



KELAS 9

BAHASA INGGRIS

Exploring Language with Creativity and Critique:

Buku Pegangan Bahasa Inggris untuk Siswa Kelas 9

Kata Pengantar

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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, Juni 2025

Tim Fitri

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LESSON 1:

A JOURNEY OF EXPLORING OUR WONDERFUL WORLD

Character of Pancasila Students

▷ **Critical thinking through text analysis**

Developing the ability to understand structures, identify features, and analyze the purpose of report texts.

▷ **Creativity in descriptive communication**

Using adjectives and passive voice effectively to create clear, engaging, and vivid communication.

▷ **Collaboration and respectful expression**

Working together in discussions and writing tasks while respecting others' perspectives and ideas.



Introduction

Language allows us to describe, explain, and share knowledge about the world around us. Report texts play an important role in presenting factual information clearly and systematically, helping us understand people, places, animals, and objects in detail. In this chapter, you will learn how to analyze the structure and features of report texts, practice using adjectives to create vivid descriptions, and apply the passive voice to present information more effectively. By mastering these skills, you will not only write and speak more confidently but also communicate ideas in a professional and engaging way.

Keywords: Report Text, Passive Voice, Adjectives, Description, Communication

The goals of this chapter are: Mastering the Passive Voice and Understand the Use of Report Text.

1. Understand and Analyze Report Texts

- ▷ Explore the structure and purpose of report texts, including their general classification and description sections.
- ▷ Identify and analyze the features of report texts.
- ▷ Understand how the passive voice and adjectives are used in report texts to present information.

2. Write Well-Structured and Engaging Report Texts

- ▷ Develop skills to write clear, concise, and informative report texts on various topics.
- ▷ Organize information logically, following the standard structure of report texts.
- ▷ Effectively apply the passive voice and adjectives to emphasize actions, describe details, and engage the reader professionally.

3. Explore and Master Adjectives

- ▷ Understand the role of adjectives in enhancing sentences by adding vivid descriptions and details.
- ▷ Differentiate between types of adjectives, such as descriptive (e.g., size, color) and comparative/superlative forms.
- ▷ Identify adjectives in sentences and texts, analyzing how they improve descriptions and create a clear picture.

4. Confidently Use Adjectives in Writing and Speaking

- ▷ Expand vocabulary by using a variety of adjectives to describe people, places, animals, and objects.
- ▷ Practice forming comparative and superlative adjectives to make comparisons more engaging and meaningful.
- ▷ Apply adjectives effectively in both written and verbal communication to make descriptions more dynamic.

5. Understand and Identify the Passive Voice

- ▷ Learn how to recognize passive voice in various types of sentences across different contexts.
- ▷ Understand the purpose of using passive voice, such as emphasizing the action or the object rather than the subject.
- ▷ Analyze how the passive voice contributes to clear, concise, and formal communication.

6. Confidently Use the Passive Voice in Conversations

- ▷ Develop confidence in using the passive voice to focus on outcomes or results in different scenarios.
- ▷ Learn to naturally integrate passive voice into spoken and written communication to suit the context.



F I T R I



1. Learning Report Texts with the Water Giant

Have you ever heard about report text before? What makes it different from other texts?

Before we dive into the material, let's start by read the text below.

Mission 1. Reading the text

Read the text below carefully!

Exploring the World of Hippopotamus



Hippopotamus – Pinterest.com

The hippopotamus, often referred to as a hippo, is a large semi-aquatic mammal native to sub-Saharan Africa. Its scientific name, *Hippopotamus amphibius*, translates to "river horse," reflecting its close connection to water. Hippos are herbivores, known for their enormous size and remarkable adaptations to life both on land and in water. They are among the largest land mammals, surpassed only by elephants and some species of rhinoceros.

Physical Appearance

The hippopotamus is easily recognized by its barrel-shaped body, thick grayish-brown skin, and wide, broad mouth lined with sharp teeth. Its skin secretes an oily, reddish fluid that acts as a natural sunscreen, keeping it moist and protecting it from the sun's rays. An adult hippo typically weighs between 1,500 and 4,000 kilograms, making it one of the most powerful animals in the wild.

Habitat and Behaviour

Hippos are most commonly found in rivers, lakes, and swamps throughout sub-Saharan Africa. During the day, they spend much of their time submerged in water to keep cool and protect their sensitive skin. At night, they leave the water to graze on grass, traveling up to 10 kilometers in search of food. Despite their calm and gentle appearance, hippos are highly territorial and can be extremely aggressive, especially in water where they feel most secure.

Conservation

The hippopotamus is classified as vulnerable due to habitat loss and illegal hunting for its meat and ivory-like teeth. Conservation efforts are focused on protecting their habitats and reducing poaching to ensure the species does not face further decline.

The hippopotamus is a fascinating creature that plays a vital role in its ecosystem. Its unique adaptations to both land and water make it one of the most remarkable animals in the natural world. Protecting this gentle giant is essential for preserving the balance of its environment.

Mission 2. Understanding the Text

Answer the questions below based on the text!

1. What key facts about the hippopotamus are introduced at the beginning of the text?
2. How does living in water help the hippopotamus survive?
3. Why is the hippopotamus described as territorial?
4. What is the purpose of the hippo's oily skin secretion?
5. What is the biggest threat to the hippopotamus, and why is it hard to protect them?

Mission 3. Checking the facts

Read the statement on the text carefully, then remember and decide if the statement based on the text "Exploring the World of Hippopotamus" is True or False!

Statement	Fact
The hippopotamus is a carnivorous animal	True/False
The scientific name of the hippopotamus means "river horse."	True/False
Hippos spend most of their time grazing on land during the day.	True/False
The hippopotamus is one of the heaviest land mammals, alongside elephants and rhinos	True/False
The skin of the hippopotamus is protected by an oily secretion that acts as a natural sunscreen	True/False
Hippos are not territorial and prefer to live alone.	True/False
Habitat loss is one of the biggest threats to the hippopotamus population.	True/False
Hippos are often found resting in water during the day to stay cool	True/False
Hippopotamuses are mostly found in rivers, lakes, and swamps in North America.	True/False
Conservation efforts are being made to protect hippos from illegal hunting	True/False

Mission 4. Animal and their special characteristics

Think and list 10 animals you know and describe one of their special characteristics (example; its appearance, behaviour, or habitat).

Animal	Characteristic
Peacock	Colorful feathers

Animal	Characteristic

Keywords: long neck, large ears, strong legs, loud roar, striped fur, thick fur, nocturnal, long/short tail, venomous bite, strong bite, camouflaging ability, climbing ability.

Knowledge Corner

After answer the questions, let's dive deeper and analyse it!

▷ **What information does the text presented?**

The text provides detailed information about the hippopotamus, including its physical features, habitat, behavior, and conservation status.

▷ **What is the purpose of the text?**

The purpose of the text is to provide factual and organized information about the hippopotamus. This is a key feature of a report text, as it aims to inform readers about a subject using objective details rather than personal opinions or narratives.

▷ **Can you identify the structure of the text? What makes it different from other text?**

The text is structured into **General Classification** and **Description**. The General Classification introduces the subject, providing a clear overview, while the Description gives detailed explanations about its features, habitat, and behavior. This structure is specific to report texts, which prioritize clarity and factual accuracy over storytelling or persuasive language.

Mission 5. Make Your Own Report Text

Let's write a report! Select an animal from the list and create an interesting and well-structured report text about it. Share fascinating facts and descriptions about your chosen creature.



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Mission 6. Quiz

Let's see how well you've understood report texts! Take a look at the questions below and carefully select the correct answers.

1. What is the main purpose of a report text?
 - a. To describe a subject factually.
 - b. To tell a personal story.
 - c. To persuade the reader.
 - d. To provide step-by-step instructions.
2. Which sentence would most likely be found in the general classification section of a report text?
 - a. Tigers are solitary hunters known for their strength and stealth.
 - b. Tigers live in a variety of habitats, including forests and grasslands.
 - c. The population of tigers has been declining due to habitat loss.
 - d. Conservationists are working to protect tigers from extinction.

3. Read the text and answer the question:

Penguins are flightless birds that live in the Southern Hemisphere. They are known for their black-and-white feathers and their excellent swimming abilities. Penguins mainly feed on fish and krill, which they catch while diving underwater.

Which section of a report text does this belong to?

- a. General Classification
 - b. Description
 - c. Conclusion
 - d. Argument
4. Which feature is common in report texts?
 - a. Fictional language
 - b. Descriptive language
 - c. Persuasive language
 - d. Emotional language
 5. Fill in the blank: "A report text is written to provide _____ information about a topic."
 - a. Persuasive
 - b. Entertaining
 - c. Factual
 - d. Imaginative



2. Describing the World: A Guide to Adjectives

Have you ever found yourself describing something but feeling like your words just weren't enough to bring it to life? Maybe you wanted to tell someone about a beautiful sunset, a delicious meal, or an exciting adventure, but your description didn't quite capture the magic. This is where adjectives come in! Let's explore how adjectives can turn simple descriptions into unforgettable ones!"

Knowledge Corner

Let's learn about Adjective.

Before we learn how adjectives work, let's take a moment to understand what they are and why they're important. You will discover that adjectives are what make descriptions clear, colorful, and alive!

- ▷ **An adjective** is a word that describes or modifies a noun (a person, place, thing, or idea). It adds detail, quality, or quantity to the noun, making the description more vivid and specific.
- ▷ **Adjectives** are crucial because they bring life and clarity to descriptions, making writing more engaging and easier to visualize. They provide specific details about a subject's qualities, such as size, color, shape, or emotion, which help readers form a vivid mental image.

Example: "The large hippo spends most of its day in the water."

▷ **Types of adjectives:**

1. Descriptive adjective; Describe qualities or features
 2. Quantitative adjective; indicate quantity
 3. Demonstrative adjective; point out specific things
 4. Possessive adjective; show ownership
 5. Comparative and superlative adjective; show comparisons
- ▷ Comparative adjectives are used to compare two things. They show how one thing is different from another (e.g., bigger, faster, more colorful).

Example: "the cheetah is faster than the horse."

- ▷ Superlative adjectives are used to compare three or more things. They show the highest degree of a quality (e.g., biggest, fastest, most colorful).

Example: "the giraffe is the tallest animal in the world."

Mission 1. Comprehend Comparative and Superlative Adjectives

You have learned about adjectives, so now it's time to explore comparative and superlative adjectives. Let's find out how to form them and use them to make comparisons more fun!

Type of adjective	Adjectives	Comparative	Superlative
Short (1-2 syllables)	Strong	Stronger	Strongest
	Hard	Harder	Hardest
Ends with "y"	Busy	Busier	Busiest
	Funny	Funnier	Funniest
Ends with "e"	Brave	Braver	Bravest
	Rare	Rarer	Rarest
Double consonant	Wet	Wetter	Wettest
	Big	Bigger	Biggest
Long (3+ syllables)	Interesting	More interesting	Most interesting
	Intelligent	More intelligent	Most intelligent
Irregular	Little	Less	Least
	Bad	Worse	Worst

Comparative:






- ▷ For short adjectives (1-2 syllables): add **-er** to the end of the word
- ▷ For longer adjectives (3+ syllables): use **"more"** before the adjective
- ▷ Use **"than"** with comparative adjectives to show comparison

Superlative:

- ▷ For short adjectives (1-2 syllables): Add **-est** to the end
- ▷ For longer adjectives (3+ syllables): use **"most"** before the adjective
- ▷ Use **"the"** with superlative adjectives to show comparison

Mission 2. Identify and Describe Animals

Look at the pictures of the animals, identify and describe each animal based on their special characteristics. Don't forget to use adjectives and verbs.

Animal	Description
	<p><i>an elephant has large ears, a long trunk and is known for its intelligence and memory.</i></p>
	
	
	
	

Mission 3. Practice time

You have explored how comparative and superlative adjectives work. Now it's time to take your understanding of comparative and superlative adjectives to the next level with some hands-on practice!

Type of adjective	Adjectives	Comparative	Superlative
Short (1-2 syllables)	<i>Slim</i>	<i>Slimmer</i>	<i>Slimmest</i>
Ends with "y"	<i>Messy</i>	<i>Messier</i>	<i>Messiest</i>
Ends with "e"	<i>Wise</i>	<i>Wiser</i>	<i>Wisest</i>
Double consonant	<i>Red</i>	<i>Redder</i>	<i>Reddest</i>
Long (3+ syllables)	<i>Dangerous</i>	<i>More dangerous</i>	<i>Most dangerous</i>
Irregular	<i>Much</i>	<i>More</i>	<i>Most</i>

Mission 4. Guess the animal

Read and analyse the clue carefully, then figure out which animal is being described

Clue	Animal
<ul style="list-style-type: none">▷ This animal has a long neck.▷ It eats leaves from tall trees.▷ It is commonly found in the savanna.	<i>Giraffe</i>
<ul style="list-style-type: none">▷ This mammal lives in the ocean.▷ It breathes through a blowhole.▷ It is the largest mammal on Earth.	
<ul style="list-style-type: none">▷ This mammal hops on strong legs.▷ It carries its baby in a pouch.▷ It is native to Australia.	
<ul style="list-style-type: none">▷ This animal is known for its loud roar.▷ It is called the king of the jungle.▷ It has a golden mane.	
<ul style="list-style-type: none">▷ This large animal has thick gray skin.▷ It spends most of its day in water.▷ It is territorial and can be aggressive.	

Mission 5. Fill the Missing Word

Read the story carefully and decide which form of the adjective (comparative or superlative) best fits each blank. Watch out for irregular adjectives and adjectives that require "more" or "most."

Crowning the Jungle's Smartest Hero



In the heart of the jungle, the animals were preparing for the yearly contest to crown the (1) _____ (strong) and (2) _____ (intelligent) creature. The crocodile boasted that its jaws were (3) _____ (powerful) than any other animal's. However, the tiger claimed to be the (4) _____ (dangerous) predator. Meanwhile, the monkey, always the (5) _____ (clever), devised a puzzle to determine the winner.

The challenge was to carry the (6) _____ (heavy) fruit to the top of the tallest tree. The elephant, being (7) _____ (large) than any other animal, seemed to have an advantage. But the tiny ant surprised everyone by being the (8) _____ (determined), carrying its load step by step. In the end, the ant was declared the (9) _____ (amazing) participant of all, proving that size isn't everything!

Mission 6. Compare the Animals

Observe the animal pictures and think about their characteristics such as strength, appearance, behavior, and other traits. Use comparative and superlative adjectives to describe it.

1.



Comparative:

The dog is more protective than the cat.

Superlative:

Among the dog, cat, and rabbit, the dog is considered the most loyal companion due to its protective nature.

2.



Comparative:

.....

Superlative:

.....

3.



Comparative:

.....

Superlative:

.....

4.



Comparative:

.....

Superlative:

.....

Mission 7. Choose the Perfect Match

Read each sentence carefully and analyze the context to determine the most suitable comparative or superlative adjective. Use the word bank to choose the correct form for each blank.

Sentence to Complete	Word Bank Choices
The eagle soars <u>higher</u> in the sky than any other bird of prey.	Higher, Highest
The tiger is _____ than the lion, but the lion is often called the king of the jungle.	Stronger, Strongest
The forest is _____ than the desert, but the rainforest is the _____ habitat on Earth.	Greener, More lush, Greenest, Most lush
Of all the animals in the jungle, the jaguar is the _____ predator.	Most stealthy, Stealthiest
The shark is _____ than the turtle, but the dolphin is the _____ marine animal.	Faster, More agile, Fastest, Most intelligent
The ant is _____ than the butterfly, but the bee is the _____ insect in the group.	Busier, More hardworking, Busiest, Most productive
Between the oak, bamboo, and pine, the pine tree is the _____ because of its ability to withstand harsh weather.	Strongest, Most durable
Of the cheetah, rabbit, and elephant, the cheetah is _____, but the elephant is the _____ of the group.	Quicker, Fastest, Stronger, Heaviest

Sentence to Complete	Word Bank Choices
Sunshine is _____ than rain, but it is the _____ weather condition of all.	Warmer, Brightest, Most cheerful, Warmest
The owl is _____ than the parrot at night, making it the _____ bird in the forest.	Quieter, More mysterious, Quietest, Most stealthy

Mission 8. Exploring the World of Komodo Dragons

Carefully read the report about the Komodo dragon. Pay attention to the information provided and the descriptive words (adjectives) used to explain its characteristics, habitat, and behavior.

The Legendary Komodo Dragon



Komodo Dragon – Wikipedia.com

The Komodo dragon, scientifically known as *Varanus komodoensis*, is the largest lizard species in the world. Native to the Indonesian islands of Komodo, Rinca, Flores, and a few others, this remarkable reptile is a true wonder of nature. Its rough, scaly skin is usually dark gray or brown, providing excellent camouflage in its rugged and arid habitat.

Komodo dragons are massive creatures, with adult males growing up to three meters long and weighing around 70 kilograms. Their strong legs, sharp claws, and muscular tails make them powerful predators. They are also equipped with serrated teeth and a venomous bite, which helps them immobilize prey such as deer, wild boar, and smaller dragons.

Despite their fearsome appearance, Komodo dragons are surprisingly agile. They can run quickly in short bursts and are also excellent swimmers. These solitary reptiles often rely on stealth and patience while hunting, ambushing their prey with precision.

Komodo dragons are classified as endangered due to habitat destruction, limited range, and poaching. Conservation efforts, including protected national parks and breeding programs, are crucial for safeguarding these ancient reptiles and ensuring their survival for future generations.

Mission 9. Analyze the Text

Answer the questions below based on the information from the text.

1. What is the scientific name of the Komodo dragon?
2. What adjectives are used to describe the Komodo dragon's physical features?
3. Where are Komodo dragons primarily found?
4. What characteristic of the Komodo dragon's skin helps it survive in its habitat?
5. What type of prey do Komodo dragons typically hunt?
6. How does the text describe the Komodo dragon's hunting style?
7. Why are Komodo dragons classified as endangered?

Mission 10. Rewrite the Sentence

Rewrite each sentence using comparative or superlative adjectives to show comparisons or the highest degree of a quality.

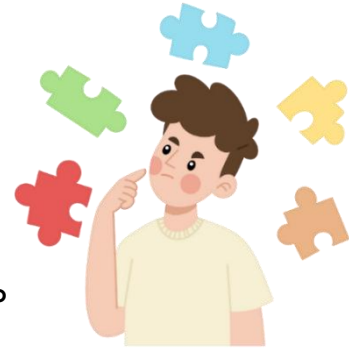
1. The cheetah is a fast animal that can outrun many predators.
The cheetah is the fastest animal on land, outrunning all other predators.
2. The oak tree is a strong and durable tree often used in construction.
.....
3. Dolphins are smart marine animals capable of solving problems.
.....
4. The desert is a dry and hot environment with little vegetation.
.....
5. Elephants are large mammals that travel in herds for protection.
.....
6. Polar bears are strong predators that can swim long distances.
.....
7. The peacock is a colorful bird known for its vibrant feathers.
.....
8. The rainforest is a rich and green habitat filled with diverse species.
.....
9. Mount Everest is a high and challenging mountain to climb.
.....
10. Wolves are fast and clever animals that hunt in packs.
.....

Mission 11. Using Adjective to Describe Animals.

Write 5 descriptive sentences for each of the animals listed below, focusing on their unique characteristics such as appearance, behavior, habitat, or abilities.

Use at least two adjectives in each sentence to create vivid and engaging descriptions.

Include at least one comparative or superlative adjective for each animal to emphasize their distinct traits or comparisons.



The cat:

- ▷ *The cat has soft, fluffy fur that keeps it warm and cozy.*
- ▷ *It moves with graceful, silent steps, making it an excellent hunter.*
- ▷ *Cats are known for their sharp claws and keen eyesight, especially at night.*
- ▷ *They love to rest in warm, sunny spots, often stretching out lazily.*
- ▷ *Unlike dogs, cats are more independent and enjoy solitude.*

The dog:

- ▷
- ▷
- ▷
- ▷
- ▷

The Rabbit:

- ▷
- ▷
- ▷
- ▷
- ▷

The horse:

- ▷
- ▷
- ▷
- ▷
- ▷

The elephant:

- ▷
- ▷
- ▷
- ▷
- ▷

The bear:

▷
▷
▷
▷
▷

The cow:

▷
▷
▷
▷
▷

The fish:

▷
▷
▷
▷
▷



Mission 12. Quiz

Ready to check your knowledge about adjective? Dive into the questions below, analyze each one carefully, and select the most accurate answers.

- Which sentence uses a superlative adjective?
 - The tiger is faster than the cheetah.
 - The lion is as strong as the tiger.
 - The cheetah is the fastest land animal.
 - The tiger is the more powerful predator.
- Fill in the blank: "Among all the birds in the jungle, the peacock is the _____."
 - Colorful
 - Most colorful
 - Colorfuller
 - More colourful
- Read the text and answer the question:

Lions and leopards are both powerful predators in the savanna. However, lions are larger and rely on teamwork, while leopards are more agile and prefer hunting alone.

Compared to leopards, lions are _____.

 - Large
 - Larger
 - Largest
 - More larges
- Which sentence shows an equal comparison?
 - The giraffe is taller than the elephant.
 - The kangaroo is the fastest jumper.
 - The cheetah is as fast as the car in the race.
 - The tiger is more ferocious than the lion.
- What is the comparative form of "strong"?
 - Strength
 - Strongest
 - Stronger
 - More strong



3. A Guide to Passive Voice: Letting Actions Lead



Have you ever noticed how sometimes we focus more on what happened rather than who did it? For example, instead of saying, 'The chef cooked the meal,' we might say, 'The meal was cooked.' This is the beauty of passive voice—it shifts the focus to the action or the object, giving your sentences a fresh perspective. Let's dive into the world of passive voice and discover how it can make your writing more dynamic and versatile!

Mission 1. Spot the Difference

Examine the sentences in the table comparing active and passive voice closely. Discover the differences between the two forms and explore how they change the focus and structure of a sentence!

Active voice	Passive voice
The dog chased the cat.	The cat was chased by the dog.
The chef cooked the meal.	The meal was cooked by the chef.
The farmer planted the seeds.	The seeds were planted by the farmer.
The lion hunts the deer.	The deer is hunted by the lion.
The zookeeper cleaned the cage.	The cage was cleaned by the zookeeper.
Scientists observe migration patterns.	Migration patterns are observed by scientists.
The rain flooded the village.	The village was flooded by the rain.
The teacher explained the lesson.	The lesson was explained by the teacher.
Tourists visit the national park.	The national park is visited by tourists.
Conservationists will plant the trees.	The trees will be planted by conservationists.

The difference between active voice and passive voice.....
.....
.....
.....

Mission 2. Let's Identify

Answer the questions to identify the differences between the two forms. Think about what each sentence emphasizes, how the structure changes, and why a writer might choose one over the other!

1. Do you notice the differences between the left and right columns? What is the focus of the sentences in the active voice compared to the passive voice?
2. In the passive voice sentences, who or what is the focus of the sentence? Why is this different from the active voice?
3. Look at the structure of the active voice sentences. How does the position of the subject, verb, and object change when rewritten in the passive voice?

4. Why do some passive voice sentences include “by + agent” while others don't? When do you think it's necessary to include the agent?
5. Compare these two sentences: “The lion hunts the deer” and “The deer is hunted by the lion”.
6. Which sentence makes the performer of the action more obvious? Which sentence focuses on the action itself?
7. In the sentence, “The national park is visited by tourists,” why might the writer choose to use the passive voice instead of the active voice?
8. Can a sentence in passive voice still make sense if the agent (the doer) is not mentioned? Why or why not?
9. In your own words, explain one key difference between active and passive voice.



Knowledge Corner

It's time to go over your answers! Let's dive deeper into passive voice and explore its details.

- ▷ Passive voice used to emphasize the action being done or the object receiving the action, rather than the person or thing performing the action. In this structure, the object of an active sentence becomes the subject of the passive sentence.
- ▷ Passive voice is useful in writing when the focus needs to be on the action or the object receiving it rather than the doer. It is particularly helpful when the performer of the action is unknown, unimportant, or implied.

Example: The penguins are fed by the zookeeper

- ▷ **The differences between active voice and passive voice:**

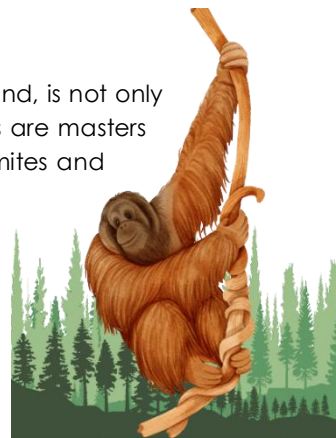
Active voice	Passive voice
The subject performing the action	Object receiving the action
Clearly identifies who is performing the action	The doer of the action is optional and often omitted if it's irrelevant or unknown.
Used for direct, clear, and engaging writing, especially when the performer of the action is important.	Used when the action or object is more important than the doer, or when the doer is unknown or less significant.
Commonly used in everyday speech, storytelling, and persuasive writing	Often used in formal writing, scientific reports, or situations where objectivity is needed.



Do You Know?

How much do you know about one of Indonesia's most intelligent primates?

- ▷ The Sumatran orangutan (*Pongo abelii*), native to Indonesia's Sumatra Island, is not only critically endangered but also remarkably intelligent? These arboreal apes are masters of survival, using tools in ingenious ways—like crafting sticks to extract termites and honey or using leaves as makeshift umbrellas during tropical rains.
- ▷ Their diet mainly consists of fruits such as figs and jackfruits, but they also eat insects, bird eggs, and occasionally small vertebrates.
- ▷ Unfortunately, these intelligent primates face severe threats from habitat loss due to deforestation and human encroachment. Conservation efforts are vital to protect them and preserve Indonesia's incredible biodiversity.



Mission 3. Identify the Form of Passive Voice

The way passive and active voice are formed is one of their key differences. Let's learn how to structure passive voice.

Tense: Structure	Active voice	Passive voice
Simple present: O + to be + V3	The cheetah chases the gazelle.	The gazelle is chased by the cheetah.
Present continuous: O + to be + being + V3	The bird is building a nest.	The nest is being built by the bird.
Present Perfect: O + has/have been + V3	The dog has caught the rabbit.	The rabbit has been caught by the dog.
Simple Future: O + will/shall + be + V3	The zookeeper will feed the penguins.	The penguins will be fed by the zookeeper.

Mission 4. Let's Practice

Let's put your understanding of passive voice to the test! Below are sentences written in either active or passive voice. Your task is to transform each sentence: if it's active, rewrite it in passive voice; if it's passive, rewrite it in active voice.

1. The cat chased the mouse.
Passive: The mouse was chased by the cat.
2. The book is being read by the student.
Active: The student is reading the book.
3. Farmers grow rice in this region.
.....
4. The project was completed by the team.

-
5. The dog has chewed the slippers.
.....
 6. The nest is being built by the bird.
.....
 7. The chef will prepare the meal.
.....
 8. The email was sent by the manager.
.....
 9. Scientists have discovered a new species.
.....
 10. The homework will be finished by the students.
.....

Mission 5. Jumble Game

Below are jumbled phrases that need your help to become proper passive voice sentences. Rearrange the words into complete and grammatically correct sentences, paying close attention to the structure of passive voice.

1. (by the chef / was / baked / The cake)
The cake was baked by the chef.
2. (the letter / is being / delivered / by the postman)
.....
3. (the animals / were / fed / by the zookeeper)
.....
4. (the homework / has been / by the student / finished)
.....
5. (will be / by the committee / announced / The results)
.....
6. (The nest / by the bird / built / is being)
.....
7. (the photos / taken / were / by the tourists)
.....
8. (will / by the firefighters / be / extinguished / The fire)
.....
9. (by the children / is / played / in the park / The game)

.....
10. (the documents / scanned / are / by the assistant)
.....

Mission 6. Spot the Passive Voice!

Examine the text thoroughly to spot every sentence written in passive voice. Rewrite/underline them to reinforce what you've learned!

A Documentary in the Wild



A grass savanna at Kruger National Park in South Africa - Wikipedia

In the middle of the savanna, a wildlife documentary was being filmed by a team of experts. The animals were observed from a safe distance, and detailed notes were taken by the researchers. A herd of elephants was seen near the waterhole, where their behavior was studied carefully. In the meantime, cameras were set up around the area to capture their movements. Later, the footage was reviewed by the crew, and a report was prepared for the conservation organization. Many interesting facts were discovered, and important conclusions were drawn from the study.

Passive voice within the text:

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

Mission 7. Quiz

It's time to see how well you understand passive voice! Review the questions below and choose the correct answers that best reflect what you've learned.

1. Which sentence is in the passive voice?
 - a. The zookeeper feeds the animals every morning.
 - b. The animals are fed by the zookeeper every morning.
 - c. The zookeeper is feeding the animals.
 - d. The animals have eaten their breakfast.

2. Transform this active voice sentence into passive voice:

"The lion chased the deer."

- a. The deer is chased by the lion.
 - b. The deer was chased by the lion.
 - c. The deer will be chased by the lion.
 - d. The deer has been chased by the lion.
3. Which verb form is used in the passive voice?
 - a. Base verb
 - b. Present participle
 - c. Past participle
 - d. Infinitive verb

4. Read the text and answer the question:

A new wildlife reserve was established last year to protect endangered species. The area is being closely monitored by conservationists. Several species have been reintroduced to the reserve to restore balance to the ecosystem.

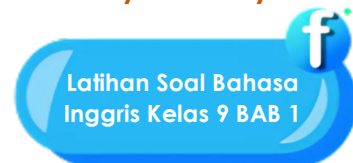
How many passive voice sentences are in the text?

- a. One
 - b. Two
 - c. Three
 - d. Four
5. Fill in the blank:

"The report _____ written by the researchers yesterday."

 - a. Was
 - b. Is
 - c. has been
 - d. will be

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



Summary

Report text

- ▷ Report texts used to describe and provide information about a particular subject, often related to animals, objects, or phenomena.
- ▷ Report texts are structured in a way that includes:
 - a. General Classification (introduces the subject).
 - b. Description (details the subject's features or characteristics).

Adjectives

- ▷ Adjectives are words that describe or modify nouns, providing more detail about their characteristics.
- ▷ Comparative adjectives are used to compare two things or people. It often end in "**-er**" (e.g., "taller," "stronger") or are formed using "**more**" or "**less**" (e.g., "more intelligent," "less dangerous").
- ▷ Superlative adjectives used when comparing three or more things to find the highest or lowest degree of a quality. Usually end in "**-est**" (e.g., "fastest," "strongest") or are formed with "**most**" or "**least**" (e.g., "most intelligent," "least dangerous").

Passive Voice

- ▷ The passive voice shifts focus of a sentence from the subject (the doer of the action) to the object (the receiver of the action). It is used when the doer of the action is unknown, irrelevant, or less important.
- ▷ The form of passive voice:

Tense: Structure	Active voice	Passive voice
Simple present: O + to be + V3	The cheetah chases the gazelle.	The gazelle is chased by the cheetah.
Present continuous: O + to be + being + V3	The bird is building a nest.	The nest is being built by the bird.
Present Perfect: O + has/have been + V3	The dog has caught the rabbit.	The rabbit has been caught by the dog.
Simple Future: O + will/shall + be + V3	The zookeeper will feed the penguins.	The penguins will be fed by the zookeeper.

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LESSON 2:

WRITE YOUR BEST MEMORIES

Character of Pancasila Students

- ▷ **Reflective and expressive communication**
Telling personal experiences and memories clearly while appreciating the value of past events.
- ▷ **Logical and critical thinking**
Organizing ideas using sequence connectors to make stories easier to follow and understand.
- ▷ **Respectful interaction in conversations**
Sharing preferences and listening to others' choices with openness and respect.



Introduction

Memories shape who we are and allow us to connect with others by sharing meaningful experiences. Recount texts help us retell past events in a clear, structured, and engaging way. In this chapter, you will explore how to write recount texts by organizing events with sequence connectors, using past tense accurately, and expressing your preferences in daily conversations. These skills will not only improve your writing but also help you communicate stories and personal experiences more effectively.

Keywords: Recount Text, Past Tense, Sequence Connectors, Preferences, Storytelling

This chapter will guide you through mastering recount texts, using past tense accurately, linking ideas with sequence connectors, and expressing your preferences clearly.

1. Understand the structure of a recount text

- ▷ Identify the orientation, events, and reorientation of a recount text.
- ▷ Recognize time expressions and sequence connectors used in recounts.

2. Use sequence connectors to organize events

- ▷ Correctly apply and improve the clarity of written and spoken recounts by structuring events logically.
- ▷ Identify and apply sequence connectors in different contexts.

3. Understand how to express preferences

- ▷ Identify statements that can be verified as true (facts) versus personal beliefs or judgments (opinions).
- ▷ Use graphic organizers to categorize information as factual or opinion-based, aiding comprehension.

4. Apply passive voice constructions in various tenses for identification purposes

- ▷ Develop the ability to ask and answer questions about preferences in conversational settings.
- ▷ Distinguish between general and specific preferences
- ▷ Formulate sentences with clear preference expressions.



F I T R I



1. Recount Text: Capture the Moment

Have you ever experienced something unforgettable? Perhaps a vacation, a special event, or an exciting adventure? How did you tell your friends about it? When we want to share our memorable experiences, we often describe the events in a way that helps others understand exactly what happened and how it made us feel. In this chapter, you will learn how to write a recount text—a type of writing that tells a story about something that happened in the past.

Mission 1. Reading the Text

Read the text below carefully!

A Trip to Jakarta



Jakarta by Om Khonjin - Wikipedia

Last month, I had the opportunity to visit Jakarta, Indonesia's bustling capital. It was my first time there, and I was eager to explore the city's rich history and culture. We arrived early in the morning, greeted by the hot and humid weather, typical of Jakarta. Our first destination was Monas, the National Monument, a symbol of Indonesia's independence. We went up to the top and enjoyed breath-taking views of the city, with its tall buildings, busy streets, and even the coastline in the distance.

After Monas, we headed to Kota Tua, the historic old town of Jakarta. The area was full of colonial-style buildings, and we visited the Fatahillah Museum, a former Dutch colonial building. Inside, we explored old photographs, furniture, and artifacts that told the story of Jakarta's past. It was like stepping back in time, and I could feel the city's history all around me.

In the afternoon, we visited Taman Mini Indonesia Indah, a cultural park that showcases the diverse cultures of Indonesia. We saw traditional houses from different regions, watched cultural performances, and explored miniature versions of famous Indonesian landmarks. It was a great way to learn about the many cultures that make up Indonesia, all in one place.

To finish our day, we went shopping at Plaza Indonesia, one of Jakarta's largest malls. I bought some souvenirs, including a batik shirt, and had lunch at a local restaurant in the mall. We then spent the rest of the afternoon at Ancol Dreamland, a recreational park by the beach with amusement rides, an aquarium,

and a water park. It was the perfect way to relax and have fun after a long day of sightseeing. The trip to Jakarta was an unforgettable experience, and I hope to visit again soon.

Mission 2. Take in the Information

After you read the text “A Trip to Jakarta”, take a moment to answer the questions below.

1. How did they feel about the city, and what was the first place they visited?
2. What did they learn about Jakarta's history, and how was the experience different from visiting modern attractions?
3. What cultural experience did the writer have at Taman Mini Indonesia Indah, and how did it help them learn about Indonesia's diverse cultures?
4. Discuss the writer's experience shopping at Plaza Indonesia. How did this part of the trip differ from the historical and cultural activities?
5. The writer's final stop was Ancol Dreamland. Why was this visit important, and how did it provide a balance to the rest of the trip?
6. How does the writer feel about their trip to Jakarta? What did they take away from the experience, and would they want to visit again?

Mission 3. Scrambled Game

Read the text again, then reorder the sentences below to reflect their correct sequence. Fill in the blanks with the correct numbers.

A. We had a great time exploring the city and learning about its culture.	...
B. Finally, we ended our day at Ancol Dreamland, where we had fun at the water park.	...
C. After a long flight, we arrived in Jakarta early in the morning.	1
D. Our trip to Jakarta was an unforgettable experience, and we were sad to leave at the end of the week.	...
E. Next, we visited the Fatahillah Museum, where we saw exhibits about Jakarta's colonial past.	...
F. We left the hotel in the morning and headed to Kota Tua to explore the old part of Jakarta.	...
G. Then, we visited the National Museum to learn more about Indonesia's rich history and culture.	...
H. We also visited Taman Mini Indonesia Indah, where we saw traditional houses and cultural performances from different regions of Indonesia.	...
I. We traveled by taxi to Ancol, a famous recreation park located by the sea.	...
J. First, we went to Monas, the National Monument, where we took a ride to the top and enjoyed a panoramic view of Jakarta.	...

Mission 4. True or False Check

Read each statement carefully and decide whether it's True or False based on the text "A Trip to Jakarta." Write the correct answer in the True or False column.

Statement	Fact
The trip to Jakarta started with a visit to the National Museum.	<i>False</i>
The group traveled to Jakarta early in the morning after a long flight.
The group visited Monas and took a ride to the top to enjoy the view of Jakarta.
The Fatahillah Museum is located in Taman Mini Indonesia Indah.
After exploring the city, the group visited Ancol Dreamland for fun at a water park.
The trip to Jakarta was unforgettable, and they stayed there for two weeks.
The group visited Taman Mini Indonesia Indah to learn about the traditional houses of Indonesia.
The trip was full of cultural experiences, but there was no mention of traditional performances.
The group ended their trip with a visit to Ancol Dreamland.
The group stayed in Jakarta for a week and had a wonderful time exploring the city.

Knowledge Corner

Now that you have read the text "A Trip to Jakarta", it's time to dive deeper into the world of recount texts. Let's explore what makes a recount text unique, its key features, and how it can effectively tell a story.

- ▷ **A recount text** is a type of writing used to tell a story or describe a series of events or experiences that have already happened.
- ▷ **Recount text** is commonly used to share personal experiences, describe trips, or explain an event in a factual way.
- ▷ **The main purpose** of a recount text is to retell an event or experience to inform or entertain the reader. It provides a clear sequence of events so that the reader can understand what happened, where, and when.
- ▷ **Generic structure of recount text:**
 - a. **Orientation:** Provides background information of the events (who, what, when, where, why)
 - b. **Events:** This is the main part of the recount, where the events are told in chronological order.
 - c. **Reorientation:** A summary of the experience, often answers questions like "how did I feel?" or "what happened afterward?"
- ▷ **Language Features of recount text:**
 - a. Past-tense
 - b. Time connectors and sequence words

c. Descriptive language

Mission 5. Examine the Text

To gain a clearer understanding of recount texts, let's examine and take a closer look at the text 'A Trip to Jakarta' you've read earlier.

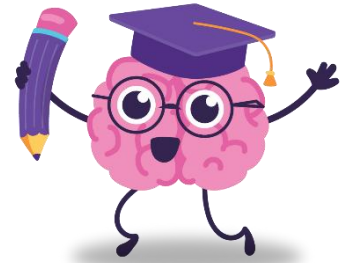
Generic Structure	Text (paragraph)
Orientation	<p>Last month, I had the opportunity to visit Jakarta, Indonesia's bustling capital. It was my first time there, and I was eager to explore the city's rich history and culture.</p>
	<ul style="list-style-type: none">▷ Who? The writer is talking about their own experience.▷ What? Visiting Jakarta, eager to explore.▷ When? Last month.▷ Where? Jakarta, Indonesia.
Events	<p>We arrived early in the morning, greeted by the hot and humid weather, typical of Jakarta. Our first destination was Monas, the National Monument, a symbol of Indonesia's independence. We went up to the top and enjoyed breath-taking views of the city, with its tall buildings, busy streets, and even the coastline in the distance.</p> <p>After Monas, we headed to Kota Tua, the historic old town of Jakarta. The area was full of colonial-style buildings, and we visited the Fatahillah Museum, a former Dutch colonial building. Inside, we explored old photographs, furniture, and artifacts that told the story of Jakarta's past. It was like stepping back in time, and I could feel the city's history all around me.</p> <p>In the afternoon, we visited Taman Mini Indonesia Indah, a cultural park that showcases the diverse cultures of Indonesia. We saw traditional houses from different regions, watched cultural performances, and explored miniature versions of famous Indonesian landmarks.</p>
	<ul style="list-style-type: none">▷ The events are described in the order they occurred: Arrival in Jakarta, then visiting Monas, Kota Tua, Fatahillah Museum, Taman Mini Indonesia Indah, then went to Plaza Indonesia and spent the rest of the afternoon at Ancol Dreamland.▷ Action verbs such as "arrived," "went," "headed," "explored," describe the activities.▷ Time connectors like "After," "In the afternoon," show the progression of events.
Reorientation	<p>It was a great way to learn about the many cultures that make up Indonesia, all in one place.</p> <p>To finish our day, we went shopping at Plaza Indonesia, one of Jakarta's largest malls. I bought some souvenirs, including a batik shirt, and had lunch at a local restaurant in the mall. We then spent the rest of the afternoon at Ancol Dreamland, a recreational park by the beach with amusement rides, an aquarium, and a water park. It was the perfect way to relax and have fun after a long day of sightseeing. The trip to Jakarta was an unforgettable experience, and I hope to visit again soon.</p>
	<ul style="list-style-type: none">▷ The writer reflects on the day's events and summarizes the trip with the phrase "It was the perfect way to relax..."

- ▷ The personal conclusion: "The trip to Jakarta was an unforgettable experience, and I hope to visit again soon."



Do You Know?

Jakarta, the capital city of Indonesia, is often referred to as the "Big Durian"? This nickname draws a parallel to New York City's "Big Apple" and reflects Jakarta's status as a bustling metropolis. The durian, a tropical fruit known for its strong aroma and distinctive taste, symbolizes the city's vibrant and dynamic character, which can be both overwhelming and captivating to newcomers.



Mission 6. Tell Your Story!

Now that you understand recount texts, it's time to write one of your own story, reflecting on an experience that's important to you.

- 1) Think about an experience that you would like to share. This could be a memorable trip, a special event, or any other significant experience in your life.
- 2) Plan your recount by considering these three main parts of the text:
 - ▷ **Orientation:** Where did it happen? When did it happen? Who was involved?
 - ▷ **Events:** What happened in chronological order? What did you do first, next, and last?
 - ▷ **Reorientation:** How did you feel about the experience? Would you like to go back or do it again?
- 3) **Write your recount text** and don't forget to use time expressions, past tense, and appropriate connectors and transitions.

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Mission 7. Practice Time.

Look over the text below carefully.

A Day at the Zoo



Going to the Zoo – Canva.com

Last weekend, I visited the zoo with my family. We arrived early in the morning, just as the zoo opened. The weather was perfect for a day out, and we were all excited. Our first stop was the elephant exhibit. We saw two huge elephants playing in the water, and we even got to feed them some fruits. After that, we walked to the lion's den. We watched the lions nap under a tree, and one of them yawned loudly.

In the afternoon, we ate lunch at the zoo café. I had a delicious sandwich, while my little brother had ice cream. Later, we went to the aquarium. The fish were so colorful, and we saw a huge shark swim past us. It was amazing! We spent a lot of time there, admiring the underwater world.

Before leaving, we bought some souvenirs from the gift shop. I got a cute lion keychain to remind me of the fun day we had. It was a memorable trip, and I hope to visit the zoo again soon.

Analyze the text (A Day at the Zoo) and fill in the table below with the details from each generic structure (Orientation, Events, Reorientation).

Generic Structure	Text (paragraph)
<p>Orientation</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>▷ Who?</p> <p>▷ What?</p> <p>▷ When?</p> <p>▷ Where?</p>	
<p>Events</p>	<p>.....</p> <p>.....</p>

.....
.....

- ▷ The events are **described in the order they occurred**:
- ▷ **Action verbs**:
- ▷ **Time connectors**:

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

Reorientation

- ▷ The writer reflects on the day's events and summarizes the trip with the phrase "....."
- ▷ The personal conclusion:

Mission 8. Find the Past Tense.

After carefully analyzing the text and understanding its structure, your next mission is to dive deeper into the story 'A Daddy at the Zoo.' Your task now is to identify and list 10 sentences that are written in the past tense.

1. *Last weekend, I visited the zoo with my family.*
2.
3.
4.
5.
6.
7.



Mission 9. Quiz

Time to put your knowledge of recount texts to the test! Go through the questions below and select the answers that show off your understanding.

1. What is the main purpose of a recount text?
 - a. To explain a process or procedure
 - b. To describe a place or event in detail
 - c. To tell a story about something that has happened in the past
 - d. To compare two different ideas
2. Which of the following is a key feature of recount text?
 - a. Use of future tense
 - b. Chronological order of events
 - c. Use of present continuous tense
 - d. The writer's opinion about a future event
3. Read the text carefully and answer the question correctly!

A Day at the Beach

Last weekend, I went to the beach with my family. We left early in the morning, just as the sun began to rise. The drive was peaceful, and the weather was perfect. When we arrived, the first thing I noticed was the sound of the waves and the smell of salty air. My brother and I spent hours building sandcastles and collecting seashells, while my parents relaxed under a big umbrella. Around lunchtime, we enjoyed a picnic with sandwiches, fresh fruits, and cold drinks. In the afternoon, we played in the water, jumping over waves and laughing together. It was such a fun and memorable day, and I can't wait to visit the beach again.

What activity is described in the text?

- a. Visiting a park
 - b. Going to the beach
 - c. Hiking in the mountains
 - d. Playing in the backyard
4. Read the text carefully and answer the question correctly!

Baking with Grandma

Yesterday, I spent the afternoon baking cookies with my grandmother. It was a tradition we hadn't done in a while, so I was excited. First, we gathered all the ingredients: flour, sugar, butter, chocolate chips, and a few secret spices she always uses. Then, we mixed everything in a big bowl, laughing as the flour puffed up like a cloud. After that, we shaped the dough into small circles and carefully placed them on the baking tray. While the cookies baked, the smell of chocolate filled the kitchen, making my mouth water. When they were done, we let them cool before tasting them. They were soft, warm, and absolutely delicious. Spending that time with my grandma made the cookies taste even better!

What is the order of events described in the text?

- a. Shaping the dough, baking, mixing ingredients
 - b. Baking the cookies, mixing ingredients, shaping the dough
 - c. Mixing ingredients, shaping the dough, baking the cookies
 - d. Mixing ingredients, baking the cookies, shaping the dough
5. Read the text carefully and answer the question correctly!

My First Bike Ride

When I was seven years old, I learned how to ride a bicycle for the first time. My dad helped me by holding the bike steady as I tried to balance. At first, I was scared and kept wobbling, but he encouraged me to keep trying. After a few attempts, I finally managed to ride without his help! I could feel the wind on my face as I pedaled faster, and I couldn't stop smiling. Even though I fell a couple of times and scraped my knees, I didn't give up. That day, I learned that practice and determination really do pay off.

What lesson did the writer learn from this experience?

- a. Riding a bike is easy and fun.
- b. Giving up quickly is the best option.
- c. Practice and determination lead to success.
- d. Falling means you should stop trying.



2. Flowing Stories: Sequence Connectors in Action

This chapter will show you how sequence connectors organize your story, making it flow seamlessly, whether you're sharing a vacation, adventure, or just a memorable day.

Knowledge Corner

- ▷ Sequence connectors (also known as sequencing words or time connectors) are words or phrases that help us organize and connect events or actions in a logical order. They show the relationship between events by indicating when something happens in relation to other events.
- ▷ Use sequence connectors in writing:
 - a) Use "**first**" or "**first of all**" to start the story.
 - b) Use "**then**", "**next**", or "**after that**" to show the progression of events.
 - c) Use "**finally**" or "**in the end**" to conclude the story or describe the last step of the sequence.

Mission 1. Sequence It Right.

Read the recount text below and fill in the blanks with the appropriate sequence connectors.

A memorable Trip to Bali



Pura Ulun Danu Bratan, Bali – Wikipedia.com

First, we woke up early to start our long-awaited trip to Bali. _____, we packed our bags and made sure we had everything we needed for the journey. _____, we left the house and drove to the airport. The traffic was heavy, but we managed to arrive on time. _____, we checked in at the counter and went through security. After a short wait, _____, we boarded the plane. The flight was smooth, and _____, we landed in Bali. We were excited and ready to start exploring the island. _____, we took a taxi to our hotel, checked in, and relaxed for a bit before going out to see the sights. The day was full of new experiences, and _____, we ended our trip with a delicious dinner at a local restaurant."

Mission 2. Practice Time.

Rearrange these events in the correct chronological order. Use sequence connectors to arrange them. Then, write a short recount paragraph using the events in the correct order.

Events:

1. I decided to explore the local market after visiting the museum, where I found a variety of handmade crafts.
2. To end the day on a high note, I took a relaxing walk along the beach while watching the sunset.
3. After that, I treated myself to a delicious dinner at a restaurant that overlooked the city lights.
4. Before heading to the cinema, I spent some time browsing the shops at a nearby mall.
5. After arriving in the city, I headed straight to the museum, which was known for its art collections.
6. Later in the afternoon, I made my way to the local park and took some photos of the beautiful scenery.
7. I started my day by enjoying a hearty breakfast at a local café, which had an amazing view of the surrounding mountains.
8. In the evening, I went to a cinema near the beach to watch a movie under the stars.
9. I decided to take a detour and stopped by a traditional food stall, where I tried some exotic street food.
10. Around midday, I visited the botanical garden and spent an hour exploring the lush landscapes and exotic plants.

Recount paragraph:

First, I started my day by enjoying a hearty breakfast at a local café, which had an amazing view of the surrounding mountains

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Mission 3. A Day to Remember!

Have you ever had an unforgettable adventure or an exciting day? Perhaps you went on a fun trip, explored a new place, or tried something you've never done before! Now, it's your turn to tell your story!

1. Think about an event or an adventure you've experienced. It could be a trip, a special day with family or friends, or even a unique experience at school.



2. Make a list of events from your story. Think about what happened first, next, after that, and finally. Organize your events in the correct order.
3. Use sequence connectors like first, then, next, after that, and finally to connect the events in your story.
4. Write your story in paragraph. Be sure to include the details that make your story interesting, like what you saw, did, and felt during your adventure.

Mission 4. Quiz.

It Let's see how well you know sequence connectors! Read the questions carefully and pick the answers that best showcase your understanding.

1. What is the purpose of using sequence connectors in a recount text?
 - a. To describe the physical appearance of a person
 - b. To show the order in which events happen
 - c. To express opinions about the events
 - d. To list items or objects involved in the event
2. Which of the following sequence connectors can be used to show the first event in a recount text?
 - a. After that
 - b. First
 - c. Finally
 - d. Then
3. Which of these sentences correctly uses a sequence connector?
 - a. First, we visited the museum. Next, we went to the zoo.
 - b. We visited the zoo, after that the museum.
 - c. The museum was fun, after that we saw the zoo.
 - d. We first visited the zoo, and finally the museum.
4. When writing a recount text, which of the following should you do?
 - a. Start by describing your feelings about the event
 - b. Use sequence connectors to show the order of events
 - c. Focus only on the ending of the story
 - d. Include opinions, not just events
5. Which of the following is the correct order of sequence connectors you should use in?
 - a. Finally, first, after that, next
 - b. After that, then, next, first
 - c. First, then, next, after that, finally
 - d. Next, first, then, after that, finally



3. Expressing Preferences: Share Your Choices!

Have you ever been asked, "What's your favorite food?" or "Which do you like better?" When we talk about our likes and dislikes, we often have to express our preferences. Preferences are simply the things we like more than others. In this unit, we will learn how to express our preferences in English.



Mission 1. Get to Know Yourself

Before we explore the topic of preferences, let's take a moment to reflect on who you are and what truly excites you. Think about the activities that make you feel happy and energized. What are the things you love doing in your free time?

1. Which do you like better, reading or watching TV?
2. Would you rather go to the beach or the mountains?
3. Would you rather watch a movie at home or go to the cinema?
4. Which do you prefer, a city vacation or a countryside vacation?
5. Which is more exciting, go to the mountains or go to the cafe?

Knowledge Corner

- ▷ **Preferences** are the things we like the most or the things we choose over others. For example, if you love chocolate more than vanilla, you would say, "I prefer chocolate to vanilla."
- ▷ Preferences can be about anything: food, movies, music, places, hobbies, and more.
- ▷ Preferences are expressed using "prefer" and "like"
 - a) **"Prefer"** is used to show a stronger choice or liking for one thing over another.
Example: "I prefer tea to coffee." (This means you like tea more than coffee.)
You can also use "prefer" with "to" or "rather than".
Example: "I prefer reading books to watching TV."
 - b) **"Like"** is used to talk about things you enjoy in general, but it is less specific than "prefer."

Example: "I like pizza." (This means you enjoy pizza, but you might like other foods too.)

- ▷ Understanding how to express preferences is helpful in many situations. You can use them to make decisions, give recommendations, share opinions.
- ▷ When talking about preferences in recounts or stories, we often use sequence connectors (like first, then, next) to describe what happened first and what happened later. This helps organize the events in a clear, logical way, so others can understand the order of your preferences and actions.

Mission 2. My Ideal Day.

What would you do on this ideal day? Where would you go? Who would you spend time with? Think about all your favorite things and activities. Would you rather go to the beach or visit the zoo? Would you prefer to read a book or watch a movie? This is your chance to let your imagination run wild!

Write a short paragraph (5-7 sentences) describing your ideal day. Use expressions of preferences like: "I prefer...", "I would rather...", "My favorite thing to do is...", "I like...", "I enjoy..."

Example:

"My ideal day would start with a delicious breakfast at my favorite café. I would prefer pancakes over cereal, because pancakes are my favorite! After breakfast, I would go to the beach, as I like the sound of the ocean. Then, I would visit my best friend and we could go shopping together, because I enjoy spending time with her. Finally, I would watch a movie at home with my family, because I love movies more than TV shows!"

My Ideal Day

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Mission 3. Let's Talk About Choices!

Carefully read the dialogue and then respond to the questions based on its content. Pay close attention to the preferences shared, the reasons provided, and the overall flow of the conversation.

A Chat About Weekend Plans	
Lia:	What do you guys want to do this weekend? I'm thinking of going to the beach.
Tom:	Hmm, I like the beach, but I'd rather go hiking in the mountains. It's cooler, and I enjoy the fresh air.
Sarah:	Oh, I love hiking too, but I prefer going to the beach. It's more relaxing, and I want to swim!



A Chat About Weekend Plans

Lia: I can see your point, Sarah. I like swimming too, but I would rather take a long walk on the sand. It's so calming.

Tom: Well, I'm not a big fan of swimming, so the mountains are still my favorite. I feel more energized when I'm hiking.

Sarah: How about we go hiking this weekend and visit the beach next weekend?

Lia: That sounds like a great idea!

Questions about the dialogue:

1. What does Tom prefer to do this weekend? Why?
2. Why does Sarah prefer the beach?
3. What activity does Lia prefer at the beach?
4. How do Tom, Lia, and Sarah resolve their different preferences?
5. Find and list at least three expressions of preference used in the dialogue.
6. Who suggests a compromise, and what is the compromise?

Mission 4. Fill in the Blank

Examine the dialogue and take note of the clues in parentheses beside each blank. Use these hints to determine what each speaker would say, and complete the blanks with suitable expressions of preference.

Emma: Hey, Jack and Lily! What are we doing for lunch today?

Jack: I'm not sure. What do you think?

Lily: Hmm, I'm in the mood for something light. I prefer a salad and iced tea (Lily loves salads and iced tea).

Emma: That sounds good, but _____ (Emma enjoys sushi more than salads because she loves seafood).

Jack: I'm okay with either. I like salads, but _____ (Jack prefers burgers because he finds them more filling).

Lily: Hmm, okay. What if we compromise? _____ (Suggest a place that offers multiple types of food).

Emma: That works for me! My favorite place for lunch is _____ (Emma's favorite restaurant is Sushi World).

Jack: Perfect! Let's go there. By the way, what about plans for this weekend?

Lily: I haven't decided yet. _____ (Lily enjoys hiking because she loves being outdoors). What about you?

Emma: I would rather _____ (Emma prefers relaxing at the beach because she enjoys swimming).

Jack: Those both sound fun, but _____ (Jack prefers visiting a museum because he's interested in history).

Lily: Looks like we need to make another compromise! Let's discuss it while we eat.

Knowledge Corner

- ▷ The verb "**prefer**" is used to express a liking or choice between two or more things. It can be used to talk about **general preferences** (things we like in general) or **specific preferences** (preferences for a particular situation or time).
- a) Use "prefer" to express what we like overall or in general. This can refer to things we usually like, or habits we have.
- b) Specific preferences focus on a particular time or situation.
- ▷ **The form of preferences:**

Types of preferences	Structure	Example
General Preference	Subject + prefer(s) + noun	"I prefer coffee."
	Subject + prefer(s) + (verb + ing)	"She prefers reading."
	Subject + prefer(s) + noun + to + noun	"They prefer tea to coffee."
	Subject + prefer(s) + (verb + ing) + to + (verb + ing)	"He prefers walking to driving."
Specific Preference	Subject + prefer(s) + to + verb	"I prefer to eat dinner at home."
	Subject + prefer(s) + noun + to + noun	"We prefer pizza to pasta for lunch today."
	Subject + prefer(s) + (verb+ing) + to + (verb + ing)	"She prefers staying at home to going out tonight."
With "Would Rather"	Subject + would rather + verb	"I would rather watch a movie than read a book."
	Subject + would rather + verb + than + verb	"He would rather play football than basketball."

Mission 5. Detective of "Preference"

Examine each sentences carefully! Your mission is to figure out whether the preference is general or specific, and then fill in the "Type of Preference" column with appropriate label.

Sentence	Type of Preference
I prefer to spend my weekends in nature, surrounded by mountains and forests.	<i>General</i>
She prefers reading mystery novels by Agatha Christie more than any other books.
He prefers playing chess over any other game, especially on weekends.
I prefer listening to classical music when I'm studying because it helps me concentrate.
My best friend prefers jogging in the park every morning at 6 AM, no matter the weather.
We prefer taking road trips across the country rather than flying to new destinations.
We prefer to watch action movies starring Tom Cruise because he is our favorite actor.

She prefers having breakfast with pancakes and fresh fruit every Sunday morning.

He prefers playing the guitar instead of any other instrument because it gives him peace.

We prefer going to cozy coffee shops rather than busy restaurants on weekends.

Mission 6. Build the Dialogue

Use the clues below to create a flowing dialogue. Each clue provides information about a person's preference. Write the conversation as if the characters are chatting naturally. Be sure to use expressions like "I prefer," "I would rather," "My favorite is," and explain their reasons.



- James asks everyone about their preference between cats and dogs.
 - Sarah loves dogs more than cats because they are loyal and playful.
 - James prefers cats because they're independent and affectionate.

James: Hey everyone! Let's settle a debate...do you prefer cats or dogs?

Sarah: Definitely dogs! They're so loyal and playful. I'd rather have a dog wagging its tail when I come home.

James: That's fair, but I prefer cats. They're independent, and I love how they curl up in your lap.

- Lily shares that she prefers reading books because it's relaxing.
 - Emma prefers watching TV because she loves exciting shows.

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- Tom asks about spicy vs. sweet food preferences.
 - Nina loves sweet food because it makes her happy.
 - Tom prefers spicy food for its bold flavors.

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- Anna brings up swimming preferences.
 - Kevin prefers pools because they're safer and cleaner.
 - Anna prefers the ocean because it feels freeing and exciting.

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5. - Alex asks about vacation preferences: mountains vs. beaches.
- Mia loves the beach for the sound of the waves and warm sand.
- Alex prefers the mountains for the fresh air and peace.

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6. - Sophia asks about study times: morning or night.
- Jake prefers studying at night because it's quiet.
- Sophia prefers mornings because her mind is fresher.

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Mission 7. Quiz

Now it's your chance to prove your knowledge of expressions of preference! Review the questions below and choose the answers that truly reflect your understanding.

1. What does the phrase "I prefer" mean?
 - a. Express dislike for something
 - b. Show equal liking for two things
 - c. Express a choice or liking for something over another
 - d. Avoid answering a question
2. Which of the following sentences correctly uses "would rather"?:
 - a. "I would rather to eat pizza than pasta."
 - b. "I would rather eat pizza than pasta."
 - c. "I would rather eating pizza than pasta."
 - d. "I would rather pizza eat than pasta."
3. Fill in the blank: "She prefers _____ tea _____ coffee because it's healthier."
 - a. Drinking / than
 - b. Drinks / over
 - c. Drink / and
 - d. Drinking / to
4. Choose the sentence that expresses a general preference:
 - a. "I prefer eating sushi tonight."
 - b. "I would rather go to the park today."
 - c. "I prefer swimming to running."
 - d. "I'd rather watch TV after dinner."
5. Which sentence is NOT an example of expressing a preference?
 - a. "I love hiking because it's relaxing."
 - b. "I prefer chocolate ice cream to vanilla."
 - c. "I would rather play football than basketball."
 - d. "I enjoy listening to classical music in the morning."

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


Latihan Soal Bahasa
Inggris Kelas 9 BAB 2

Summary

Recount Text

- a. A recount text retells events or experiences that occurred in the past. Its primary purpose is to inform or entertain readers by presenting events in chronological order.
- b. Structure of Recount Texts:
 - ▷ Orientation: Introduces the context by detailing who was involved, what happened, when, and where the events took place.
 - ▷ Events: Describes the series of events in the order they occurred.
 - ▷ Re-orientation: Provides a conclusion or personal reflection on the events.
- c. Recount texts predominantly use the past tense to describe events that have already happened.

Sequence Connectors

Sequence connectors (also known as transition signals) are words or phrases that guide readers through the order of events, ensuring clarity and coherence in recount texts.

- ▷ To begin a sequence: "First," "Firstly," "At the beginning"
- ▷ To continue a sequence: "Then," "Next," "After that," "Subsequently"
- ▷ To conclude a sequence: "Finally," "Lastly," "In the end"

Expressions of Preference

- ▷ Expressing preferences involves indicating choices or likings for one thing over another.
- ▷ General preferences (things we like in general).
- ▷ Specific preferences (preferences for a particular situation or time).
- ▷ The form/structure of expressions of preference:

Types of preferences	Structure	Example
General Preference	Subject + prefer(s) + noun	"I prefer coffee."
	Subject + prefer(s) + (verb + ing)	"She prefers reading."
	Subject + prefer(s) + noun + to + noun	"They prefer tea to coffee."
	Subject + prefer(s) + (verb + ing) + to + (verb + ing)	"He prefers walking to driving."
Specific Preference	Subject + prefer(s) + to + verb	"I prefer to eat dinner at home."
	Subject + prefer(s) + noun + to + noun	"We prefer pizza to pasta for lunch today."
	Subject + prefer(s) + (verb+ing) + to + (verb + ing)	"She prefers staying at home to going out tonight."
With "Would Rather"	Subject + would rather + verb	"I would rather watch a movie than read a book."
	Subject + would rather + verb + than + verb	"He would rather play football than basketball."

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How to Write a Recount Text (And Improve your Writing Skills). Literacy Ideas.

LESSON 3:

THE WORLD IN WORDS: STORY FROM EVERY CORNER

Character of Pancasila Students

- ▷ **Cultural appreciation through storytelling**
Understanding cultural diversity and moral lessons expressed in narratives.
- ▷ **Creativity and clarity in communication**
Building stories with clear structure, characters, and events, while using direct and indirect speech effectively.
- ▷ **Critical and reflective thinking**
Applying different past tense forms to connect events logically and meaningfully in both written and spoken narratives.



Introduction

Stories are powerful tools to share experiences, values, and culture across generations and communities. Through narrative texts, we not only learn how to structure orientation, complication, and resolution but also explore cultural diversity and moral lessons within them. In this chapter, you will develop skills to write engaging stories with vivid settings, characters, and events. You will also practice transforming direct speech into indirect speech accurately, while strengthening your mastery of various past tense forms. These skills will help you become a more effective storyteller and communicator.

Keywords: Narrative Text, Direct and Indirect Speech, Past Tense, Storytelling, Cultural Values

This chapter focuses on narrative text, direct and indirect speech, and past tense, aiming to strengthen your storytelling, grammar, and communication skills.

1. Understand how narratives are built

- ▷ Identify the orientation, complication, and resolution in a story.
- ▷ Analyze how cultural diversity and moral lessons are conveyed in narratives.
- ▷ Write engaging narratives with clear settings, characters, and events.

2. Use direct and indirect speech effectively

- ▷ Identify the differences between direct and indirect speech in various contexts.
- ▷ Transform direct speech into indirect speech, considering changes in tenses, pronouns, and time expressions.

3. Discover how to use the past tense

- ▷ Identify and use simple past, past continuous, past perfect, and past perfect continuous correctly.
- ▷ Connect actions in the past using past perfect and simple past to show cause and effect.



F I T R I



1. The Story behind Every Story

Stories can be exciting, surprising, and full of lessons. In this unit, we'll learn how to create narratives that keep readers interested. You'll discover how to develop characters, add conflict, and structure your story so it stays engaging and memorable.

Mission 1. Think and Share.

Respecting others, especially those from different cultures, is essential in today's diverse world. Think about moments when you've shown respect or learned from others.

1. What does it mean to respect someone, and why is it important in building good relationships?
2. Why do you think showing respect to people from different cultures or backgrounds is especially important in our diverse world?
3. Can you think of a moment when you or someone you know showed respect to someone different from them? How did it make a difference?
4. Have you ever felt respected or disrespected by someone because of who you are? How did that experience affect you?
5. How do stories—whether personal, cultural, or fictional—help us understand the value of respecting others?
6. What are some ways people can celebrate cultural differences while showing respect to each other?
7. What lessons can we learn from respecting and embracing differences, and how can these lessons help us in daily life?

Mission 2. Understanding through Reading.

Read the story below and take a moment to think about a time in your life when you experienced something similar or felt connected to the events in the story.

Finding Friendship through Respect



A Boy Get Bullied by His Friend - GraphicsRF on Canva

In a small village in Indonesia, there was a boy named Aji who loved to play with his friends. One of his classmates, Rudi, was new to the village. He came from a big city far away, and he spoke with a different accent and wore clothes that the other kids found strange.

At first, Aji didn't think much about it, but soon he noticed that Rudi was being teased. The other kids made fun of his accent and the way he ate, and Aji laughed along with them. It seemed harmless at the time, just some jokes, but he noticed that Rudi's face would turn sad whenever they laughed.

One afternoon, Aji saw Rudi sitting alone by a creek. His head was down, and he looked upset. Aji felt something inside him shift. He walked over and sat beside him. "Are you okay, Rudi?" he asked.

Rudi looked up, his eyes red. "I don't fit in here. They laugh at me because I'm different," he said quietly.

Aji thought for a moment. "I used to laugh too, but I didn't understand," he admitted. "I know now that being different is nothing to laugh about. Everyone deserves respect, no matter where they come from or how they speak."

Rudi smiled, just a little. "You really think so?"

"Yeah," Aji nodded. "We should all treat each other with kindness and respect. It's what makes us friends, no matter how different we are."

The next day at school, Aji stood up in front of the class. "I just want to say that we should all be kind to Rudi and to each other. It's not okay to make fun of anyone for being different."

From then on, the teasing stopped. Aji and Rudi became good friends, and slowly, the whole class learned to respect each other's differences. They realized that respecting others makes everyone feel accepted and valued, no matter where they come from.

Mission 3. Dive into Stories.

Let's reflect on these ideas through a few questions to guide our understanding.

1. Why did the other students tease Rudi, and how did it make him feel?
2. How did Aji's attitude toward Rudi change throughout the story?
3. What lesson did Aji learn about respect and kindness?
4. How did Aji show courage in addressing the class about respecting Rudi?
5. What is the main message of the story, and why is it important in a diverse community?

Knowledge Corner

- a. **A narrative text** is a story that guides readers through a **sequence of events**, whether based on **reality** or born from **imagination**. It can explore anything, a breath-taking adventure, a heartfelt experience, or a tale that shares a meaningful lesson.
- b. The purpose of narrative texts is **to entertain, educate, and inspire**. They allow readers to experience life through the eyes of the characters, to feel their emotions, and to learn from their experiences.
- c. The structure of narrative text:
 - ▷ **Orientation**: Introduces the setting, characters, and situation.
 - ▷ **Complication**: Presents a problem or conflict that drives the story.
 - ▷ **Resolution**: Shows how the problem is resolved, often with a lesson or moral.

d. **The elements of narrative text:**

- ▷ **Setting:** The time and place where the story occur. It creates the context and atmosphere for the narrative.
- ▷ **Characters:** The individuals (people, animals, or even objects) who take part in the story. They can be categorized as **protagonist** (The main character who drives the story) and **antagonist** (a character or force that opposes the protagonist, can be a person, group or internal struggle).
- ▷ **Plot:** The sequence of events in the story, typically including the orientation, complication, and resolution. It outlines what happens and why.
- ▷ **Conflict:** The central problem or struggle in the story. It drives the narrative forward and engages the audience.
- ▷ **Theme:** The underlying message or main idea of the story. It reflects the moral or lesson the author wants to convey.
- ▷ **Point of view (pov):** The perspective from which the story is told.
- ▷ **Moral/lesson:** The takeaway message the reader learns from the story.

e. Language Features Commonly Used in Narrative Texts:

- ▷ Past Tense: Narratives often describe events that have already happened.
- ▷ Descriptive Language: Rich and vivid descriptions help create clear images and evoke emotions, making the story come alive.
- ▷ Dialogue: Conversations between characters bring them to life and help convey their personalities, relationships.

Mission 4. Examine the Structure.

Let's closely examine and analyze the text to better understand the structure of narrative writing.

Structure	Paragraph(s)	Explanation
Orientation	1-2	<i>Introduces the setting (small village in Indonesia), main characters (Aji and Rudi), and the situation (Rudi being teased for his differences).</i>
Complication
Resolution

Mission 5. Analyze the Details.

To gain a deeper understanding of narrative text, let's take a closer look and analyze the text "Finding Friendship through Respect" in detail.

Settings

Place: *A small village in Indonesia.*

Time: *Present-day (implied). This setting highlights a community where cultural differences are evident.*

Characters

Protagonist:

Antagonist:

Other characters:

Plot:

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Conflict:

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Theme:

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Point of View:

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Moral/lesson:

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Mission 6. Unlock the Story.

Take on this exciting mission to enhance your skills in narrative texts! Follow these instructions and complete your mission.

- I. Read the shuffled sections of the story and arrange them in the correct order: **Orientation** → **Complication** → **Resolution**.
- II. After arranging the sections, answer the following questions:
 1. What clues in the text helped you identify the beginning, middle, and end of the story?
 2. Why does the story need this specific order to make sense?
 3. What is the main message of the story, and how does the structure help convey it?

The Festival of Friendship

Lina's kindness surprised Arif. He apologized for teasing her and admitted he was scared people would mock his performance too. They decided to help each other practice. *Resolution 1.*

Explanation: *The problem begins to resolve as Arif apologizes and they work together, showing mutual respect and support.*

As the festival approached, Lina shared her concerns with her classmate, Arif, who was preparing a Sundanese music performance. Instead of supporting her, Arif teased her about her dance, saying it was old-fashioned. Lina felt hurt and considered not participating in the festival. The next day, she overheard Arif struggling with his flute and realized he was nervous too. She decided to approach him, offering encouragement despite his earlier comments.

Explanation:
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In the bustling town of Harmoni, people from many different cultures lived side by side. Each year, they celebrated their diversity with the Festival of Friendship, where every community showcased their unique traditions. Lina, a young girl from the town, loved the festival but felt uneasy about performing her traditional Batak dance in front of others. She worried people would laugh at her.

Explanation:
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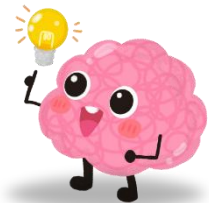
On the day of the festival, both Lina's dance and Arif's music were met with cheers and applause. They learned that sharing their traditions wasn't about perfection but about celebrating who they were. The town embraced the beauty of their differences, making the festival a success.

Explanation:
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Do You Know?

- ▷ Indonesia's legends beautifully weave together myth and nature? The tale of Mount Bromo is a captivating narrative in which the Tengger people honor their ancestors and deepen their bond with the land, showcasing the rich tradition of storytelling that keeps their culture and spirituality alive.
- ▷ According to the Tengger people's folklore, Roro Anteng and Joko Seger, a couple who prayed for children, were blessed with 25 offspring on the condition that they sacrifice their youngest to the volcano. Though they resisted, the gods' fury compelled them to fulfill this promise, sacrificing their child, Kesuma, to appease the mountain. This dramatic tale is honored annually during the Yadnya Kasada festival, where offerings are thrown into Mount Bromo's crater.



Mission 7. Practice time.

Write your own narrative text based on something you've experienced or imagine a story of your own. Use what you've learned to make it detailed and exciting!

Begin with make a plan for your story, don't forget to organize your story based on the elements of narrative text. Then following the structure:

- a) Start with an engaging opening that sets the scene.
- b) Develop the conflict to make your story interesting.
- c) End with a clear resolution and moral.

Mission 8. Quiz.

1. What are the three main parts of a narrative text?
 - a. Introduction, Body, Ending
 - b. Orientation, Complication, Resolution
 - c. Beginning, Middle, Climax
 - d. Setting, Characters, Theme
2. Why is the theme or moral important in a narrative story?
 - a. It provides entertainment for the reader.
 - b. It gives the story a deeper meaning and teaches a lesson.
 - c. It adds more dialogue to the story.
 - d. It helps the reader visualize the setting.
3. How does the setting affect the narrative of a story?
 - a. It gives the story a title.
 - b. It introduces new characters.
 - c. It provides a backdrop that influences events, characters, and mood.
 - d. It determines the length of the story.
4. What is the role of the antagonist in a narrative text?
 - a. To resolve the conflict.
 - b. To create problems or oppose the protagonist.
 - c. To introduce the theme of the story.
 - d. To describe the setting.
5. Why do narrative texts use descriptive language and dialogue?
 - a. To make the story more engaging and relatable.
 - b. To explain the moral of the story directly.
 - c. To list facts and figures about the setting.
 - d. To shorten the length of the story.



2. Exploring Direct and Indirect Speech

Transform the way you share conversations with the power of direct and indirect speech, making your storytelling more engaging and memorable.

Knowledge Corner

Direct speech repeats the exact words spoken by the speaker. The speaker's name or identity can be **mentioned before or after their words.**

- a. **Indirect speech reports** the meaning of what was said but not the exact words. The speaker is still identified, either **before or after the report.**
- b. Examples sentences of direct and indirect speech:



Direct speech	Indirect speech	Explanation
Statement		
He said, "I am working on my project."	He said that he was working on his project.	Am working → was working
Maria said, "I have finished my homework."	Maria said that she had finished her homework.	Have → had
He said, "I will call you tomorrow."	He said that he would call me the next day.	Will → would
Sarah said, "I can solve this problem."	Sarah said that she could solve that problem.	Can → could
John said, "I do my homework every evening."	John said that he did his homework every evening.	Do → did
She said, "We are happy today."	She said that they were happy that day.	Are → were
Question		
He asked, "Do you like ice cream?"	He asked if I liked ice cream.	"do" is removed
Sarah asked, "Where are you going?"	Sarah asked where I was going.	Are → were
The teacher asked, "Have you finished your work?"	The teacher asked if I had finished my work.	Have → had
Exclamation		
She said, "What a beautiful dress!"	She said that it was a beautiful dress.	The exclamation is rephrased as a statement.

He said, "How amazing this view is!"

He said how amazing the view was.

The tone of surprise is retained but turned into a statement.

They said, "What a great idea!"

They said that it was a great idea.

The excitement is transformed into a reported statement.

Mission 1. Transform the Sentences

Transform the direct speech sentences into indirect speech by adjusting the wording, such as tenses, pronouns, and time references. Then, reconstruct the indirect speech sentences into their original direct form.

Direct speech → indirect speech

1. Tom said, "I can't attend the meeting tomorrow because I'm traveling."

Tom said that he couldn't attend the meeting the next day because he was traveling.

2. They said, "We will finish the project by next week."

.....

3. Sarah said, "I didn't understand the question in the test."

.....

4. The teacher said, "You must submit your assignments on time."

.....

5. John said, "I have been waiting for the bus for an hour."

.....

6. The children said, "We are playing a new game in the garden."

.....

Indirect speech → direct speech

1. She said that she was feeling tired after the trip.

She said, "I am feeling tired after the trip."

2. He said that he hadn't completed the project yet.

.....

3. They said that they would organize the event next month.

.....

4. He said that he had been waiting for a response for days.

.....

5. The boy said that he was playing football with his friends.

.....

6. Maria said that she had been working on the presentation all day.

.....

Mission 2. Spot the Mistakes

Identify and correct the errors in the following sentences:

Direct speech	Indirect speech
John said, "I will meet you tomorrow,"	John said that he will meet me tomorrow.
Correct: <i>John said that he would meet me the next day.</i>	
Explanation: <i>The modal "will" changes to "would."</i>	
The teacher asked, "Have you finished your homework?"	The teacher asked if I have finished my homework.
Correct:	
Explanation:	
He said, "I was waiting for the bus,"	He said that he was waiting for the bus.
Correct:	
Explanation:	
Sarah said, "I can fix the car,"	Sarah said that she can fix the car.
Correct:	
Explanation:	
Tom asked, "Where is the nearest station?"	Tom asked where is the nearest station.
Correct:	
Explanation:	
She said, "I am going to the park,"	She said that she is going to the park.
Correct:	
Explanation:	

Mission 3. Match the Pairs

Here's a list of 10 direct speech sentences along with their indirect speech counterparts. Your goal is to correctly pair each direct sentence with its matching indirect version.

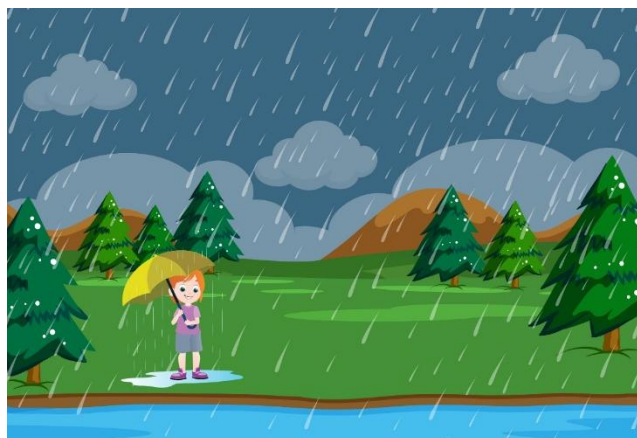
Direct speech	Correct pair	Indirect speech
1. Maria said, "I was reading this book yesterday."		b. The manager said that employees should report issues immediately.
2. John said, "We have been preparing for the competition all week."		e. Maria said that she had been reading that book the day before.
3. Sarah asked, "When will you come to visit us?"		j. John said that they had been preparing for the competition all week.

Direct speech	Correct pair	Indirect speech
4. Tom said, "I might not attend the meeting tomorrow."		c. Anna asked if she could borrow my notebook for a few hours.
5. The teacher said, "You must submit the project by the end of the month."		a. Sarah asked when I would come to visit them.
6. Anna said, "Can I borrow your notebook for a few hours?"		d. They asked how long I had been waiting for them.
7. He said, "I didn't know where she had gone."		f. Tom said that he might not attend the meeting the next day.
8. They asked, "How long have you been waiting for us?"		h. She said that she would meet me at the station at 6 PM.
9. The manager said, "Employees should report issues immediately."		i. He said that he hadn't known where she had gone.
10. She said, "I will meet you at the station at 6 PM."		g. The teacher said that we must submit the project by the end of the month.

Mission 4. Identifying Direct and Indirect Speech

Highlight and write down all the direct and indirect speech you find in the text.

The Day the Rain Stopped



Child Enjoying Rain by Sylph Creatives - Canva

It was a rainy morning when Anna looked out of the window and sighed. "Will it ever stop raining?" she said to her brother, Jake. Jake laughed and replied, "Don't worry, Anna. The weather report said that it will clear up by noon."

Anna decided to call her friend Sarah to check on their weekend plans. "Are we still going to the park later?" Anna asked her. Sarah sounded hesitant but hopeful. "If the rain stops, I'll meet you there at 3 PM," Sarah said.

By noon, the rain had stopped, and the sun was shining brightly. Jake came running into the living room and shouted, "See? I told you it would stop!" Anna smiled and told him, "You were right this time!"

Later at the park, Sarah waved as Anna and Jake arrived. "I was starting to think you wouldn't show up!" Sarah said. Anna laughed and explained that the weather had kept her guessing all morning. "But we're here now, and that's what matters," Anna said happily.

Remember, direct speech shows the exact words of the speaker, and the indirect speech summarize what someone said without using their exact words.

Direct speech	Indirect speech
<i>"Will it ever stop raining?!" she said to her brother, Jake.</i>	<i>Jake had told Anna earlier that the weather report said it would clear up by noon.</i>
.....
.....
.....
.....
.....
.....



Mission 5. Quiz

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

Direct Speech: Sarah said, "I will meet you at 5 PM."

- a. Sarah said that she will meet me at 5 PM.
 - b. Sarah said that she would meet me at 5 PM.
 - c. Sarah said that she had met me at 5 PM.
 - d. Sarah said that she could meet me at 5 PM.
2. Direct Speech: The teacher said, "Have you completed your homework?"

How would you report this in indirect speech?

- a. The teacher asked if I completed my homework.
 - b. The teacher asked if I have completed my homework.
 - c. The teacher asked if I had completed my homework.
 - d. The teacher asked if I was completing my homework.
3. Which of the following is not true about indirect speech?
- a. Quotation marks are used in indirect speech.
 - b. Pronouns often change to match the new perspective.
 - c. Tenses usually shift back (e.g., present to past).
 - d. Time expressions like "today" may change to "that day."
4. Tom said, "I am planning to travel next month."

What is the correct indirect speech?

- a. Tom said that he was planning to travel next month.
 - b. Tom said that he is planning to travel next month.
 - c. Tom said that he was planning to travel the following month.
 - d. Tom said that he had been planning to travel the next month.
5. How would you transform the following into indirect speech?

Direct Speech: She said, "Can you help me with my homework?"

- a. She asked if I can help her with her homework.
- b. She asked if I could help her with her homework.
- c. She asked if I helped her with her homework.
- d. She asked that I help her with her homework.



3. Looking Back: Understanding the “Past Tense”

The past perfect tense is like a time machine that lets us talk about actions that happened before another action in the past. It helps us tell stories, describe events, or explain situations with clarity. In this unit, we’ll learn how to recognize, form, and use the past perfect tense effectively to enhance your communication and writing skills.



Knowledge Corner

You’ve successfully completed several tasks already, now it’s time to dive even deeper into the “past-tense” and level up your understanding.

a. The past tense is used to describe actions or events that have already happened, meaning they are completed and occurred before now. Past-tense helps us talk about things that are no longer happening in the present.

b. Types of past tense verbs:

- ▷ Regular verbs: usually add **-ed** at the end of the verb (e.g. played, visited, watched)
- ▷ Irregular verbs: can change in many different ways (went, ate, saw)

c. Past tense can be used in different situations:

- ▷ Affirmative sentences: to say that something happened in the past

Example: “I watched a movie yesterday.” → The action of watching the movie happened in the past, specifically yesterday.

- ▷ Negative sentences: add “**did not**” (**didn’t**) before the base form of the verb.

Example: “I did not (didn’t) like the food at the restaurant.” → This means that the speaker didn’t like the food, and this happened in the past.

- ▷ Question sentences: use “**did**” at the beginning of the sentence, followed by the base form of the verb.

Example: “Did you go to the party last night?” → This is asking if the action of going to the party happened in the past.

d. Types of past tense:

- ▷ **Simple past tense:** Describes completed actions in the past without specifying if the action is ongoing or connected to the present.
- ▷ **Past continuous tense:** Describes actions that were ongoing at a specific time in the past.
- ▷ **Past perfect tense:** Describes an action that was completed before another action or point in the past.
- ▷ **Past perfect continuous tense:** Describes an action that was ongoing in the past and was completed before another point or action in the past.

e. The structure of past tense:

Simple past tense:

(+) S + V2 + O

Example:

(+): They played soccer in the park yesterday.

(-) S + did + not + V1 + O	(-): They did not play soccer in the park yesterday.
Past continuous tense:	Example:
(+) S + was/were + V-ing + O	(+): The kids were playing football in the backyard.
(-) S + was/were + not + V-ing + O	(-): The kids were not playing football in the backyard.
Past perfect tense:	Example:
(+) S + had + V3	(+): I had visited the art museum in the city before it closed.
(-) S + had + not + V3	(-): I had not visited the art museum in the city before it closed.
Past perfect continuous tense:	Example:
(+) S + had + been + V-ing	(+): He had been practicing the piano in his room all week for the competition.
(-) S + had + not + been + V-ing	(-): He had not been practicing the piano in his room all week.

Mission 1. Find the Match Word

Inside the box below, you'll see a set of past tense verbs. Your goal is to match each verb with its correct past tense form from the sentence.

Word Bank:

- Walked
- Took
- Went
- Played
- Drank
- Visited
- Ate
- Had
- Ran
- Saw

Sentences:

1. Yesterday, I went to the market with my mom.
2. Last night, we _____ pizza for dinner.
3. I _____ a movie with my friends last weekend.
4. She _____ the piano for two hours yesterday.
5. He _____ a walk in the park this morning.
6. They _____ around the track for their exercise yesterday.
7. I _____ the zoo last summer during the holiday.
8. We _____ a great time at the party last Saturday.
9. I _____ a glass of water after the exercise.
10. We _____ to school when it started to rain.

Mission 2. Story Scramble

In this exciting mission, your challenge is to uncover the mystery by rearranging the story in the correct order. Follow the instructions below and piece the puzzle together!

- 1) Below is a scrambled story with events written in different past tense forms (simple past, past continuous, past perfect, and past perfect continuous).
- 2) Rearrange the events into the correct chronological order.

Scramble story events	Correct order
By the time the detective arrived, the key had already disappeared.	...
The maid was cleaning the room when she noticed the drawer was open.	...
The butler confessed that he had seen the key earlier that morning.	...
While the police were searching the house, the detective questioned the staff.	...
Someone had left the front door unlocked the night before.	1
The maid found a note in the drawer that read, "The key is mine now."	...
The detective realized that the key had been stolen during the night.	...
The gardener said he had been working outside when he heard footsteps near the house.	...

Mission 3. "Past-Tense" Interviews

Share your experiences by answering a few interview-style questions. Use the past tense and add details to make your story clear and engaging!

1. What did you do yesterday morning?
2. Where did you go on your last vacation, and how was it?
3. Had you ever tried something new before that trip? If yes, what was it?
4. What were you doing when you heard about the big news recently?
5. Who had already arrived at the event before you got there?
6. What had you been working on before you decided to take a break?

Mission 4. Piecing the Past

Each sentence below describes an event in the past, but something important happened before it. Your task is to add a past perfect clause to complete the story logically.

When I entered the classroom, _____.

*When I entered the classroom, the teacher **had already started** the lesson.*

By the time the bus arrived, _____.

_____.

Before the guests arrived, _____.

_____.

By the time the meeting started, _____.

_____.

When I opened the fridge, _____.

_____.

Before the teacher asked the question, _____.

_____.

Mission 5. Fill in the Gap

Your mission is to complete each sentence by filling in the blanks with the correct past tense form. Use the hints provided in parentheses to guide you in choosing the correct tense. Make sure your sentences match the context!

1. When I got to the party, everyone *had already left* (leave).
2. They _____ (walk) in the park when it started raining.
3. By the time she arrived, the movie _____ (already/start).
4. He _____ (run) for 30 minutes when he felt tired.
5. I _____ (see) a shooting star while I was sitting on the balcony.
6. She _____ (forget) her umbrella, so she got wet in the rain.
7. The children _____ (play) soccer for an hour before they went home.

Mission 6. Be a Past-Tense Detective!

Each sentence below holds a clue to the type of past tense being used. Read carefully and analyze the verbs to identify whether the sentence is in simple past, past continuous, past perfect, or past perfect continuous.

Sentence	Past tense Type
She was baking cookies when the power went out.	<i>Past Continuous</i>
He had already left by the time I arrived.
They watched a movie together last night.
By the time the concert started, we had been waiting for two hours.
While I was reading , my phone rang.
The teacher asked a difficult question during the test.
She had completed her homework before dinner.
He had been working on the project for hours when he finally finished.

Knowledge Corner

- ▷ The **past perfect tense** is used to describe an action that was completed before another action or point in time in the past. It's essential for showing the sequence of past events and emphasizing which action happened first.
- ▷ Structure:
 - (+) S + had + V3**
 - (-) S + had + not + V3**
- ▷ Comparative with Simple past:



Past perfect tense	Simple past
She had left before I arrived.	She left before I arrived.
They had finished the project earlier.	They finished the project yesterday.

Mission 7. Quiz.

1. Which sentence correctly uses the past perfect tense?
 - a. She was reading a book when the phone rang.
 - b. By the time the train arrived, we had left the station.
 - c. He left the room before the meeting started.
 - d. They were waiting for the bus all morning.
2. Identify the sentence in the past continuous tense:
 - a. They had completed their homework before dinner.
 - b. He was playing video games when his mother called.
 - c. I had been working on the project for hours.
 - d. She wrote a letter to her friend last week.
3. Which of the following sentences includes both past perfect and simple past tenses?
 - a. By the time she arrived, the guests had left.
 - b. They were eating dinner when I called.
 - c. He had been traveling for a month before he returned home.
 - d. She went to the store and bought some groceries.
4. What is the correct tense for this sentence?

When I opened the door, I realized I _____ my keys.

 - a. had forgotten
 - b. forgot
 - c. was forgetting
 - d. had been forgetting

5. Which sentence correctly uses the past perfect continuous tense?
- a. She had practiced the piano for an hour.
 - b. They had been working on the project before the deadline.
 - c. I was studying when the lights went out.
 - d. He finished his homework before playing.

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



Summary

Narrative Text

- a. The purpose of narrative texts is **to entertain, educate, and inspire**.
- b. The structure of narrative text:
 - ▷ **Orientation:** Introduces the setting, characters, and situation.
 - ▷ **Complication:** Presents a problem or conflict that drives the story.
 - ▷ **Resolution:** Shows how the problem is resolved, often with a lesson or moral.
- c. The elements of narrative text: setting, characters, plot, conflict, theme, point of view (pov), and moral/lesson.

Direct and Indirect Speech

- ▷ Direct speech quotes the speaker's exact words.
Example: *Maria said, "I am happy."*
- ▷ Indirect speech paraphrases the message without using quotation marks.
Example: *Maria said that she was happy.*

Past Tense

- a. Past tense describes actions, events, or situations that happened in the past.
- b. The types of past tense:
 - ▷ **Simple past:** Describes completed actions.
 - ▷ **Past Continuous:** Describes ongoing actions in the past.
 - ▷ **Past Perfect:** Describes actions completed before another past event.
 - ▷ **Past Perfect Continuous:** Describes ongoing actions completed before a past event.
- c. The Structure of past tense:

Simple past tense	(+) S + V2 + O (-) S + did + not + V1 + O
Past continuous tense	(+) S + was/were + V-ing + O (-) S + was/were + not + V-ing + O
Past perfect tense	(+) S + had + V3 (-) S + had + not + V3
Past perfect continuous tense	(+) S + had + been + V-ing (-) S + had + not + been + V-ing

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LESSON 4:

DESCRIBE AND EXPRESS ACTIONS CLEARLY

Character of Pancasila Students

- ▷ **Attention to detail and clarity**
Describing objects and actions with precision using appropriate descriptive language.
- ▷ **Responsibility in daily tasks**
Applying present tense forms accurately to share routines and ongoing activities.
- ▷ **Reflective and effective expression**
Building well-structured sentences that enhance understanding and respect diverse perspectives.



Introduction

Clear descriptions and accurate expressions help us communicate ideas effectively in both writing and speaking. Descriptive writing allows us to present the characteristics of objects vividly, while the present tense enables us to describe daily routines and ongoing actions clearly. In this chapter, you will learn how to identify and describe objects in detail, use various present tense forms accurately, and combine them to communicate more meaningfully. These skills will strengthen your ability to express thoughts, actions, and observations with clarity and confidence.

••• **Keywords:** Descriptive Writing, Present Tense, Object Characteristics, Daily Actions, Clear Communication.

This chapter will guide you through mastering descriptive writing and present tense usage. You will learn to identify and describe object characteristics and express actions clearly in the present tense.

1. Organize and write clear descriptions and sentences

- ▷ Identify physical features (shape, size, color, texture, material) of objects.
- ▷ Recognize the purpose and unique characteristics of objects.
- ▷ Apply descriptive language to improve clarity and engagement.

2. Use the present tense accurately to describe everyday actions and routines

- ▷ Learn the forms of the present tense: simple present, present continuous, and present perfect.
- ▷ Identify the differences in focus and structure between active and passive voice.

3. Apply language skills in meaningful contexts

- ▷ Develop the ability to combine descriptive language and present tense usage for effective communication.
- ▷ Reflect on how well-constructed sentences and descriptions enhance understanding and clarity in writing and speaking.

F I T R I

1. The World of Sustainable Living

The choices we make every day can shape the world around us. In this unit, we'll explore how to describe objects and tools that promote sustainability and learning, helping us understand their importance and inspire actions for a better future.

Mission 1. Describe to Discover

Take a moment to carefully observe the pictures and describe the objects in rich detail. Highlight their unique features, shapes, and textures, and include anything that stands out to make your description as clear and engaging as possible.

water bottle



Description: *This tall, cylindrical object is made of durable stainless steel or plastic. It's ideal for staying hydrated and helps reduce plastic waste.*

books



Description:
.....
.....
.....

plastic bag



Description:
.....
.....
.....

lamp

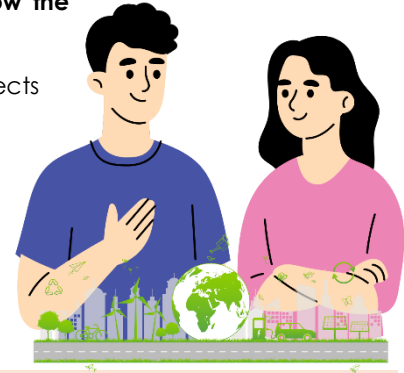


Description:
.....
.....
.....

Mission 2. Environmental Impact Investigators

In this mission, you have a task to observe surroundings carefully. Follow the instructions below to complete your mission!

- 1) Look around your home, classroom, or surroundings. Search for objects that might affect the environment or relate to sustainability.
- 2) Identify objects that have an environmental impact—either positive (like a reusable bottle) or negative (like a plastic bag).
- 3) Think about how these objects are used and what happens to them when they are no longer useful.



Example:

Metal straw

A metal straw is slim, smooth, and made of shiny stainless steel. It is a durable and reusable alternative to single-use plastic straws, which are often discarded after one use and contribute to pollution in waterways. This straw helps reduce plastic waste and its negative effects on marine life. As long as it is properly cared for and not lost, it has a positive impact on the environment by promoting sustainable habits.

Your report:

.....

.....

.....

.....

.....

.....

.....

Mission 3. Get to Know What Sustainability is

Read the dialogue between Maudy and Kala closely. Focus on their discussion about sustainability and the examples they share. Use the conversation to answer the following questions.

Maudy and Kala are sitting in a park, having a snack, then Maudy notices a plastic bag blowing in the wind.

- Maudy** : Ugh, there's another one. Don't people care about where their trash ends up?
- Kala** : Hmm, yeah, I've been seeing a lot of that lately. But what can we even do about it?
- Maudy** : You know, it all comes down to sustainability. Do you know what that means?
- Kala** : Kind of? Isn't it about, like, helping the planet?
- Maudy** : Exactly! Sustainability is all about using resources in a way that protects the environment and doesn't run out of stuff for future generations.
- Kala** : Okay, so like... what? Recycling and stuff?
- Maudy** : Recycling is a big part of it! Like that plastic bag. Instead of throwing it away, you could recycle it, or better yet, use a reusable bag. It keeps plastic out of the environment and reduces waste.

- Kala** : Oh, so it's about reusing things too. What else can we do?
- Maudy** : Tons of things! You can save energy by turning off lights when you leave a room, conserve water by fixing leaks, and even choose products made from eco-friendly materials, like bamboo or recycled paper.
- Kala** : Hmm, I see. But does it really make a difference if it's just one person?
- Maudy** : Definitely! Imagine if everyone made one small change, like using a reusable bottle instead of plastic ones. All those small actions add up to something huge.
- Kala** : Hmm... I guess I could start carrying a reusable bottle and maybe a cloth bag for shopping. That's easy enough.
- Maudy** : That's the spirit, Kala! Sustainability isn't about being perfect—it's about doing what you can, step by step.
- Kala** : Okay, I'm in. Saving the planet, one reusable bag at a time!

Answer these questions!

1. What does Maudy say sustainability means?
2. What example does Maudy give for reducing plastic waste?
3. What are some sustainable actions mentioned in the conversation?
4. Why does Maudy say small actions make a big difference?
5. What changes does Kala decide to make to support sustainability?



Do You Know?

- ▷ Sustainability means using resources in a way that meets today's needs without depleting them for future generations. It ensures we balance environmental, social, and economic needs for long-term well-being.
- ▷ The main goals of sustainability are to protect the environment, conserve natural resources, and maintain ecological balance. These efforts help ensure a healthy and liveable planet for everyone.
- ▷ Sustainability is important because it prevents resource depletion, reduces pollution, and protects ecosystems. It ensures that future generations inherit a planet capable of supporting life.
- ▷ Individuals can contribute to sustainability by using reusable items, conserving energy and water, recycling, and making eco-friendly choices in their daily lives.



Mission 4. Poster Insights





Look carefully at the poster and explore its content. Use the information you find from the poster to solve the questions.



1. What message is the poster trying to convey? Explain in your own words.
2. Which tip from the poster do you think is easiest to follow? Why?
3. What is one action from the poster that could help reduce waste?
4. Can you think of one additional sustainable action not mentioned on the poster?

Mission 5. The Life Cycle of an Object

Your mission is to complete each sentence by filling in the blanks with the correct past tense form. Use the hints provided in parentheses to guide you in choosing the correct tense. Make sure your sentences match the context!

Objects			
			
Newspaper	Used Can	Cardboard Box	Bottle Cap
How It's Made	Use/Recycle Into	Environmental Impact	
Cardboard Box			
<i>Made from recycled paper pulp, pressed into layers of corrugated cardboard.</i>	<i>Recycled into new cardboard, paper, or composted for gardening.</i>	<i>Saves trees and reduces waste in landfills.</i>	
Newspaper			
.....	
.....	
.....	
Used Can			
.....	
.....	
.....	
Bottle Cap			
.....	
.....	
.....	

Knowledge Corner

- ▷ Describing is the act of using words to explain the features, qualities, or details of an object, person, or event.
- ▷ Describing objects in detail is essential for effective communication. It helps others visualize the object and understand its significance.

- ▷ To describe an object effectively, start with its physical traits like shape, size, color, texture, and material to create a clear mental image. Then, explain its purpose or function for context, and highlight any unique features that make it stand out, such as special designs or innovative uses.

Mission 6. Quiz

1. When describing an eco-friendly product, which of these is most important to include?
 - a. Its popularity among consumers.
 - b. Its environmental impact, such as reducing waste or being reusable.
 - c. Its manufacturing cost.
 - d. Its ability to look attractive on a shelf.
2. Which of the following is the best example of describing an object with specific details related to sustainability?
 - a. "The object is expensive and comes in different colors."
 - b. "The object is made of stainless steel, reusable, and helps reduce plastic waste."
 - c. "The object is round and lightweight but can only be used once."
 - d. "The object is tall and shiny but has no environmental benefits."
3. What is an example of describing an object in relation to sustainability?
 - a. Explaining how the object's shape and size make it easy to use.
 - b. Mentioning the object's material and its environmental impact, like whether it is recyclable or reusable.
 - c. Listing all the colors the object is available in.
 - d. Discussing the object's price and how affordable it is for consumers.
4. Which object is more sustainable, and why?
 - a. The cloth tote bag, because it is reusable and reduces plastic waste.
 - b. The plastic shopping bag, because it is lightweight and easy to carry.
 - c. Both are equally sustainable.
 - d. Neither is sustainable.
5. What is a small action you can take to promote sustainability?
 - a. Use disposable coffee cups to save time.
 - b. Always recycle or reuse objects when possible.
 - c. Leave lights and appliances on when not in use.
 - d. Use plastic straws instead of metal ones.





2. The Present Tense for a Greener Future

Every little action matter when it comes to protecting our planet—whether it's reusing a bag, turning off unused lights, or walking instead of driving. Let's explore these ideas in the present tense to show how we're making a difference right now.

Knowledge Corner

- ▷ The present tense is a way to talk about actions or situations happening now, regularly, or facts that are always true. It helps describe habits, routines, current activities, and truths.
- ▷ **The present tense has four forms, each with specific uses:**

Simple present	Used for routines, habits, schedules, and facts.
Present Continuous	Used for actions happening right now or temporary situations.
Present Perfect	Describes actions completed at some point in the past that are still relevant now or life experiences.
Present Perfect Continuous	Used to describe actions that started in the past and continue into the present, often emphasizing the duration.

- ▷ **The form of present tense:**

Simple present	<p>(+) S + V1 s/es Example: "He walks to school."</p> <p>(-) S + do/does not + V1 Example: "She does not like coffee."</p> <p>(?) do/does + S + V1 Example: "Do you play soccer?"</p>
Present Continuous	<p>(+) S + am/is/are + V-ing Example: "I am cooking dinner."</p> <p>(-) S + am/is/are + not + V-ing Example: "They are not working."</p> <p>(?) am/is/are + S + V-ing Example: "Is he studying?"</p>
Present Perfect	<p>(+) S + have/has + V3 Example: "She has finished her homework."</p> <p>(-) S + have/has + not + V3 Example: We have not seen that movie.</p> <p>(?) have/has + S + V3 Example: "Have you visited Paris?"</p>
Present Perfect Continuous	<p>(+) S + have/has + been + V-ing Example: "I have been reading for an hour."</p>

(-) S + have/has + not + been + V-ing

Example: "They have not been practicing."

(?) have/has + S + been + V-ing

Example: "Have you been waiting long?"

Mission 1. Daily Routine Journal

Write a short paragraph about your daily routine, reflecting on the actions you do from morning to night. Use present tense verbs to describe these activities, as they happen regularly in your life. Include at least 5-7 sentences in your paragraph.

Example paragraph:

I wake up at 6 a.m. every day. I brush my teeth and eat breakfast with my family. Then, I pack my bag and walk to school. During the day, I study in class and talk with my friends during breaks. After school, I come home, do my homework, and play outside. In the evening, I eat dinner, watch TV, and read a book before going to bed at 9 p.m.

My daily journal:

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Mission 2. Write What You See

Observe the pictures provided then write 1-2 sentences for each picture in the present tense to describe what is happening.



"They ride their bicycles to school every day. The bikes are colorful, and they wear helmets for safety."



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Mission 3. Identify a Sentence

Read the sentences provided carefully and decide whether each sentence is correct or incorrect in the present tense. If the sentence is correct, leave it as it is. If the sentence is incorrect, rewrite it in the correct form.

Sentence	Correct/incorrect?	Correction sentence
"The cat sleep on the sofa during the day."	<i>Incorrect</i>	"The cat sleeps on the sofa during the day."
"She walks to school every morning."
"He go to the park on Sundays."
"I am playing soccer with my friends."
"They drinks coffee every afternoon."
"We watch TV after dinner every day."
"You reads a book every night."

Mission 4. Profession Activities

Write 1–2 sentences in the present tense to describe daily activities based on their profession. Focus on using correct verbs and adding details about their routine tasks.



Doctor

"A doctor treats sick people in a hospital, he checks patients and prescribes medicine."



Chef

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Farmer

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Teacher

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Mission 5. Complete the Sentence

Complete each sentence by filling in the blank with the correct form of the verb in parentheses.

1. She reads (read) books in her free time.
2. My mother _____ (cook) dinner every evening.
3. They _____ (play) football in the park every Saturday.
4. I _____ (wake) up at 6 a.m. every morning.
5. The dog _____ (bark) loudly when it sees a stranger.
6. John _____ (study) math every afternoon.

Knowledge Corner

- ▷ The **present tense** can be written in two forms: **active voice** and **passive voice**. The difference lies in the subject of the sentence and its role in the action.
- ▷ How to form present tense in active and passive voice:

Tense	Active	Passive
Simple present	S + V1 + O Example: "the chef cooks the meal."	O + am/is/are + V3 Example: "the meal is cooked by the chef."
Present continuous	S + am/is/are + V-ing + O Example: "she is cleaning the house"	O + am/is/are + being + V3 Example: "the house is being clean by her"
Present perfect	S + have/has + V3 + O Example: "the have completed the project"	O + have/has + been + V3 Example: "the project has been completed by them"

Mission 6. Spot the Voice

Read each sentence carefully and decide whether it is written in the active voice or passive voice. Write "Active" or "Passive" next to each sentence.

The boy eats an apple.	Active
The homework is done by the students.	
She is writing a letter.	
The flowers are watered by the gardener.	
The dog chases the cat.	

Mission 7. Identify and Change it!

Read each sentence carefully and identify whether it is written in the active voice or passive voice. Rewrite the sentence in the opposite voice while maintaining its meaning. If the sentence is active, change it to passive, and if it is passive, change it to active.

1. The gardener waters the plants daily.
The plants are watered daily by the gardener.
2. The homework is checked by the teacher.
.....
3. She is baking a cake in the kitchen.
.....
4. The project is completed by the team.
.....
5. The dog chases the ball in the park.

.....
6. The report is written by him every week.
.....

Mission 8. Identify the Dialogue

Read the conversation carefully and identify sentences written in the active voice and passive voice. Then, categorize them into two groups: one for active voice and another for passive voice.

Kirana: Hi, Bara! Have you seen the new park they built near our school?

Bara: Yes, I have. It looks great! I heard that the park was designed by a famous architect.

Kirana: Really? I didn't know that. I saw some workers planting trees there yesterday.

Bara: Yeah, and benches are being installed this week.

Kirana: That's cool! Do you know if they will add a playground for kids?

Bara: I think so. A new playground is usually included in public parks.

Kirana: That's good to hear. Oh, by the way, have you done the homework for science class?

Bara: Not yet. The assignments are being prepared by Mr. Smith, so I don't think they're due until next week.

Kirana: Great! That gives me more time to review the lesson.



Active	Passive
<i>I saw some workers planting trees there yesterday.</i>	<i>The park was designed by a famous architect.</i>
.....
.....
.....

Mission 9. Quiz

1. What is the main function of the present tense?
 - a. To talk about actions happening in the past.
 - b. To describe habits, routines, and actions happening now.
 - c. To describe future actions only.
 - d. To emphasize the receiver of the action.
2. Which sentence is in the active voice and present tense?
 - a. "The report is written by the manager."
 - b. "The kids are playing in the park."
 - c. "The room is cleaned every day."

d. "The meal is being prepared by the chef."

3. Which of the following sentences is correctly written in the present tense and passive voice?

a. "The homework was completed by the students."

b. "The lesson is being explained by the teacher."

c. "The students are completing the homework."

d. "The teacher explains the lesson to the students."

4. Transform the following active sentence into passive voice:

"*She delivers the packages to the customers every morning.*"

a. "The packages are delivered by her to the customers every morning."

b. "She is delivering the packages every morning to the customers."

c. "The packages delivered every morning to the customers by her."

d. "The packages are delivering to the customers every morning by her."

5. Why do we use passive voice in the present tense?

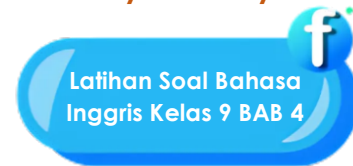
a. To focus on the doer of the action.

b. To emphasize the action or the receiver of the action.

c. To avoid using present tense verbs.

d. To describe habits and routines.

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



Summary

Describing Objects

- ▷ Describing is the act of using words to explain the features, qualities, or details of an object, person, or event.
- ▷ Describing objects in detail is essential for effective communication. It helps others visualize the object and understand its significance.
- ▷ It focuses on physical features (shape, size, material), purpose, unique traits, and contextual details.

Present Tense

- ▷ The present tense is used to describe actions that happen regularly, are happening now, or are general truths.
- ▷ Present tense has four forms:

Tense	Function	Structure
Simple present	Used for routines, habits, schedules, and facts.	(+) S + V1 s/es (-) S + do/does not + V1 (?) do/does + S + V1
Present Continuous	Used for actions happening right now or temporary situations.	(+) S + am/is/are + V-ing (-) S + am/is/are + not + V-ing (?) am/is/are + S + V-ing
Present Perfect	Describes actions completed at some point in the past that are still relevant now or life experiences.	(+) S + have/has + V3 (-) S + have/has + not + V3 (?) have/has + S + V3
Present Perfect Continuous	Used to describe actions that started in the past and continue into the present, often emphasizing the duration.	(+) S + have/has + been + V-ing (-) S + have/has + not + been + V-ing (?) have/has + S + been + V-ing

- ▷ **Active Voice:** The subject performs the action.
- ▷ **Passive Voice:** The subject receives the action.
- ▷ The form of active and passive voice:

Tense	Active	Passive
Simple present	S + V1 + O	O + am/is/are + V3
Present continuous	S + am/is/are + V-ing + O	O + am/is/are + being + V3
Present perfect	S + have/has + V3 + O	O + have/has + been + V3

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LESSON 5:

DISCOVERING WISDOM IN THE WORLD OF TECHNOLOGY USE

Character of Pancasila Students

- ▷ **Digital responsibility and literacy**
Using technology wisely to support learning, creativity, and balance in daily life.
- ▷ **Critical and structured thinking**
Writing procedure texts with clear goals, logical steps, and practical instructions.
- ▷ **Collaboration and empowerment**
Creating functional texts that help others learn, solve problems, and perform tasks more effectively.



Introduction

Technology plays an important role in our daily lives, especially in supporting learning and creativity. However, using technology wisely is just as important as mastering it. In this chapter, you will explore how to balance digital use with real-life activities, develop digital literacy, and use technology effectively to achieve learning goals. You will also practice writing procedure texts, which provide step-by-step instructions to simplify tasks. By mastering this skill, you can create texts that are clear, functional, and helpful for others in both academic and everyday contexts.

Keywords: Procedure Text, Technology Use, Digital Literacy, Step-by-Step Instructions, Creativity

This chapter focuses on crafting clear and effective procedure texts to simplify tasks and provide step-by-step guidance. It also emphasizes the importance of using technology wisely to enhance learning and promote digital literacy.

1. Use Technology Wisely and Harness the Potential of Technology for Learning

- ▷ Recognize how technology enhances access to knowledge and fosters creativity.
- ▷ Develop strategies for using technology intentionally to meet educational goals.
- ▷ Understand the importance of balancing screen time with offline activities.

2. Master the Art of Writing Procedure Texts

- ▷ Discover the key components of effective procedure texts: clear goals, required materials, and logical step-by-step instructions.
- ▷ Unlock your creativity by crafting procedure texts that are not only functional but also user-friendly and empowering others.

F I T R I



1. Technology and Wisdom

Technology has transformed the way we live, work, and learn, offering endless possibilities at our fingertips. However, true success comes from using it wisely. By embracing both innovation and wisdom, we can unlock new opportunities, enhance our knowledge, and create a balanced, purposeful approach to the digital world.

Mission 1. Technology Reflection Journal

Reflect on your current habits and experiences with technology. Think about how you use technology in different areas of your life, especially for learning.

1. How do you use technology in your daily life? Think about its role in activities like learning, entertainment, communication, and organizing your tasks.
2. What is one way technology has positively impacted your life? Give an example to explain your answer.
3. What is one challenge or negative aspect of using technology in your daily life? How does it affect you?
4. If you could change one habit related to your technology use, what would it be and why?
5. Share an example of how technology helped you accomplish something important. What did you learn from that experience?



Mission 2. Define the Terms

This mission challenges you to test your knowledge of common technology terms. Your task is to fill in the definition column for each term and showcase how well you understand the language of technology!

Term	Definition
Wi-Fi	<i>Wireless connection to the internet</i>
Browser
Search engine
URL
App
Download
Social media

Mission 3. Tech Vocabulary Challenge

In this activity, you'll measure how well you truly understand the world of technology. This is your chance to dive deeper into the terms and concepts we use every day. Use the correct words from the word bank to complete the blanks in the conversation.

Words Bank:

Software	Writing Assistant	Collaboration Software
Password	Task Manager	Operating System
Icons	Spam	Tech Mentor

Haikal: Hey, Misel! I was trying to work on my laptop, but it's saying that I need to update my **software** (1). Do you know what that's about?

Misel: Oh, that's your system's base software that makes everything work. It's called the _____ (2). Updating it keeps your device running smoothly.

Haikal: Ah, thanks! By the way, I was also thinking about organizing all my project files. Do you know a good _____ (3) tool to manage tasks?

Misel: Yes! You should try Asana or Notion. They're great for keeping everything in order. Speaking of organizing, I saw your desktop—it's filled with _____ (4)! How do you even find anything?

Haikal: I know, I need to clean it up. But here's another question—how do I make my accounts more secure? I think my _____ (5) might be too simple.

Misel: Definitely change it! Use a combination of numbers, letters, and special characters. Oh, and be careful about _____ (6) messages in your inbox. Those can be really risky.

Haikal: You mean those fake emails that try to trick you? Yeah, I've seen a lot of them lately. What's the best way to avoid clicking on those?

Misel: Just don't open anything that looks suspicious! And if you need help with writing for your assignments, try using an _____ (7) like Grammarly. It'll improve your grammar and give you suggestions.

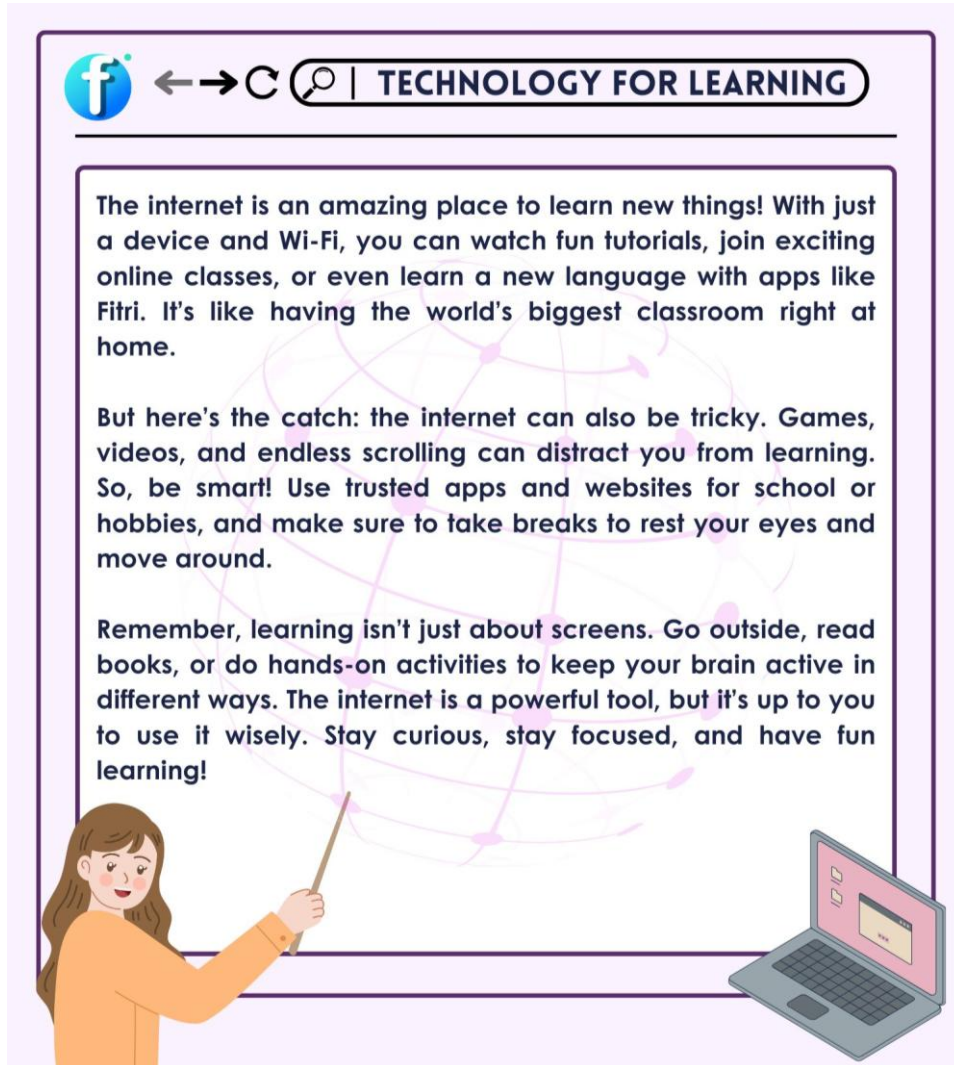
Haikal: Oh, I've heard of that! One last question—what's the name of that tool where people can work on the same document together in real time?

Misel: That's called _____ (8). It's so useful for group projects. Let me know if you want me to show you how to use it.

Haikal: Thanks, Misel! You're my go-to person for all things tech. I feel like you're my personal _____ (9).

Mission 4. Poster Reading Quest

Read the poster carefully, paying attention to the details in the text. After reading, answer the questions that follow based on the information provided in the poster.



f ← → ↻ 🔍 | **TECHNOLOGY FOR LEARNING**

The internet is an amazing place to learn new things! With just a device and Wi-Fi, you can watch fun tutorials, join exciting online classes, or even learn a new language with apps like Fitri. It's like having the world's biggest classroom right at home.

But here's the catch: the internet can also be tricky. Games, videos, and endless scrolling can distract you from learning. So, be smart! Use trusted apps and websites for school or hobbies, and make sure to take breaks to rest your eyes and move around.

Remember, learning isn't just about screens. Go outside, read books, or do hands-on activities to keep your brain active in different ways. The internet is a powerful tool, but it's up to you to use it wisely. Stay curious, stay focused, and have fun learning!

1. What is the first step you should take before using the internet to learn something new?
2. According to the text, why is it important to choose trusted websites and apps when learning online?
3. What is one way to balance online learning with offline activities, as mentioned in the text?
4. Why does the text suggest taking breaks while learning online? How can this improve your learning experience?
5. What does the text warn about distractions, and how can you follow a procedure to stay focused while learning?

Mission 5. Decision Making Challenge

Read each scenario carefully and think about the best decision you could make in that situation. Consider the pros and cons of using technology and explain your reasoning. Write your answers in your notebook or discuss them with a partner to share different perspectives.

Example:

Scenario: You need to create a presentation for a class project, but you're unsure whether to focus on making it visually appealing with tools like Canva or spend more time researching the content. What would you do, and why?

Answer: *I would start by focusing on researching the content using tools like Google, because strong information is the foundation of any good presentation. Once I have enough details, I would use Canva to make the slides visually appealing, ensuring the presentation is both informative and engaging.*

Scenario: You've been learning online for two hours and start to feel tired. What would you do next—take a break, switch to an offline activity, or continue working? Why?

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Scenario: An app/website offers a free course on a topic you're interested in, but it asks for personal information like your full name and email address to sign up. Would you proceed? If not, what would you do instead?

.....

Mission 6. The Good and the Bad of Tech

Select at least four types of technology, such as social media, online gaming, or learning apps, and dive into their pros and cons. Explore how each impacts our lives—highlighting the benefits they bring while also considering the challenges they present. Let your analysis uncover the balance between their advantages and disadvantages!

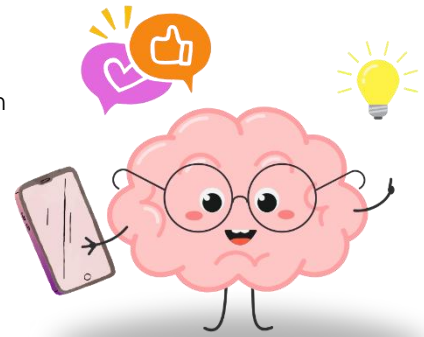
Category	Advantages	Disadvantages
<i>Social media</i>	<i>Helps stay connected with friends and family.</i>	<i>Can be distracting during study time.</i>
	<i>Access to creative and educational content.</i>	<i>Sometimes creates pressure to post or compare.</i>
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Do You Know?

- ▷ Over **500 hours** of video are uploaded to YouTube every minute. That's more than 21 days' worth of content being added to the platform every single minute! This incredible amount of information shows how much creativity and knowledge people share daily.
- ▷ Similarly, social media connects over 4.8 billion users worldwide, with many using it to learn new skills, explore creative ideas, or stay informed.
- ▷ The internet is also home to endless opportunities for learning. Platforms like Fitri offer free e-book and learning media that allow anyone with a device to learn anything, anywhere.



Mission 7. Quiz

1. What is the best way to use technology for learning?
 - a. Spend time on any app you find interesting.
 - b. Use tools and apps that match your specific learning goals.
 - c. Avoid technology and only use books.
 - d. Multitask by using multiple apps at once.
2. Why is it important to take breaks while using technology?
 - a. To reduce boredom.
 - b. To switch between multiple apps quickly.
 - c. To avoid learning too much in one session.
 - d. To give your eyes and mind a rest and improve focus.
3. What should you do if you find an app that asks for too much personal information?
 - a. Share your information if the app looks professional.
 - b. Continue using the app but log out regularly.
 - c. Ignore the request and keep using the app.
 - d. Avoid the app and find a safer, trusted alternative.
4. How can you balance online and offline learning?
 - a. Take regular breaks and include offline activities like reading or exercise.
 - b. Only use technology when offline options are unavailable.
 - c. Spend equal time on entertainment and learning.

- d. Avoid using online tools and stick to traditional methods.
5. What is one way to avoid distractions when using technology for learning?
- a. Keep multiple tabs and apps open to switch quickly.
 - b. Spend equal time on entertainment and learning apps.
 - c. Use tools that block notifications and focus on one task at a time.



2. Steps: Writing Procedure Texts

This unit introduces the essentials of writing procedure texts, focusing on how to create step-by-step instructions that are logical, precise, and easy to understand. You'll learn how to transform ideas into actionable processes that anyone can follow.

Mission 1. Procedure Pathway: Analyze and Answer

Carefully read the procedure text, paying attention to the steps and details it provides. Once you've finished, answer the questions that follow to test your understanding of the instructions and their purpose.

Boost Your Productivity with a Study Timer

Use a productivity app to stay focused and manage your study sessions effectively.

Materials:

- ▷ A smartphone or tablet
- ▷ A productivity app like Forest or Focus Keeper

Steps:

- 1) Download a productivity app like Forest or Focus Keeper from your app store.
- 2) Open the app and set the timer for your study session (e.g., 25 minutes).
- 3) Choose your goal for the session (e.g., finish homework or review notes).
- 4) Start the timer and work on your task without distractions. Apps like Forest grow a virtual tree as you stay focused!
- 5) When the timer ends, take a short break (e.g., 5 minutes) to recharge.
- 6) Repeat the cycle for as many sessions as needed, and track your progress in the app.
- 7) Celebrate your focused study time and use the app daily to build better habits!

Answer the questions below:

1. What is the main goal of using a productivity app like Forest or Focus Keeper?
2. What materials do you need to complete this procedure?
3. What should you do after setting the timer in the app?
4. Why is it important to take a break after each session?
5. How can you track your progress and improve your study habits with these apps?

Knowledge Corner

- ▷ A procedure text is a type of writing that provides clear and detailed instructions on how to perform a specific task or achieve a particular goal.
- ▷ The main goal of a procedure text is to guide the reader in completing a task effectively and efficiently.
- ▷ Structure of Procedure Text:

Structure	Function
Title	A short and descriptive heading that tells the reader what the procedure is about.
Goal	A clear statement explaining what the reader will achieve by following the procedure.
Materials	A list of items or ingredients needed to complete the task.
Steps	Sequential, step-by-step instructions that are easy to follow and logical.

▷ Key Features:

Clarity	Instructions should be straightforward and easy to understand.
Sequence	Steps must follow a logical order, often using numbers or bullet points.
Action words	Use verbs like "mix," "fold," "cut," or "add" to tell the reader what to do.
Optional notes	Include tips, warnings, or additional details to help the reader succeed.

▷ Examples of common procedure texts: recipes, tutorials, DIY guides, safety instructions

Mission 2. Comprehend the Text

Read the procedure text carefully, focusing on the steps and details provided. In the next mission, you will analyze its structure and purpose. If you'd like, you can also follow the instructions to create a bookmark as described in the text!

Craft Your Own Personalized Bookmark

Goal: Learn how to make a simple and creative bookmark to keep your place in any book.

Materials:

- ▷ A piece of cardstock or thick paper
- ▷ Colored pens, markers, or crayons
- ▷ Scissors
- ▷ Stickers, ribbons, or glitter (optional)

Steps:

1. Cut the cardstock into a rectangle about 6 inches long and 2 inches wide.
2. Use colored pens or markers to decorate your bookmark. Write your name, draw your favorite characters, or add fun patterns.
3. Add stickers, ribbons, or glitter to make your bookmark unique.
4. Punch a small hole at the top of the bookmark and thread a ribbon through it, tying a knot to secure it.
5. Let the bookmark dry (if using glue or glitter) before placing it in your book.

Mission 3. Analysis the Text

Using the procedure text from the previous activity, analyze its structure and content. Identify the goal, materials needed, and each step in the process. Consider how effectively the text guides the reader and whether the instructions are clear and easy to follow. Write your analysis in the space provided.

Identify the components:

1. What is the title of the procedure text?
2. What is the goal of the procedure?
3. List the materials required.
4. How many steps are included in this procedure?

Evaluate the text:

1. Are the steps written in a clear and logical order? Why or why not?
2. Do the materials listed match the steps in the procedure?
3. How could the text be improved to make it more engaging or easier to follow?

Suggestions:

Suggest one additional material or step to make the bookmark even more personalized.

Knowledge Corner

▷ Action verbs are essential in procedure texts because they provide clear instructions on what needs to be done. These verbs are typically command verbs or imperatives that direct the reader to perform specific actions.

▷ Example:

Verbs for Starting a Task	Gather, Take, Collect, Prepare, Place
Verbs for Handling Materials or Ingredients	Cut, Chop, Mix, Fold, Add, Stir, Pour, Peel, Measure
Verbs for Arranging or Assembling	Arrange, Attach, Build, Connect, Combine, Insert
Verbs for Finishing or Completing	Finish, Enjoy, Serve, Present, Test, Check
Verbs for Safety or Warnings	Avoid, Do not, Ensure, Be careful, Secure

Mission 4. Prompt to Action: Listing Verbs Challenge

In this mission, you will dive into the world of action verbs! Based on the given prompt, your challenge is to list as many action verbs as possible that fit the task.

Prompt	Action verbs
Cooking	<i>Chop, slice, stir, bake, boil, fry, pour, mix, peel</i>
Crafting
Technology
Cleaning

Prompt	Action verbs
Outdoor activity
Games

Mission 5. Practice Time

Write your own procedure text based on a task you know well or find interesting. Choose a topic, such as baking, organizing, or using technology, and include all the key components: a title, a clear goal, a list of materials, and logical, numbered steps with action verbs. Ensure your instructions are detailed and easy to follow.

.....

Goal:

Materials:

.....

.....

.....

Steps:

.....

.....

.....

Mission 6. Quiz

1. What would be the BEST title for a procedure text about making pancakes?
 - a. "A History of Breakfast Foods"
 - b. "How to Make Fluffy Pancakes in 10 Minutes"
 - c. "Why Pancakes Are Delicious"
 - d. "The Science of Pancake Batter"
2. In the sentence, "Carefully pour the batter into the pan," which word is the action verb?
 - a. Carefully
 - b. Pour
 - c. Batter
 - d. Pan
3. You are writing a procedure text titled "How to Build a Birdhouse." Which material would MOST LIKELY belong in the materials section?
 - a. A bag of birdseed
 - b. A hammer and nails
 - c. A book about birds
 - d. A comfortable chair for bird-watching
4. Which of the following steps is correctly written for a procedure text?
 - a. "You need to preheat the oven and bake the cookies for 15 minutes."
 - b. "Preheat the oven, then bake the cookies for 15 minutes."
 - c. "Cookies need an oven that's preheated, bake for 15 minutes."
 - d. "An oven preheated is necessary; bake the cookies."
5. Why should procedure texts use sequencing words like "first," "then," and "finally"?
 - a. To make the text sound more dramatic.
 - b. To confuse readers and make them read slowly.
 - c. To organize the steps and make the instructions easy to follow.
 - d. To add creativity and humor to the instructions

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

 Latihan Soal Bahasa
Inggris Kelas 9 BAB 5

Summary

Procedure Text

A procedure text is a type of writing that gives step-by-step instructions on how to perform a specific task, create something, or achieve a goal. It is designed to guide the reader clearly and logically so they can successfully complete the task.

- a. Key component of procedure text:
 - ▷ **Title:** A short, descriptive title that tells the reader what the procedure is about.
 - ▷ **Goal:** A statement explaining the purpose or outcome of the task.
 - ▷ **Materials/ingredients:** A list of items, tools, or ingredients needed for the task.
 - ▷ **Steps:** Detailed, numbered instructions arranged in a logical order.
- b. Language features of procedure text:
 - ▷ **Present tense:** to describe actions as they happen.
 - ▷ **Sequencing words:** Words that help organize steps and guide the reader through the process.
 - ▷ **Action verbs:** Imperative verbs (commands) that tell the reader exactly what to do.
 - ▷ **Concise and clear language:** Instructions are straightforward and free of unnecessary words.

Action Verbs

Action verbs are words that describe physical or mental actions. In procedure texts, they play a key role in providing clear and direct instructions. They are often written as **imperative verbs**, giving the reader a command or direction.

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