unique compared to others? (use comparative or superlative adjectives if possible)
5. How does it make you feel? (use emotional or sensory words — what do you see, hear, smell, or feel?)
6. Can you use a comparison or metaphor to make your writing more vivid? (e.g., "Her smile is like sunshine.")

Example:

I want to describe my cat, Mochi. She is a small cat with silky white fur and bright blue eyes that sparkle like tiny gems. Mochi loves to sit by the window every morning, watching birds flutter past. She moves gracefully, her tail swaying like a ribbon in the air. What makes Mochi special is how she always seems to understand me — when I'm sad, she curls beside me and purrs softly until I smile again. To me, Mochi isn't just a pet; she's my little companion who makes my days warmer and happier.



Mission 5. Best friend Check: Who, What, and Which Is the Best?

Work with a partner or a small group. Take turns asking and answering the following questions using comparative and superlative adjectives. After answering, compare your results with your friends to find out who's the most in the group!



Example Questions:

1. Who likes burgers the most?
2. Who is taller, you or your best friend?
3. Who is the most inspiring person you know?
4. Who studies harder, you or your sibling?
5. Who wakes up earlier every day?
6. Who is the funniest in your class?
7. Who runs faster during sports day?
8. Who is more talkative, you or your friend?
9. Who is the most creative in your group?
10. Who spends more time on their phone?

Mission 6. Write Your Best Day Ever

Think about one unforgettable day in your life a day that made you smile the most, laugh the hardest, or feel truly proud of yourself. What made it so special? Then write a short paragraph titled “The Best Day Ever.” Describe a memorable experience and use at least two comparative and two superlative adjectives in your writing.

Example:

The best day of my life was when my family and I went to the beach last summer. The sun was shining brightly, and the waves were dancing beautifully under the blue sky. We arrived early in the morning, and I could already smell the salty sea breeze. My brother and I built a giant sandcastle while my parents prepared snacks under a big umbrella. After that, we swam together, laughing every time the waves pushed us back to the shore. Around noon, we had grilled corn and coconut water while watching the seagulls fly above us. Later in the afternoon, we played volleyball with another family and won the game—it felt amazing! As the sun began to set, the sky turned orange and pink, and we all sat together, quietly enjoying the moment. That day was unforgettable because it wasn't just fun, it was filled with warmth, laughter, and togetherness.





Do You Know?

The human brain contains around 86 billion neurons, which are responsible for sending and receiving signals throughout the body. Despite its incredible complexity, the brain only weighs about 1.4 kilograms in an adult.



Mission 7. Adjective Hunt!

Read the short passage below carefully. Your task is to find and list all comparative and superlative adjectives you can identify. Pay close attention to how these adjectives are used to compare people, places, or things. Write your list in two columns: one for comparative adjectives and one for superlative adjectives.

The Most Amazing School Trip Ever

Last month, our class went on a school trip to the mountains, and it was one of the most exciting experiences I've ever had. The air there was fresher than in the city, and the sky looked clearer than usual. We stayed in a small cabin that was warmer than I expected, and the beds were surprisingly more comfortable than my bed at home! On the first day, we hiked up the hill. It was harder than it looked, but when we reached the top, the view was absolutely breathtaking. The trees looked greener, and the river below sparkled like silver. I took a photo of the tallest tree I had ever seen, it was even higher than our school building!

The second day was even better. We visited a nearby waterfall that was said to be the most beautiful in the area. The sound of the rushing water was louder than the wind, and the mist felt cooler against my face. Everyone agreed it was the best trip we'd ever had. When we finally went home, we were all tired, but also happier and closer as friends. It was truly one of the greatest memories of my school life.

On the third day, we had a friendly competition to see who could find the most interesting rock or leaf. My friend Dika found a leaf that was larger than his notebook, while I discovered a small shiny stone that looked brighter under the sunlight than any other rock around. Our teacher said mine was the most unique and let me keep it as a souvenir. Later, during lunch, the food tasted more delicious than usual — maybe because we were all so hungry after walking for hours! The fried rice was spicier than what I usually eat, but it made me laugh because everyone was reaching for water at the same time.

Before leaving the mountains, we stopped at a local market to buy souvenirs. The shopkeeper was one of the kindest people we met; she offered us handmade keychains that were cheaper than the ones in the city. I bought a small bracelet for my mother. It was the prettiest one I could find. As we headed back home, I felt that this trip was not only the longest one I had ever taken but also the most memorable. The laughter, the challenges, and the quiet moments under the stars made it far more meaningful than any ordinary day at school.



Adjective List:

Comparative Adjective	Superlative Adjective
<i>Fresher</i>	<i>Most exciting</i>
.....	
.....	
.....	
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Mission 8. Match and Complete

Read each sentence carefully. Choose the most suitable adjective from the box to fill in the blank. Use the correct comparative or superlative form when necessary.

Word Box

- | | | | |
|---------------|-------------|-------------|-------------|
| ▷ Big | ▷ beautiful | ▷ good | ▷ bad |
| ▷ interesting | ▷ tall | ▷ delicious | ▷ expensive |
| | | ▷ happy | ▷ cold |

Sentences:

- This pizza is _____ than the one we had yesterday.
- Mount Everest is _____ mountain in the world.
- Today's weather is _____ than yesterday's.
- My house is _____ than my neighbor's.
- She looks _____ in this picture than in the last one.
- This phone is _____ but also _____ than my old one.
- Ice cream is _____ dessert of all!
- The story we read today is _____ than the one from last week.
- That building is _____ than any other in the city.
- My day became _____ after I met my friends.

Mission 9. Quiz

1. Which sentence uses the comparative adjective correctly?
 - a. This flower is the most beautiful than that one.
 - b. This flower is more beautiful than that one.
 - c. This flower is beautiful than that one.
 - d. This flower is most beautiful than that one.

2. Which of the following shows the correct superlative form of the adjective "good"?
 - a. Gooder
 - b. The goodest
 - c. Better
 - d. The best

3. Choose the sentence that is grammatically correct
 - a. This book is more interesting of all.
 - b. This book is interesting than that one.
 - c. This book is the most interesting of all.
 - d. This book is interestingest than that one

4. Which of the following is the correct comparative form of the adjective "happy"?
 - a. Happier
 - b. more happy
 - c. happier
 - d. the happiest

5. Complete the sentence: This exam is _____ than the last one we took.
 - a. Difficult
 - b. Most difficult
 - c. More difficult
 - b. The difficulties



2. Bringing Comparisons to Life

This subchapter focuses on how to bring your comparisons to life by applying comparative and superlative adjectives in both spoken and written communication. You will learn how to use these adjectives effectively to express ideas, experiences, and observations in clear and organized ways.

Mission 1. Read and Answer!

Read the passage below carefully. Then, answer the following questions in complete sentences.

Exploring Indonesia's Wonderful Cities

Indonesia is a country filled with beautiful cities, each offering something special. Jakarta, Yogyakarta, and Bandung are among the most well-known. Jakarta is much **busier** than Yogyakarta. Its roads are more crowded, the buildings are taller, and life there feels faster. Jakarta is the capital city, and it is one of the most developed and most expensive places to live in Indonesia. People come from all over the country to find better opportunities, but the traffic can be worse than in any other city.



Yogyakarta, on the other hand, is smaller, calmer, and friendlier. It is known for its deep culture and history. The people are more polite, and the environment feels more relaxed. Many students believe Yogyakarta is the best city to study because it is cheaper and safer than Jakarta. It is also famous for its traditional arts, food, and kindness of the locals, making it one of the most welcoming cities in Indonesia.

If you want to enjoy nature, Bandung might be the perfect destination. The weather there is cooler than Jakarta's and the air is cleaner. Bandung is also one of the most creative cities, filled with art cafés, boutiques, and mountain views. Many tourists say Bandung is the most comfortable city to relax in because of its beautiful scenery and peaceful atmosphere. Each city has something unique: Jakarta is busier, Yogyakarta is more cultural, and Bandung is the most relaxing of all.

Questions:

1. What makes Jakarta different from Yogyakarta?
2. How is life in Yogyakarta described in the text?
3. Why do some students prefer to study in Yogyakarta?
4. What makes Bandung special compared to the other cities?
5. According to the text, which city is the most relaxing, and why?

Mission 2. Find and Highlight

Underline or highlight all the comparative and superlative adjectives you can find in the passage in previous mission. Then, list five of each in the table below.

Comparative Adjective	Superlative Adjective
<u>busier</u>	<u>Most developed</u>
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

Mission 3. My City, My Words

Think about your hometown and another place you have visited or know well. Write a short paragraph (6–8 sentences) comparing these two places. Use at least three comparative and two superlative adjectives to describe their differences and similarities. You can talk about the people, the environment, the weather, or the lifestyle.

My hometown, Malang, is smaller than Surabaya, but it is more peaceful. The weather in Malang is cooler, and the air feels fresher. Surabaya, on the other hand, is busier and more crowded, but it has more modern buildings. Among all the cities I've been to, Malang is the most comfortable to live in because it is cleaner and greener than the others.



Mission 4. Talk and Compare

Work in pairs or small groups. Each person will choose two or three things (for example, two foods, two places, two people, or two hobbies) and describe them to their partner using comparative and superlative adjectives. After that, discuss which one is better or more interesting and explain your reason.

1. Which one is better, and why?
2. Which one is more useful in daily life?
3. Which one is the most important for you?
4. Which one is more fun to do or visit?
5. Which one is the most unforgettable experience?

Example:

Andi: I think football is more exciting than basketball.

Budi: I agree, but basketball is the most popular sport in our school.

Andi: Yes, but football is easier to play anywhere.



Mission 5. Compare to Convince

Think about two things you like or use often (for example: two social media platforms, two hobbies, two kinds of food, or two types of transportation). Write a short paragraph (6–8 sentences) explaining which one is better and why. Use at least three comparative and two superlative adjectives in your writing.

Example:

I think bicycles are better than motorcycles. Bicycles are cheaper and more environmentally friendly. Riding a bicycle is also healthier because it gives you more exercise. Motorcycles are faster, but they are more dangerous and expensive. For me, bicycles are the most enjoyable way to travel because they keep you active and relaxed at the same time.



Mission 6. The Animal Showdown!

Look at the clues about each animal below. Use the information to write sentences comparing them using comparative and superlative adjectives. You can compare their size, weight, speed, or strength. Try to make at least five sentences that show the differences and similarities among them.

Animal	Average Weight	Height	Speed
Rabbit	4 kg	30 cm	50 km/h
Bear	70 kg	100 cm	40 km/h
Lion	190 kg	120 cm	80 km/h
Elephant	6.000 kg	300 cm	40 km/h
Cheetah	70 kg	90 cm	120 km/h
Tiger	220 kg	110 cm	65 km/h
Giraffe	1.200 kg	550 cm	60 km/h
Turtle	20 kg	25 cm	0.3 km/h

1. is / rabbit / faster / the / than / bear.

The rabbit is faster than the bear.

2. elephant / the / heaviest / is / all / of

.....

3. lion / faster / is / the / tiger / than

.....

4. taller / giraffe / the / animal / is / land / on / every / than / other

.....

5. cheetah / fastest / is / animal / the / world / in / the

.....

6. slower / turtle / rabbit / than / is / the

.....

7. slower / turtle / rabbit / than / is / the

.....

8. weighs / the / tiger / bear / more / the / than

.....

9. cheetah / the / lion / more / is / than / powerful / in / running

.....

10. giraffe / heavier / is / rabbit / the / much / than

.....

Mission 7. Statement Check!

Read the text carefully. After reading, check each statement below. Write True (T) if the statement matches the text or False (F) if it doesn't. Be careful — some sentences may look correct but are not!

A Trip to Remember

Last holiday, my classmates and I went on a camping trip in the mountains. It was one of the most unforgettable experiences I have ever had. The trip started early in the morning when we took a bus from school. The weather was cooler than in the city, and the fresh mountain air made everyone feel excited.

When we arrived, we set up our tents near a small river. It was harder than we thought because the ground was rocky, but working together made it fun. After setting up, we cooked lunch together. Rina was the most skillful at cooking; her fried rice was delicious! In the afternoon, we went hiking up a nearby hill. The path was steeper than expected, but when we reached the top, the view was absolutely amazing. We could see the entire valley below us. It was like a green ocean surrounded by misty clouds.



That night, we built a campfire and sang songs under the stars. It was the coldest night I had ever felt, but it was also the warmest memory because everyone laughed and shared stories. Before going to sleep, our teacher reminded us to clean up the area to keep the environment safe. The next morning, we took a group photo before heading home. We were all tired, but we agreed that this trip was the best adventure we'd ever had.

Statement check:

Statement	True	False
The students went camping near a beach.		~~X~~
The group took a bus from school to the mountains.		
The weather in the mountains was hotter than in the city.		
Rina was good at cooking during the trip.		
The students found setting up the tents easy.		
The view from the hilltop was beautiful.		
They spent the night singing around a campfire.		
The teacher asked everyone to clean up before leaving.		
The students were disappointed with the trip.		
The writer thought it was the best adventure they ever had.		

Mission 8. Quiz

1. Read the sentence: Bandung is cooler than Jakarta but Yogyakarta is the most peaceful city.
What does the word cooler show?
 - a. A comparison between two cities
 - b. The highest degree of comparison
 - c. A description without comparison
 - d. A superlative adjective

2. Which of the following sentences uses a superlative adjective correctly?
 - a. This mountain is higher than that one.
 - b. This is the highest mountain in the area.
 - c. This mountain is more high than that one.
 - d. This is high mountain in the area..

3. Which sentence is grammatically incorrect?
 - a. This restaurant is more expensive than the one near the school.
 - b. That car is the most fast in the race.
 - c. This bag is heavier than that one
 - d. Of all my friends, Lina is the most helpful.

4. Read the sentence: *Jakarta is bigger than Yogyakarta, but Bandung is the most relaxing city.*
Which of the following is **true** based on the sentence?
 - a. Jakarta and Yogyakarta are equally big.
 - b. Bandung is the least relaxing city.
 - c. Jakarta is compared to Yogyakarta using a comparative adjective.
 - d. Bandung is compared using a comparative adjective..

5. Choose the sentence that expresses the strongest opinion using comparison.
 - a. Bali is a beautiful island.
 - b. Bali is more beautiful than Lombok.
 - c. Bali is the most beautiful island I've ever visited.
 - d. Bali is very beautiful..

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

**Latihan Soal Bahasa
Inggris Kelas 8 BAB 7**

Summary

Comparative and Superlative Adjectives

In daily life, we often notice that one thing is different from another. One may be bigger, faster, or more beautiful. To express these differences in English, we use comparative and superlative adjectives. They help us describe how people, things, or places are similar or different in degree or quality.

Understanding how to compare helps you describe your experiences, ideas, and observations more effectively. Whether you are writing a story, describing your favorite place, or giving an opinion, comparative and superlative adjectives make your language richer, clearer, and more expressive.

- c. Comparative adjectives are used when comparing two people, objects, or situations. They show that one has "more" or "less" of a certain quality than the other.

▷ For short adjectives (one syllable), we usually add -er at the end.

Example: tall → taller, fast → faster.

▷ For long adjectives (two or more syllables), we use more or less before the adjective.

Example: more beautiful, less expensive.

▷ To make comparisons clearer, we often use than.

Example: My bag is heavier than yours.

Irregular adjectives do not follow these rules.

Example: *good* → *better*, *bad* → *worse*, *far* → *farther/further*.

- d. Superlative adjectives are used when comparing three or more things to show the highest or lowest degree of a quality. They express which one is *the most* or *the least* in comparison.

▷ For short adjectives, add the + adjective + -est.

Example: the tallest, the fastest, the smallest.

▷ For long adjectives, use the most or the least before the adjective.

Example: the most beautiful, the least interesting.

Irregular forms change completely:

Example: *good* → *the best*, *bad* → *the worst*, *far* → *the farthest/furthest*.

Adjective	Comparative	Superlative
Small	Smaller	<u>Smallest</u>
Big	Bigger	Biggest
Tall	Taller	Tallest
Old	Older	Oldest
New	Newer	Newest
Fast	Faster	Fastest
Young	Younger	Youngest
Large	Larger	Largest
Nice	Nicer	Nicest

Reference

Fitri, N. (2025). Animal Comparison Challenge: Using comparative and superlative adjectives [Classroom activity]. Fitri English eBook Series for Grade 8.



LESSON 8

HIDDEN WISDOMS IN TIMELESS TALES

Character of Pancasila Students

▷ Faith in God Almighty

Each folktale teaches us to respect goodness and truth. Through these stories, learn to value honesty, kindness, and gratitude showing respect for others and being responsible for your actions.

▷ Independence & Responsible

Express their imagination and moral understanding through creative writing and storytelling.

Keywords: Folktales, Legend, Moral Values, Myth, Narrative, Imagination, Interpretation, Interpretation, Massage.



Introduction

Have you ever listened to a story that stayed in your mind for years? Perhaps your parents or grandparents once told you about a clever mouse, a brave princess, or a talking tree. These stories are more than just bedtime entertainment — they carry wisdom, hope, and lessons that shape who we are. Every folktale, whether from Indonesia or another part of the world, teaches us about kindness, honesty, courage, and the importance of doing what's right, even when it's hard.

In this chapter, you will explore the wonderful world of stories that connect imagination and morals. You'll travel through faraway kingdoms, meet unforgettable characters, and uncover the meanings behind their adventures. Each tale you read will guide you to reflect on life's values — not by telling you what to do, but by letting you *feel* and *understand* through the stories themselves.

By the end of this chapter, you won't just read stories — you'll learn how to *analyze*, *retell*, and *create your own*. Get ready to discover how imagination can teach us powerful truths about life and the people around us.

The goals of this chapter are: to understand the structure and purpose of folktales, explore their moral values and cultural messages, develop vocabulary related to storytelling, improve reading and critical thinking skills, and express ideas creatively through speaking and writing.

1. Understand the Nature and Purpose of Folktales

- ▷ Identify what makes a story a *folktale* and how it reflects culture and tradition.
- ▷ Recognize the main purpose of folktales in delivering messages or moral lessons.

2. Identify the Structure and Elements of Narrative Texts

- ▷ Describe key parts of a story such as characters, setting, plot, conflict, and resolution.
- ▷ Analyze how each part contributes to the story's message or emotional impact.

3. Explore moral values and cultural messages in stories

- ▷ Find the moral values, social messages, or life lessons conveyed through folktales.
- ▷ Reflect on how these lessons can be applied to daily life and personal growth.

4. Develop vocabulary and language related to storytelling

- ▷ Learn and use new words related to folktales and narrative structure.
- ▷ Apply descriptive words, past tense verbs, and sequence connectors to tell stories clearly.

5. Improve reading, critical thinking skills, and Communicate ideas and experiences creatively

- ▷ Locate and evaluate the main ideas and specific details in a story.
- ▷ Interpret the meaning behind a story's events and connect it with broader themes.
- ▷ Retell stories in your own words using correct structure and vocabulary.
- ▷ Write or perform your own short folktale that reflects imagination and positive values.



1. Discovering the Magic of Folktales

Stories have been told long before books existed. Through folktales, people share their dreams, fears, and beliefs in creative ways. In this part, you will explore what makes a folktale special, how its parts work together, and why people keep telling them even today.



Mission 1. Once Upon Your Time

Let's unlock your own memories of stories that once made you smile, wonder, or even cry. Answer the questions below in your journal or discuss them with a partner!

1. What is the very first folktale or story you can remember hearing as a child?
2. Who told that story to you, and what do you remember about how they told it?
3. Where were you when you heard the story, at home, at school, or somewhere else?
4. Which part of that story stayed in your mind the most? Why do you think so?
5. Did that story teach you something about right and wrong, kindness, or bravery? What was it?
6. If you could change one thing in that story (the ending, the character, or the setting), what would you change?
7. If you could meet one character from that story in real life, what would you say or ask them?

Mission 2. Guess the Folktale!

Every folktale leaves behind clues, a special object, a magical creature, or a lesson that stays forever. Look at each clue below. It might be a short description, an object, or a situation from a famous story. Your mission is to guess what/which folktale it comes from!



A tiny seed grows into something more than just a fruit, it hides a brave girl who runs faster than fear itself.

Folktale: *Timun Mas (The Golden Cucumber)*

A young boy forgets the woman who gave him everything. The mountain remembers his promise and turns silence into stone.

Folktale:

Two sisters, one kind and one cruel. A magical fish teaches that jealousy can sink deeper than the sea.

Folktale:

A dusty lamp, a flash of blue smoke, and a wish that can change everything but be careful what you wish for.

Folktale:

A clever little creature hops through the jungle, always tricking someone ten times bigger and never losing his grin.

Folktale:

A midnight escape, a lost glass shoe, and a heart that finds its way home before the clock strikes twelve.

Folktale:

A wooden child whose nose tells no lies, learning that truth is the real magic of being human.

Folktale:

Mission 3. Inside the Story

Read the story below carefully. Then, answer the questions that follow to test your understanding and explore how each part of a story connects to its message.

The Stonecutter (A Japanese Folktale)

Once upon a time, there was a poor stonecutter who worked hard every day cutting rocks from the mountain. He was strong and honest, but he was never satisfied with his life. One day, while delivering stones to a rich man's house, he saw beautiful furniture, fine clothes, and servants everywhere. He sighed and said, "How I wish I could be rich and live like that man."

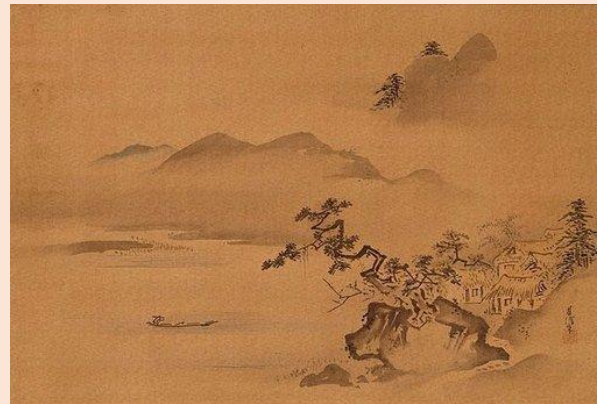
To his surprise, a spirit living in the mountain heard his wish. The next morning, the stonecutter woke up in a large house filled with gold and silk. He was no longer poor. For a few days, he felt happy and proud. But one afternoon, he looked out the window and saw a powerful prince passing by in a grand procession. Everyone bowed before the prince, even the rich men. The stonecutter thought, "The prince is greater than any rich man. I want to be a prince."

The mountain spirit heard again and granted his wish. The stonecutter became a prince, dressed in beautiful robes, and everyone bowed to him. But as he stood in the sun during a parade, he started to feel hot. "The sun is more powerful than I am," he complained. "I want to be the sun!"

Instantly, he became the sun, shining over the land, burning fields and drying rivers. But soon, a dark cloud covered him, blocking his light. "The cloud is stronger than me," he said. "I want to be a cloud!"

He became a cloud and poured rain across the earth. Rivers overflowed, and villages flooded. But then, the wind blew and pushed him across the sky. "The wind is stronger than I am," said the cloud. "I want to be the wind."

And so he became the wind, blowing roofs off houses and bending trees. But one day, he tried to move a giant rock and couldn't. No matter how hard he blew, the rock stayed still. "That rock is stronger than I am," he whispered. "I want to be a rock."



rock in the side of a big mountain www.japanpowered.com

The spirit granted his wish again, and he became a huge rock, strong and unmoving. But one morning, he felt something sharp cutting into his side, it was a stonecutter, chipping away pieces of him. "That man is stronger than I am," said the rock sadly. "I want to be... a stonecutter again."

And so, for the final time, his wish was granted. He returned to his old form poor but happy. From that day on, he worked with peace in his heart, grateful for who he was.

Answer the questions below:

1. Who is the main character in the story, and what is his job?
2. What makes the stonecutter unhappy with his life in the beginning?
3. List the different things the stonecutter wished to become.
4. What lesson does he learn at the end of the story?
5. How does the story show the idea of never being satisfied?
6. Identify the orientation, complication, and resolution of the story.
7. If you were the stonecutter, what would you do differently, and why?

Knowledge Corner

A folktale is a narrative story that has been told from one generation to another for many years. Before people had books or the internet, stories were shared by speaking, usually by parents or grandparents. Folktales were made not only to entertain but also to teach lessons about good behavior and values.

Even though folktales were made long ago, their messages still matter today. They remind us to be honest, brave, helpful, and kind values that are needed everywhere, at any time. When we read folktales, we are not only learning English, but also learning wisdom for life.

Each country has its own folktales. For example:

- ▷ Timun Mas from Indonesia
- ▷ The Rabbit and the Tortoise from India
- ▷ The Lion and the Mouse from Africa

Even though the stories are different, they all share similar moral values: kindness, honesty, courage, and respect.

Every folktale has a clear structure. Understanding this structure helps us know how stories work.

Structure	Explanation	Example
Orientation	The beginning of the story that introduces characters, place, and time.	"Once upon a time, there lived a poor farmer and his daughter..."
Complication	The problem or conflict that happens in the story.	"A giant wanted to eat the farmer's daughter."
Resolution	How the problem is solved.	"The girl escaped using magical seeds."
Moral Value	The lesson we can learn from the story.	"Bravery and cleverness can save you from danger."

Mission 4. Story Puzzle

A good story flows like a river, from its beginning to its end. But what if the river twists and turns the wrong way? Below are eight mixed-up parts of a folktale. Your mission is to read them carefully and rearrange them into the correct order (1–8) so the story makes sense again!



The Clever Parrot and the Wicked Hunter (A Southeast Asian Folktale)

The Mixed-Up Story	Correct Order
The hunter took the parrot home and planned to sell it at the market. The parrot felt hopeless but didn't give up. It started to pretend to be sick and refused to eat.	
The hunter's wife felt sorry for the parrot and told her husband, "Let the poor bird go. It will die anyway." The hunter finally opened the cage and set it free.	
The next day, the hunter saw the parrot again and pretended to be kind. "You are such a smart bird," he said. "I want to be your friend."	
The parrot believed him at first and came closer — but the hunter threw a net and caught the parrot! The other birds were too scared to help.	
As soon as it was free, the parrot flew high into the sky and shouted, "Thank you, kind woman! I will never trust a hunter again!"	
One morning, while flying over the forest, the parrot saw a hunter setting up traps to catch birds. The parrot quickly warned the other birds to stay away.	
From that day on, the parrot warned every animal it met about traps and lies. It became a symbol of wisdom and freedom in the forest.	
Once upon a time, there was a bright green parrot who loved living in the forest. It often helped other animals and was known for its kindness.	<u>1</u>

Full correct story:

The Clever Parrot and the Wicked Hunter (A Southeast Asian Folktale)
Once upon a time, there was a bright green parrot who loved living in the forest. It often helped other animals and was known for its kindness.
.....
.....
.....
.....
.....
.....

Mission 5. Uncover the Story's Heart

Read again “The Clever Parrot and the Wicked Hunter” from the previous mission (mission 4) carefully, then answer the questions below. Think deeply about what the story is trying to teach you.

- 1. Who are the main characters in the story?
- 2. Where does the story take place?
- 3. What is the main problem the parrot faces?
- 4. How does the parrot use its intelligence to escape?
- 5. What lesson does the parrot learn at the end?
- 6. How does the hunter's wife change the story's outcome?
- 7. What emotion do you feel for the parrot and why?
- 8. If you could change one event in the story, what would it be and how would that change the ending?

Mission 6. Match the Magic

Read carefully, look for hints, and match each clue to its story element. Write your answers in the table and explain why you chose them. Your mission is to find out how different pieces of famous folktales connect together.

Analysis Table:

No	Story Clue	Story Element	Explanation
1	A clever parrot pretends to be sick so the hunter sets it free.	Resolution	This part shows how the problem in the story is finally solved, the parrot escapes safely by using its clever idea.
2	The story takes place in a peaceful forest full of colorful birds and tall trees.	.....	..... .....
3	A kind girl finds a golden fish that grants her wishes, but her jealous sister tries to steal it.	.....	..... .....
4	"Wisdom and cleverness can set you free," says the parrot as it flies into the sky.	.....	..... .....
5	A greedy boy turns into stone after shouting at his mother.	.....	..... .....





Do You Know?

Folktales are not only found in stories but also in songs, dances, and traditional performances. In Indonesia, some folktales like *Timun Mas* and *Bawang Merah Bawang Putih* are performed through wayang (shadow puppets) and drama anak (children's plays) to help young audiences understand moral values more easily. Storytelling through art helps keep local wisdom alive and makes learning values fun and memorable!



Mission 7. Quiz

1. In Indonesian folktales, characters often show respect to parents, elders, or nature.

Why are these values important in folktales?

- a. They show the tradition and culture of the people
- b. They make the story longer
- c. They help identify the setting
- d. They create conflict in the story

2. Read the sentence below:

The hunter was furious when the clever bird escaped from his trap.

What does the word furious mean?

- a. Very happy
- b. Very angry
- c. Very tired
- d. Very confused

3. Read carefully and choose the best answer

The Legend of the Rainbow River

Long ago, in a remote valley surrounded by mountains, a small village suffered from a long drought. The people had no rain for years, and their crops began to die. Among them lived a young girl named Rani, known for her pure heart and gentle nature. Every morning, she walked miles to fetch water for her family from a tiny spring that had not yet dried up.

One day, Rani met an old woman sitting beside the road, weak and thirsty. Without hesitation, Rani gave the woman all the water she carried, even though her family needed it too. The old woman smiled and said, "Your kindness will not be forgotten." When Rani returned home, she found her empty jug still filled with clear water. She realized the woman was a spirit testing her heart.

That night, heavy clouds gathered above the valley for the first time in many years. Thunder rolled across the mountains, and rain began to pour. The villagers danced in joy as streams of colorful light appeared in the rain—the first rainbow anyone had ever seen. From that day, the people called it The Rainbow River, believing it was a gift from the heavens because of one girl's kindness.

What is the main moral lesson of the story?

- a. Wealth can bring happiness to everyone
- b. Always save water and avoid helping strangers
- c. Kindness and selflessness can bring blessings to many
- d. Magic is the only solution to human suffering

4. Read carefully and choose the best answer

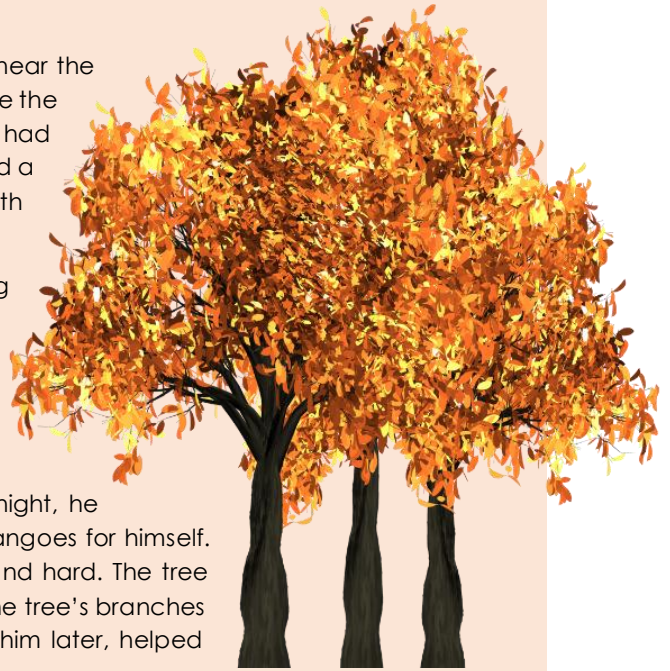
The Two Brothers and the Golden Tree

There were once two brothers who lived in a small town near the forest. The elder brother, Suta, was greedy and proud, while the younger one, Wira, was humble and kind. Their parents had died when they were young, leaving them a small field and a single mango tree. The tree gave little fruit, so they both decided to take turns caring for it.

One dry season, Wira noticed the tree's roots were dying from thirst. He dug deep and found a hidden spring. He watered the tree daily, even when the sun burned hot. One morning, he saw that the tree had changed—it was covered in bright golden leaves and shining fruit. He carefully picked one golden mango and brought it home.

When Suta saw the fruit, his eyes filled with greed. That night, he sneaked to the forest, hoping to collect more golden mangoes for himself. But as he climbed the tree, the branches turned rough and hard. The tree began to speak: "Only a heart that gives can receive." The tree's branches broke, and Suta fell into the muddy ground. Wira found him later, helped him home, and forgave him.

From that day, the brothers shared their field and planted new trees together. Their family lived in peace and never went hungry again.



- What change happens in the story, and what does it show about human nature?
- a. The greedy brother becomes rich, showing that luck always helps
 - b. The kind brother's effort brings magic, showing that hard work and sincerity are rewarded
 - c. The tree disappears, showing that nature cannot be trusted
 - d. The brothers fight again, showing that greed is stronger than love
5. Why are folktales still valuable to study in modern times?
- a. Because they are easier to read than other types of stories
 - b. Because they replace modern media and technology
 - c. Because they remind us of cultural values and guide us in daily life
 - d. Because they are only used for entertainment and fantasy



2. Lessons Beyond the Stories

Every story has something to teach us. Behind every hero's journey or magical event lies a message about life. In this part, you will discover the moral values in folktales and learn to express your own ideas by retelling or creating meaningful stories.



Mission 1. The Tale and Its Hidden Words

Read the folktale below carefully. As you read, underline or highlight the words that seem new or difficult. Then, try to guess their meanings based on how they are used in the story. After reading, answer the vocabulary questions that follow.

The Honest Woodcutter

Once upon a time, there was a poor woodcutter who lived near a forest. Every day, he went to the river to cut trees and sell the wood in the market. One morning, while chopping a tree near the riverbank, his axe slipped from his hand and fell into the water. The river was deep, and the woodcutter was heartbroken because he had no money to buy a new one.

Suddenly, a kind spirit appeared from the river. She asked, "Why are you sad, good man?" The woodcutter told her what had happened. The spirit smiled and dove back into the river. When she came up again, she held a golden axe and said, "Is this your axe?"

The woodcutter shook his head and said honestly, "No, that is not mine."

Then the spirit showed him a silver axe, but again he said, "No, that's not mine either." Finally, she brought out his old, rusty axe. The woodcutter smiled and said, "Yes, that's my axe!"

The spirit was so pleased with his honesty that she gave him all three axes as a reward. When the woodcutter's greedy neighbor heard the story, he tried to do the same thing. But when he lied and claimed the golden axe was his, the spirit disappeared and he lost everything.



Vocabulary list:

Word	Sentence (from the story)	Meaning
Heartbroken	"The woodcutter was heartbroken because he had no money to buy a new one."	Very sad or full of sorrow
.....		
.....		
.....		
.....		
.....		
.....		
.....		

Mission 2. The Value Within the Tale!

Read the folktale carefully and try to understand the story's events and characters. While reading, underline or highlight any new or interesting words you find. After finishing the story, answer the questions that follow to check your understanding and think about the lessons you can learn.

The Legend of Dewi Sri The Goddess of Rice (Indonesian Folktale)

Long ago, in the heavenly kingdom of Kahyangan, there lived a beautiful goddess named Dewi Sri, known for her kindness and wisdom. She was loved by all beings because wherever she went, peace and harmony followed. One day, a giant dragon named Antaboga, who was loyal to the king of heaven, felt lonely. He wished for a daughter he could love and care for. The king granted his wish and turned one of the dragon's tears into a baby girl. That child was Dewi Sri.



As she grew up, Dewi Sri became a symbol of beauty and goodness. However, her beauty caught the attention of Batara Guru's evil brother, who became jealous and wanted to possess her. When he tried to harm her, the gods protected Dewi Sri by sending her to live on Earth in the form of a human. Although she missed her heavenly home, Dewi Sri brought her kindness and wisdom wherever she went.

One day, she found people on Earth suffering from hunger because they did not know how to grow food. Dewi Sri felt pity and wanted to help. She taught them how to plant and harvest crops, to take care of the land, and to thank nature for its blessings. With her guidance, the fields became green, and people began to live happily and peacefully.

Sadly, a greedy king from a neighbouring kingdom wanted to take control of the rich fields. He captured Dewi Sri and demanded that she make his land even more fertile. But Dewi Sri refused to use her power for someone's greed. Angered, the king killed her.

After her death, something miraculous happened. From her body grew the first rice plant, along with other useful plants that became the source of food for all humans. When the people saw this miracle, they wept and promised to always respect the earth. From then on, Indonesians have worshipped Dewi Sri as the Goddess of Rice, believing that every grain of rice carries her blessing.

Questions:

1. Who is Dewi Sri, and how did she come into existence?
2. Why did the gods send Dewi Sri to live on Earth?
3. What did Dewi Sri teach humans when she lived on Earth?
4. How did the people's lives change after Dewi Sri's teachings?
5. What did the greedy king want from Dewi Sri?
6. What happened after Dewi Sri refused to help the greedy king?
7. What miracle occurred after her death?
8. What lesson about greed can be learned from this story?
9. What lesson about gratitude and nature does the story teach?
10. If Dewi Sri were alive today, what message do you think she would give to modern people? (Answer in your own words.)

Mission 3. Match the Words of Wisdom

Below are ten words related to the story *The Legend of Dewi Sri*. Each word carries an important meaning about kindness, nature, and values. Choose the correct word from the box to match each meaning. Write your answers clearly in your notebook.

Words list

- | | | | |
|-----------------------|-------------|------------|-----------|
| ▷ Harmony | ▷ Greedy | ▷ Blessing | ▷ Pity |
| ▷ Fertile | ▷ Capture | ▷ Wisdom | ▷ Miracle |
| ▷ ~~Grateful~~ | ▷ Sacrifice | | |

Matching table:

Meaning	Word
Feeling or showing thankfulness for something good.	<u>Grateful</u>
A person who wants more than what is fair or needed.	
Knowledge or understanding that helps someone make good decisions.	
A good thing that you are thankful for.	
A very surprising or wonderful event.	
When people live peacefully together or with nature.	
To take someone by force and not let them go.	
Giving up something valuable for a greater good.	
To feel sorry or sympathetic toward someone who suffers.	
Land that produces a lot of crops or plants easily.	



Do You Know?

The word “story” comes from the Latin word “*historia*,” which originally meant “a record of past events.” Over time, it began to mean not only true events but also imaginative tales that carry lessons and emotions. That’s why even fictional folktales are called “stories” — because they help us remember, reflect, and learn, just like history does.



Mission 4. Moral Detective

Read each of the three folktales carefully. Every story teaches an important life lesson about human behavior and values. After reading, write down the moral message in your own words for each story.



1	The Lion and the Mouse (African Folktale) One hot afternoon, a mighty lion was sleeping under a tree. Suddenly, a small mouse ran across his paw, waking him up. The lion caught the mouse with his claws and growled, "How dare you disturb me!" The mouse trembled and begged, "Please let me go! I didn't mean to wake you up. If you spare me, I promise I'll help you one day." The lion laughed loudly. "You? Help me? You're too small!" But he was amused and decided to let the mouse go. A few days later, the lion was trapped in a hunter's net. He roared loudly, struggling to escape. The mouse heard his cry and rushed to help. With his sharp teeth, the mouse chewed the ropes until the lion was free. The lion smiled in gratitude and said, "I was wrong. Even the smallest friend can be the greatest help." Moral value:
2	The Farmer and the Snake (European Folktale) One winter morning, a farmer was walking home when he saw a snake lying frozen in the snow. Feeling sorry for it, he picked it up and placed it inside his coat to keep it warm. Soon the snake began to move again. But instead of being thankful, it bit the farmer on his neck. The farmer cried out in pain and said, "I saved your life, and this is how you repay me?" The snake hissed, "You knew I was a snake before you picked me up." Before long, the farmer fell to the ground and died. His neighbors found him and buried him with sadness, knowing that his kindness had been betrayed. Moral value:
3	The Clever Deer (Indonesian Folktale) Once upon a time, deep in the forest of Java, lived a clever deer named Kancil. He was small, but he was known for his intelligence. One day, a hungry tiger saw him drinking water by the river and roared, "I will eat you for lunch!" Kancil pretended to be calm and said, "You may eat me, but first, look into the river. My reflection there is another tiger who claims this place is his. You should fight him before you eat me." The tiger, full of pride, looked into the water and saw his own reflection. Thinking it was another tiger, he jumped into the river to attack. The current swept him away, and Kancil safely ran back into the forest, laughing. Since that day, animals in the forest remembered that intelligence can overcome strength. Moral value:

Mission 5. The Value Chart

In this mission, you will complete the table by filling in each column with the required information about two folktales. Use your understanding of the folktales you've read in this chapter or other stories you already know. Make sure to write clearly and provide accurate information for each part of the table.



1	Malin Kundang (The Ungrateful Son) (Indonesian Folktale) Long ago, in a small coastal village in West Sumatra, there lived a poor widow and her only son, Malin Kundang. Malin was a hardworking and kind boy. Every day, he helped his mother and dreamed of becoming successful so he could give her a better life. One day, Malin joined a merchant's ship and sailed to many distant lands. Years passed, and he became a wealthy and respected man. However, he never sent news to his mother. His mother waited every day, praying for his safe return. One afternoon, a grand ship arrived at the shore. Villagers shouted that Malin Kundang had returned! The old woman ran to meet her son, filled with joy. But when she saw him, he was dressed like a nobleman with a beautiful wife by his side. When his mother hugged him, Malin pushed her away, ashamed of her poor clothes. The old woman wept and said, "Malin, you've changed. Have you forgotten me?" But Malin denied her, saying, "I don't know you, old woman!" Heartbroken, she raised her hands and prayed to God to punish her ungrateful son. Suddenly, a storm hit the sea. Lightning struck the ship, and Malin turned into stone along with it. The villagers believed it was a lesson from God to remind people to always respect and honor their parents.
2	The Golden Goose (German Folktale) Long ago, in a small village in Germany, there lived three brothers. The eldest two were proud and selfish, while the youngest was humble and kind. People often called him "Simpleton" because they thought he was foolish. One day, their father sent each of them into the forest to chop wood. The two older brothers ignored an old man who asked for food and water. But when Simpleton went into the forest, he kindly shared his bread and drink with the man. The old man smiled and said, "Because of your kindness, you shall be rewarded." He showed Simpleton a golden goose hidden under a tree. When Simpleton brought the goose home, everyone who touched it became magically stuck to it. A greedy innkeeper, his daughter, and many villagers tried to steal the goose but ended up stuck together! When the king heard of this strange event, he laughed so hard that his sadness disappeared. He offered his daughter's hand in marriage to Simpleton. The two lived happily ever after, and people learned that true kindness brings unexpected rewards.

Value Chart

Elements	Malin Kundang (The Ungrateful Son)	The Golden Goose
Origin	Indonesia (West Sumatra)	Germany
Main Characters		
Setting (Place/Time)		
Problem/Conflict		
Solution		
Ending		
Moral Values		
Keywords		
New Vocabulary You Found		

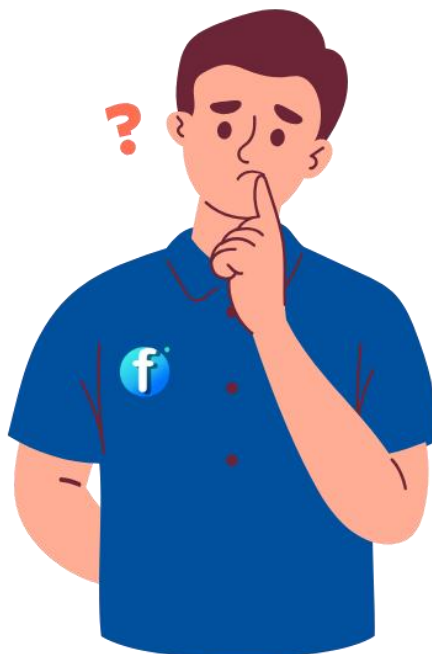
Mission 6. If I Were in the Story

Have you ever wondered what you would do if you were one of the characters in a folktale? In this mission, choose one folktale you've read in this chapter, it can be *The Legend of Dewi Sri*, *Malin Kundang*, *The Golden Goose*, or any other story you like.

Example:

Story Title: Malin Kundang (The Ungrateful Son) (Indonesian Folktale)

If I were in the story of Malin Kundang, I would remind Malin to always be grateful and respect his mother. I would stay beside her and help her live a happy life. If I saw Malin denying her, I would speak up and tell him that wealth means nothing without love and respect. I believe the story would end happily if Malin realized his mistake earlier. It would teach that family is the greatest treasure in life.



Mission 7. Name That Part!

Read the story below carefully. Each paragraph represents one part of a folktale structure. Write the correct name, Orientation, Complication, Resolution, or Moral Value, beside each paragraph.



The Golden Starfruit Tree (Indonesian Folktale)

Once upon a time, there lived two brothers. The older brother was greedy, while the younger one was kind and humble. After their parents passed away, they divided their inheritance. The greedy brother took almost everything — the house, land, and money — leaving his younger brother only a small piece of land with a starfruit tree.

Every day, the younger brother took care of the tree lovingly. One day, a giant golden bird came and asked to eat the fruit. The younger brother kindly allowed it. In return, the bird gave him a small gold bag and said, "Fill this with starfruit seeds and you will see its magic." When he did, the bag turned into gold coins! The kind brother became rich but stayed humble.

Hearing the story, the greedy brother went to meet the bird and tried to do the same. However, he demanded even more gold and shouted at the bird angrily. The golden bird became upset and punished him, taking away all his riches. The greedy brother returned home with nothing.

From that day on, the kind brother shared his fortune with others. The villagers respected him, and everyone learned that kindness and honesty bring good fortune, while greed only leads to loss.

Mission 8. Complete the Magic Sentences!

Below are sentences about general folktales and life lessons. Read carefully and choose the correct word from the Word Box to complete each sentence. Use context clues to help you find the best answer.

Words list

▷ —Brave

▷ Clever

▷ Help

▷ Promise

▷ Honest

▷ Curse

▷ Poor

▷ Forest

▷ Magic

▷ Reward

Fill in the blank sentences:

1. The young boy was very brave he saved the village from the wild beast.
2. The old woman gave the traveller a _____ bag that could make gold appear.
3. The kind girl made a _____ to visit her grandmother every week.
4. A greedy man received a _____ after stealing money from others.
5. The farmer stayed _____ even when he had no money.
6. The hunter lost his way in the deep _____ during the storm.
7. The princess was _____ enough to tell the truth in front of the king.
8. The fairy decided to _____ the honest woodcutter with a golden axe.
9. The fisherman was very _____; he tricked the giant to escape from danger.
10. The king gave a great _____ to those who protected the kingdom.

Mission 9. Share Your Folktale!

Think of one folktale you already know, it can be from Indonesia (*Malin Kundang, Bawang Merah Bawang Putih, The Golden Starfruit Tree*) or from another country (*Cinderella, The Lion and the Mouse, The Golden Goose*). Write your folktale again below, but this time organize it into the correct story structure:

1	Orientation: Introduce the main characters, setting, and time.
2	Complication: Explain the problem or conflict that happens.
3	Resolution: Describe how the problem is solved.
4	Moral Value: End with the lesson or message of the story.

Mission 10. Quiz

1. Which part of a folktale introduces the characters, setting, and time?
 - a. Complication
 - b. Resolution
 - c. Orientation
 - d. Moral Value

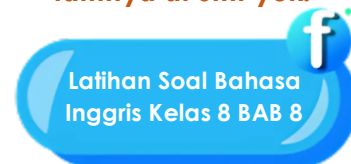
2. What is usually found in the "Complication" part of a folktale?
 - a. The happy ending of the story.
 - b. The moral lesson for the readers.
 - c. The description of the characters' personality.
 - d. The conflict or problem that the characters face.

3. The word "greedy" in a folktale usually describes a character who...
 - a. Always says thank you for everything
 - b. Wants more than what is fair or needed
 - c. Helps others without expecting anything in return
 - d. Likes to share things with others

4. What is the main purpose of moral values in folktales?
 - a. To make the story longer and more exciting.
 - b. To teach readers about good behavior and wisdom.
 - c. To explain the story's setting and culture.
 - d. To introduce the story's main conflict.

5. In a folktale, when a character shows kindness or honesty and receives a good result, it shows that...
 - a. Good actions bring good rewards
 - b. People should be rich to be happy
 - c. Evil always wins in the end
 - d. Stories always have sad endings

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



Summary

Folktales

A folktale is a narrative story that has been told from one generation to another for many years. Folktales were made not only to entertain but also to teach lessons about good behavior and values.

Every folktale has a clear structure. Understanding this structure helps us know how stories work.

Structure	Explanation	Example
Orientation	The beginning of the story that introduces characters, place, and time.	"Once upon a time, there lived a poor farmer and his daughter..."
Complication	The problem or conflict that happens in the story.	"A giant wanted to eat the farmer's daughter."
Resolution	How the problem is solved.	"The girl escaped using magical seeds."
Moral Value	The lesson we can learn from the story.	"Bravery and cleverness can save you from danger."

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