

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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Chapter 1:

Exploring Fauna of Indonesia



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Chapter 1

Exploring Fauna of Indonesia

→ Unit 1. Bekantan

→ Unit 2. Orangutan and Gorilla

→ Unit 3. Indonesian Birds



Learning objectives

Upon completion of Chapter 1, you should be able to:

1. talk about an animal native to Indonesian wildlife;
2. identify specific information about Indonesian wildlife; and
3. describe characteristics and features of an animal.

Unit 1. Bekantan





Section 1 - Say What You Know

Unit 1. Bekantan

Look at the picture and answer the questions that follow.

Bekantan
It's a reddish-brown monkey with a long and big nose. Its weight is about 6-22 kilograms and its height is around 55 to 76 cm. Its scientific name is *Nasalis larvatus*. Bekantans are grouped as arboreal animals.

can see
have a skin
on their feet +

What do you read?

Word Box
native (to): berasal/khas (dari)
wildlife: margasatwa

Picture 1.1 In the library

- What animal is it?
- What do you know about this animal?
- Can you name other animals native to Indonesia's wildlife?



Section 2 - Listening

Unit 1. Bekantan

- a. Listen to Audio 1.1. Andre and Monita are talking about Bekantan's physical features. Then, fill in the gaps. See the **Word Box**.

Bekantan



- Bekantan is a reddish-brown **monkey** with a long and big nose.
- Its _____ is about 6-22 kilograms.
- Its height is around ___ to ___ cm.
- _____ means a long-nosed monkey.
- Bekantan is a type of _____.
- Its scientific name is _____.

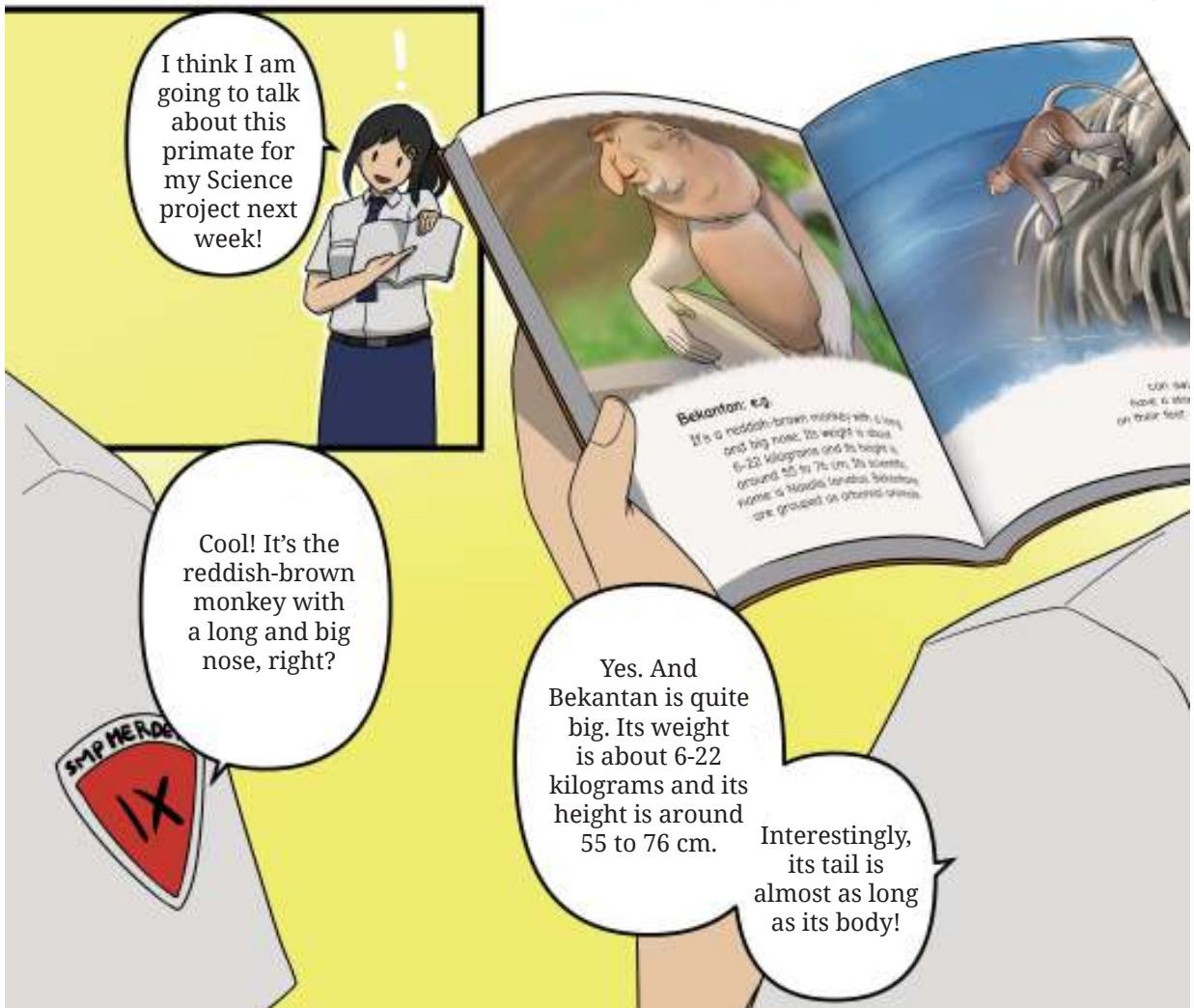
Source: PublicDomainPictures/pixabay.com
Worksheet 1.1



Word Box

pardon: maaf (mohon diulangi)
primate: hewan primata
weight: berat badan
height: tinggi badan
tail: ekor
interesting: menarik
reddish-brown: (berwarna) coklat kemerahan
scientific name: nama ilmiah

Part 1 What's in a name? This is *Bekantan*





Comic Strip 1.1

- b. Listen to Audio 1.2. Andre and Monita are talking about the habitat of Bekantan. Then, read statements in Worksheet 1.2. Write T if the statement is true and F if it is false. See the **Word Box**.



Word Box

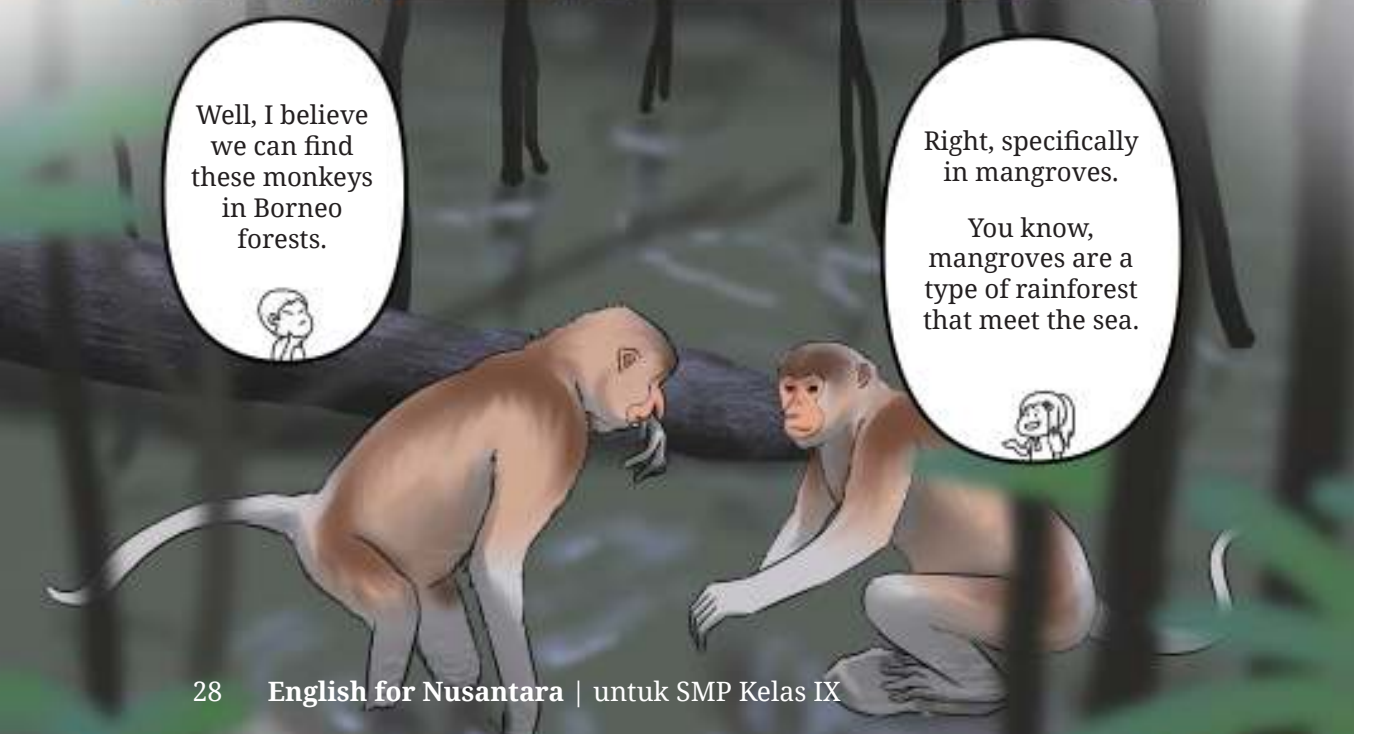
mangrove: hutan mangruf
rainforest: hutan hujan tropis
specifically: terutama

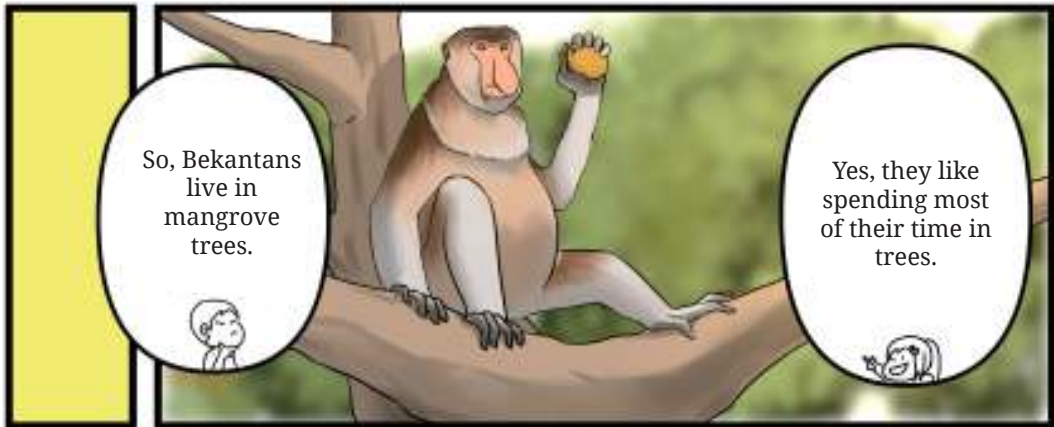


Picture 1.2 Bekantan

Part 2 Habitat

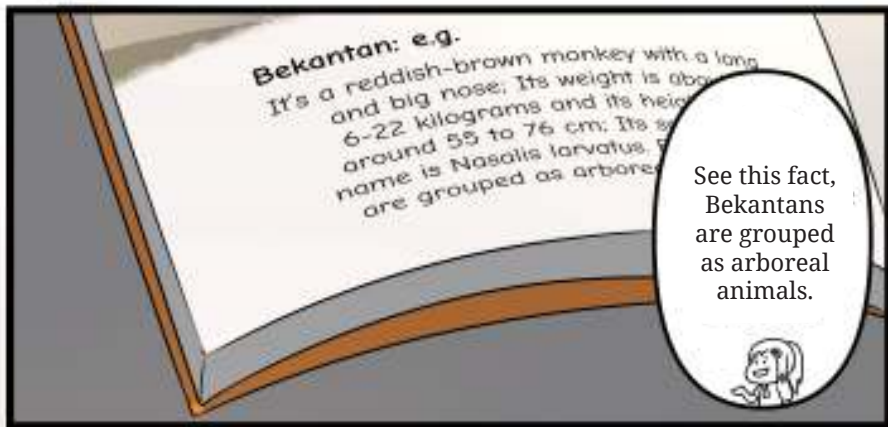
Where does it live?





So, Bekantans live in mangrove trees.

Yes, they like spending most of their time in trees.



Bekantan: e.g.

It's a reddish-brown monkey with a long and big nose. Its weight is about 6-22 kilograms and its height is around 55 to 76 cm. Its scientific name is *Nasalis larvatus*. They are grouped as arboreal animals.

See this fact, Bekantans are grouped as arboreal animals.



Say again--
Arbo...
arboreal?

Animals that eat, sleep, and play in trees.



Comic Strip 1.2

1. We can find Bekantans mostly in Kalimantan.
2. Bekantans are the mascot of the capital city of South Kalimantan.
3. There are not many Bekantans in Borneo forest.
4. Mangroves are rainforests that meet the mountain.
5. Animals that live in trees are called arboreals.
6. Bekantans usually eat, sleep, and play on trees

Worksheet 1.2



Section 3 - Listening

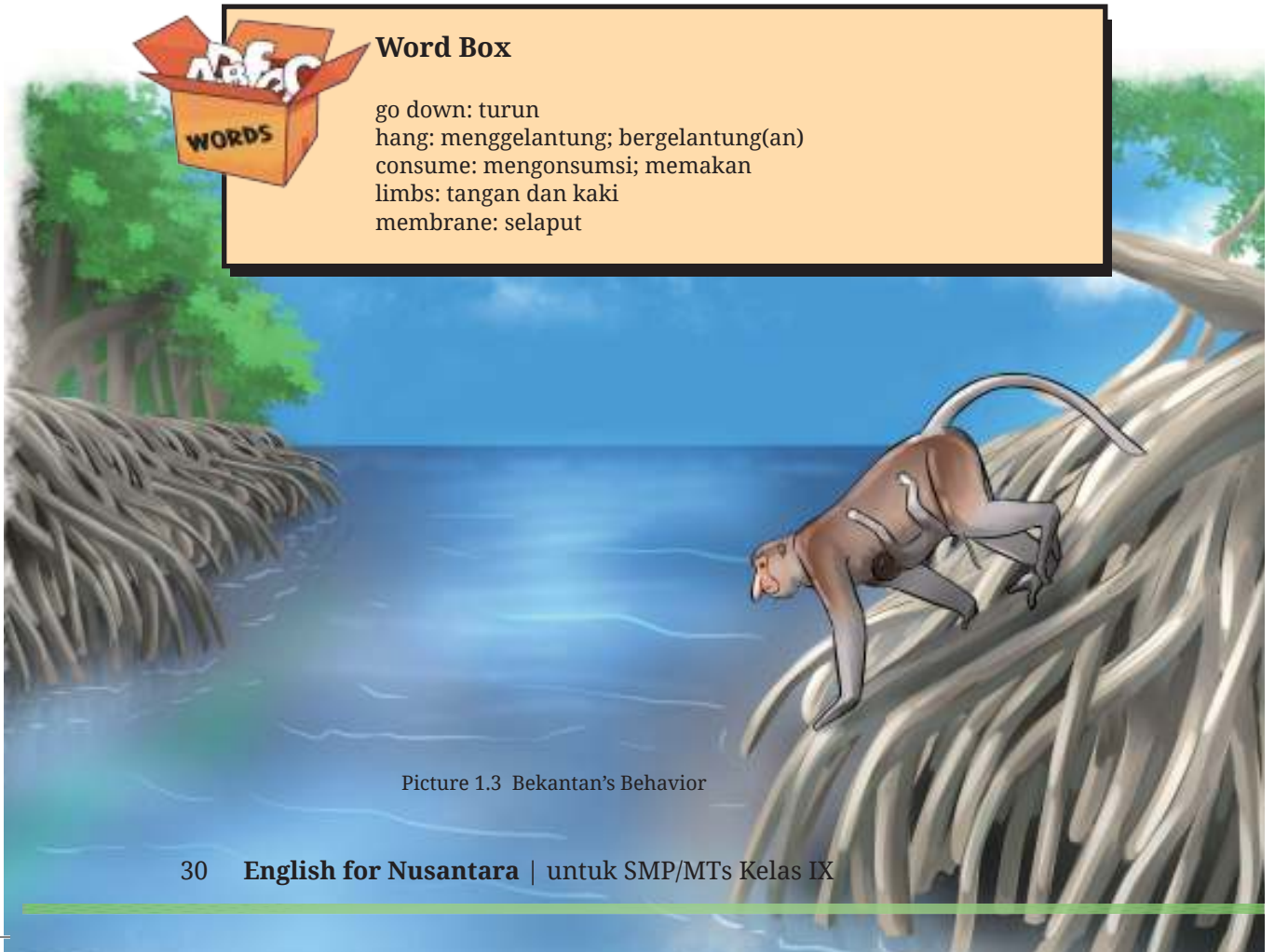
Unit 1. Bekantan

- a. Listen to the Audio 1.3. Andre and Monita are talking about Bekantan's Behaviors and diet. While listening, look at Comic Strip 1.3, then circle the correct word you hear in the brackets. See the **Word Box**.



Word Box

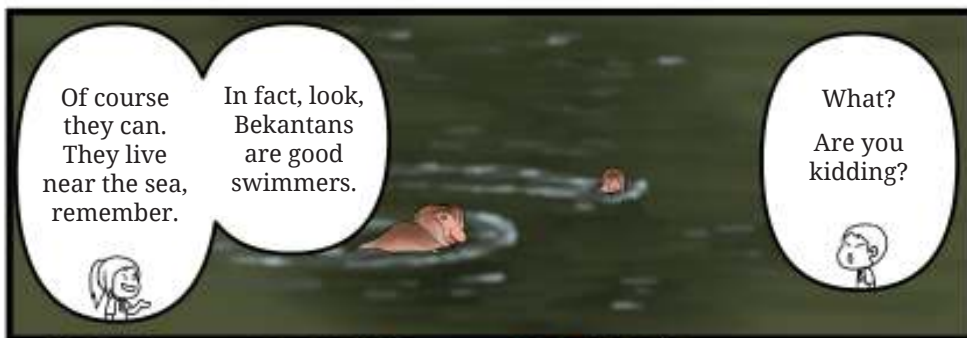
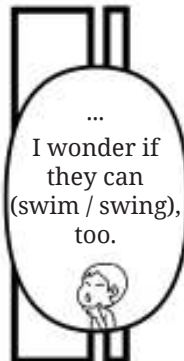
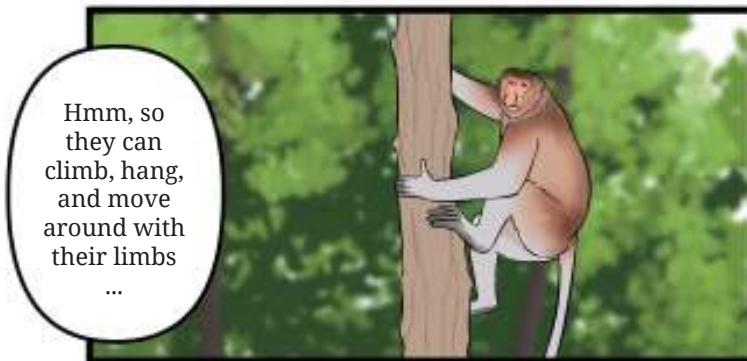
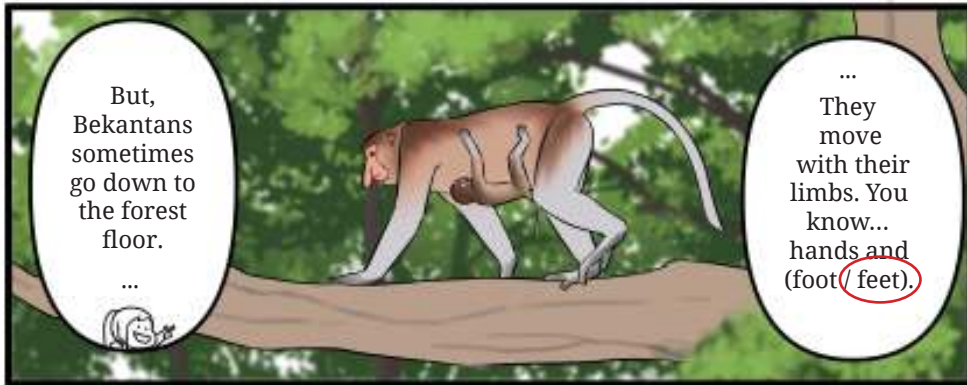
go down: turun
 hang: menggantung; bergelantung(an)
 consume: mengonsumsi; memakan
 limbs: tangan dan kaki
 membrane: selaput



Picture 1.3 Bekantan's Behavior

Part 3 Behaviors and diet

They eat leaves





Comic Strip 1.3

b. Listen again to Audio 1.3. Put the ideas in the correct groups based on the dialog above.

Bekantans' behaviors	1) Go down to the forest floor 2) _____ 3) _____
Bekantans' diets	4) Young leaves 5) _____ 6) _____

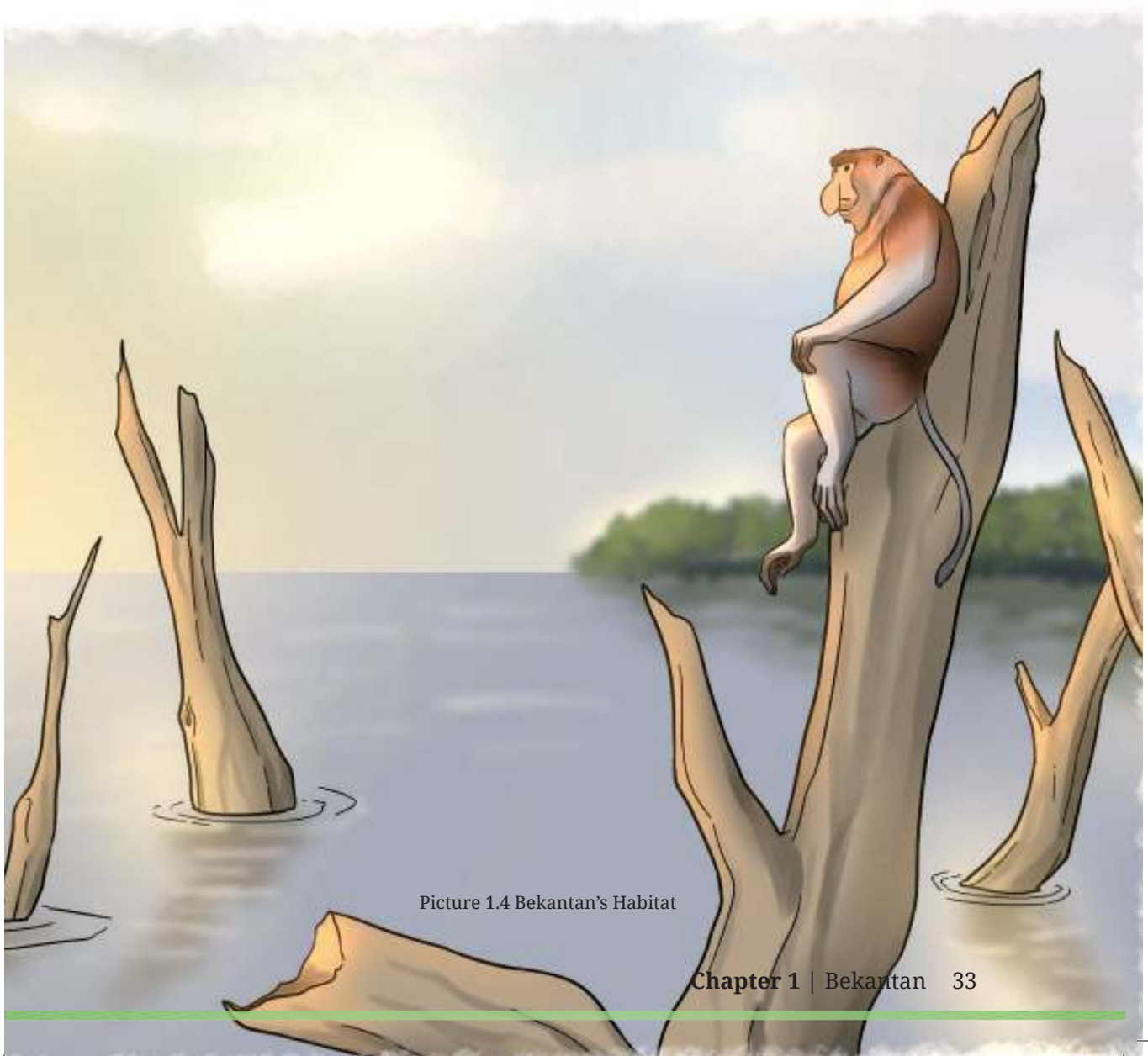
Worksheet 1.3

- c. Listen to Audio 1.4. Andre and Monita are talking about Bekantans' predators. Then, put the Bekantans' predators and threats in the order that you hear them in the dialog. See the **Word Box**.



Word Box

predator: pemangsa
destruction: perusakan
disappear: menghilang; punah; hancur
endangered: terancam punah
up to: hingga

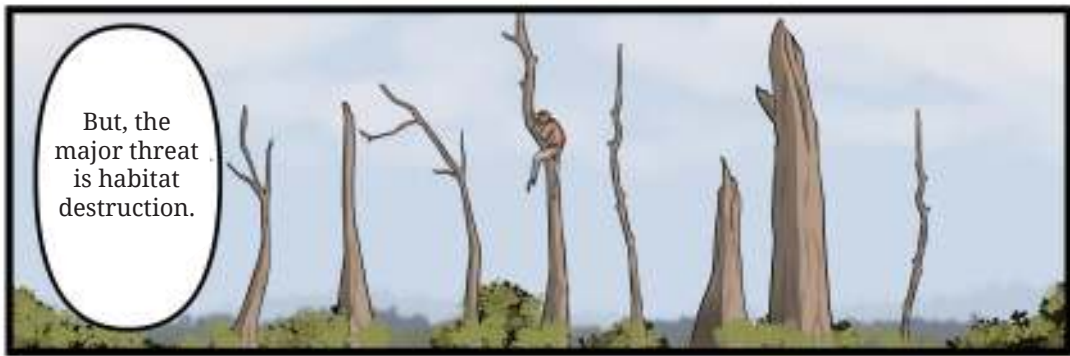


Picture 1.4 Bekantan's Habitat

Part 4 Predator and threat

Bekantan is endangered





Comic Strip 1.4

Monitor lizards	Crocodiles
Pythons	
Leopards	
Crocodiles	
Habitat destruction	
Human's activities	

Worksheet 1.4

Did you know?

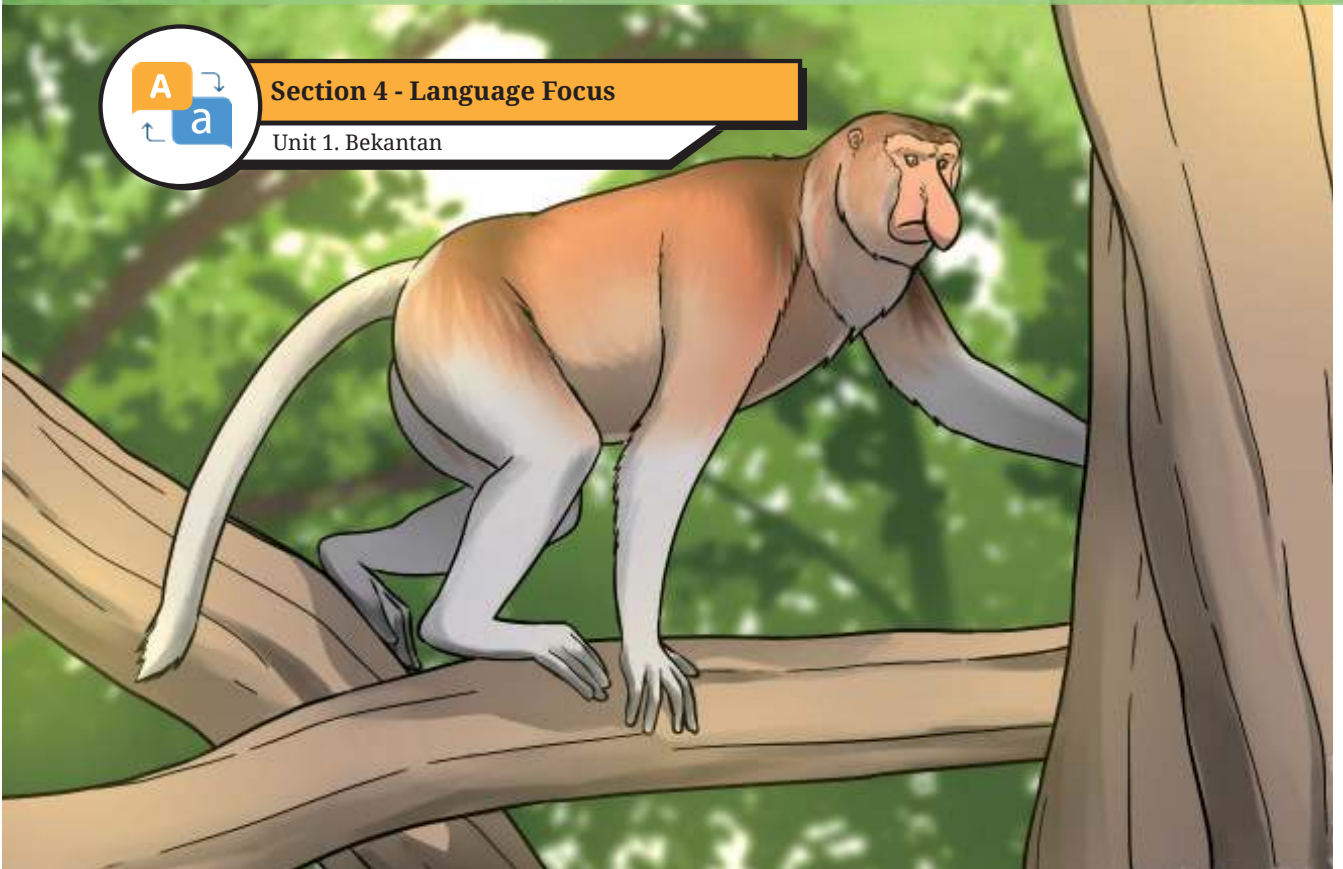
Can you guess how Bekantans use their nose? They use their long and big nose to attract mates. They use it to impress females or to intimidate rival males. The other unique characteristic of Bekantans is that they can swim. They do this to escape their predators such as crocodiles and cross rivers to find food.

(Adapted from: <https://www.nationalgeographic.com/animals>)



Section 4 - Language Focus

Unit 1. Bekantan



Picture 1.5 Bekantan Inside the Mangrove Forest



Word Box

neck: leher
intelligence: kecerdasan
mammal: hewan beranak, mamalia
bluish white: putih kebiru-biruan
graying black: hitam keabu-abuan
featherless patch: kulit tak berbulu
bamboo shoots: tunas bambu; rebung

a. Noun Groups

Study the following explanation about how to describe the characteristics of an animal. Then, do the exercise that follows. Number 1 has been done as an example.

To give more information about an animal, we can use a noun group. Take a look at these examples:

- *A long-nosed monkey*
- *A reddish-brown monkey*

A noun group is a group of words around a noun or a headword. It contains a main noun (e.g. *A monkey*). The other words in the noun group such as *long-nosed*, *reddish-brown* are adjectives. They tell more about the main noun. We write the adjectives before the noun. Let's take a look at the following examples:

- *Monkey*
- *The monkey*
- *The big monkey*
- *The big, long-nosed monkey in a mangrove tree*
- *The big, long-nosed, reddish-brown monkey in a mangrove tree*
- *The big, long-nosed, reddish-brown monkey in a mangrove tree is playing.*

The noun groups above are all about a monkey. We can see that as the sentences get longer, the adjectives give us more information about the monkeys. The descriptive words help us picture the monkey clearly. Using noun groups helps us to communicate a lot of information in a quick way.

1. The two big, long-nosed, hairy monkeys are climbing the mangrove trees.
2. A strong, large, black gorilla is feeding on bamboo shoots.
3. That big, tall, grayish black mammal is called an elephant.
4. Orangutans are large, reddish-orange primate that are famous for their intelligence.
5. The female Helmeted Hornbill has a bluish white featherless patch on its neck.
6. Komodo dragons are the largest living lizards on Earth.



Section 5 - Your Turn: Listening

Unit 1. Bekantan



Word Box

branches: dahan pohon
 lychee: leci
 mangosteen: manggis
 figs: buah ara
 holes: lubang
 feather: bulu
 habitat loss: kerusakan habitat
 illegal hunting: Perburuan liar
 featherless patch: area kulit tak berbulu
 conservation programs: program konservasi/pelestarian

Listen to Audio 1.5. You will hear information reports about two animals. Complete Worksheet 1.6 with the information you hear from Audio 1.5. After you finish, compare your answers with your classmates.

- What is it?

- To what other species is it related?

- What does it look like?



Source: Chuttersnap/unsplash.com

- Where do they live? _____
- How do they behave? _____
- What do they eat? _____
- Are they endangered? _____
- What are their predators? _____

- What is it?
.....
- To what other species is it related?
.....
- What does it look like?
.....
- Where do they live?
- How do they behave?
- What do they eat?
- Are they endangered?
- What are their predators?



Source: Neoh Hor Kee/macaulaylibrary.org

Worksheet 1.6



Section 6 - Fun Time: What Animal Am I?

Unit 1. Bekantan

What animal am I?

Your teacher will tape an animal card to your back. Stand up and ask **each classmate one yes/no question** to find out what animal it is. After asking a question to each classmate, sit down and guess the animal.



Is it a reptile?

Can it fly?

Can it swim?

Does it live in trees?

Does it live in the river?

Does it eat leaves?

Is it from Papua?

Is it from South Kalimantan?



Section 7 - Enrichment

Unit 1. Bekantan

Make a voice note

- Record your voice while reading the monolog script you have learned in this unit. Listen to Audio 1.5 in Section 5 as an example.
- Then, send your voice note to your class group chat or to your teacher privately.

Unit 2. Orangutan and Gorilla





Section 1 - Say What You Know

Unit 2. Orangutan and Gorilla



Picture A

Source: Chuttersnap/unsplash.com



Picture B

Source: Paula Robinson/unsplash.com

Picture 1.6 Orangutan and Gorilla

Questions:

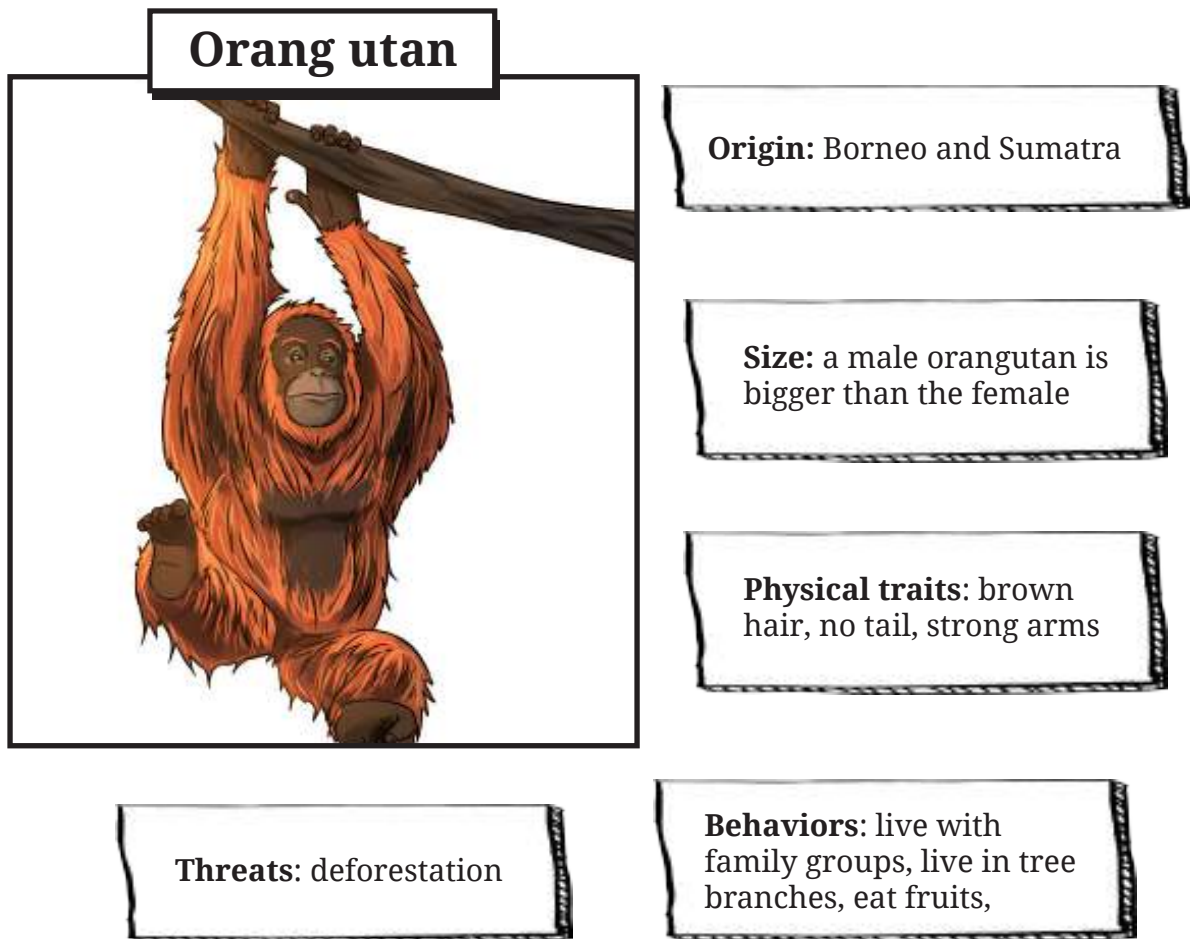
- Which one is an orangutan? And, which one is a gorilla? Picture A or Picture B?
- Do you think they have the same size?
- Look at their facial features, are they similar?
- Do they have the same colors?



Section 2 - Reading

Unit 2. Orangutan and Gorilla

a. Mind Map of Orangutan.



b. Read the text and answer the questions that follow.

Orangutan

Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is *Pongo Abellii* and the scientific name of Orangutan from Borneo is *Pongo Pygmaeus*.

Orangutans have big bodies. A male orangutan can be more than 100 kilograms and can be quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.

Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.

Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.

Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.






(Adapted from: <https://www.worldwildlife.org/species/orangutan>)

Questions:

1. Orangutans are ...
 - a. Monkeys
 - b. Apes
 - c. Birds
 - d. Reptiles
2. A male orangutan can be ... meters tall.
 - a. 150
 - b. 1.5
 - c. 120
 - d. 1.2
3. Orangutans have strong ...
 - a. Arms
 - b. Hair
 - c. Fur
 - d. Tails
4. Orangutans can be categorized as ...
 - a. Herbivores
 - b. Carnivores
 - c. Insectivore
 - d. Omnivores
5. There are about ... orangutans in Sumatra and Borneo.
 - a. 104,000
 - b. 7,500
 - c. 111,500
 - d. 200

Worksheet 1.7

c. Match the pictures with the descriptions of orangutans.

	Orangutans favorite food is fruit
	A male orangutan can be more than 150 centimeters tall.
	Orangutans have big bodies
	Orangutans have brown reddish hair
	Orangutans have strong arms to swing between branches

Did you know?

Apes and monkeys are two different animals. The first and easiest way to know the difference is by observing the absence or presence of their tails. Monkeys have tails while apes don't. The second thing that we can observe is their body shape. Apes' body shape is similar to humans'. They have larger and heavier bodies than monkeys. Third, we can teach apes to use sign language and technology to communicate with people.

(Adapted from: <https://www.rekoforest.org/field-stories/5-main-differences-between-apes-vs-monkeys/>)



Section 3 - Language Focus

Unit 2. Orangutan and Gorilla

a. Study the following expressions about how to define an animal.

First, we can use *have* or *has* to describe certain features that belong to an animal, for example:

- A gorilla has black fur.
- An orangutan has black eyes.
- Orangutans and gorillas have long arms.

Note that *have* follows a plural subject and *has* follows a singular subject.

Second, we use possessive adjectives to express the features of an animal, for example:

- Gorilla's fur is black
- Orangutans and gorillas' legs are long.

In first example, the subject is singular. So, we add apostrophe+s ('s) after the subject. In second example, the subject is plural and ends with an 's', so the possessive is formed by adding an apostrophe after the 's'. No additional 's' is necessary.

Note that we can change the underlined expressions into:

- Its fur is black.
- Their legs are long.

Depending on the subject, possessive adjectives can take different forms. Look at the table:

Table 1.2 Possessive adjectives

Subject	Possessive Adjective
I	My
You	Your
We	Our
They	Their
He	His
She	Her
It	Its

b. Fill in the blanks with suitable expressions of have or has.

1. Gorillas _____ long arms.
2. Bekantan _____ unique shape of nose.
3. Gorillas and orangutans _____ similar body sizes.
4. Different from orangutans, gorillas _____ black skin.
5. An orangutan _____ reddish brown hair.

c. Fill in the blanks with the suitable possessive adjectives.

Galang and 1) **his** friends are writing a report about the life of Gorillas and Orangutans. Galang divides the task for 2) _____ friends. Monita's task is to find information about Gorillas. 3) _____ notes are about the physical appearance of a gorilla. Andre and Pipit work together to find information about orangutans. 4) _____ task is to take notes about the physical appearance of orangutans. Galang is the captain of the group. 5) _____ task is to collect all of the information and write them as a report. Galang and 6) _____ friends should submit their report on Monday.

Worksheet 1.10

d. Match the picture and the physical appearances of gorillas and orangutans



Laura Seaman/Unsplash.com

Broad shoulder,
Human-like hands,
Hairless face.
Black skin and hair.
Large nostrils.

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 1.11



Pat Whelen/Unsplash.com

Black eyes and face
 Reddish brown hair
 No tail
 Long arms
 Five-fingered hand

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 1.12

e. Look at Worksheet 11 and Worksheet 12 again. Fill in the table with a short description of gorillas and orangutans. Number one has been done for you.

Orangutan	Gorilla
1. It has reddish brown hair	1. It has black skin and hair
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Worksheet 1.13



Section 4 - Viewing

Unit 2. Orangutan and Gorilla

- a. Study the information about orangutans in Indonesia below. Then, answer the questions.


ORANGUTAN

Population and habitats

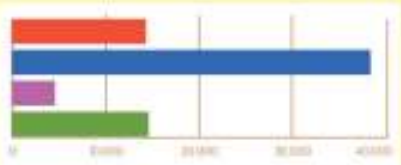
Orangutan is the big ape. this ape can be found in asia. there are now around 14.630 Sumatran Orangutan (*Pongo abelii*) and 57.350 Borneo orangutan (*Pongo pygmaeus*) living in habitat of 181,692 km².

Habitats

- *P. abelii*
- *P. p. morio*
- *P. p. wumbi*
- *P. p. pygmaeus*



Population



Species	Population
<i>P. abelii</i>	14,630
<i>P. p. morio</i>	57,350
<i>P. p. wumbi</i>	10,000
<i>P. p. pygmaeus</i>	10,000



Picture 1.7 Orangutan's Population and Habitat

Source: <https://www.mongabay.co.id/2017/09/04/konservasi-orangutan-masih-hadapi-kendala-apa-saja/>

Table 1.3 Orangutan species, threats, and conservation strategies

Orangutan species	Threats	Conservation Strategies
<i>p. abelii</i>	Habitat conversion into plantation and infrastructure	<ul style="list-style-type: none"> • Forest management • Law enforcement • Better landscape planning
<i>p.p. morio</i>	Habitat conversion into farming	Law enforcement for farming
<i>p.p. pygmaeus</i>	Habitat conversion into farming	Law enforcement for farming
<i>p.p.wuembii</i>	Forest fire	Forest management

Questions:

1. What year is the report from?

2. What are the four species of Orangutan in Indonesia?

3. What species has the biggest population?

4. Where do each species live?

5. What are the threats of the Orangutan population?

6. What are the strategies to prevent the threats?



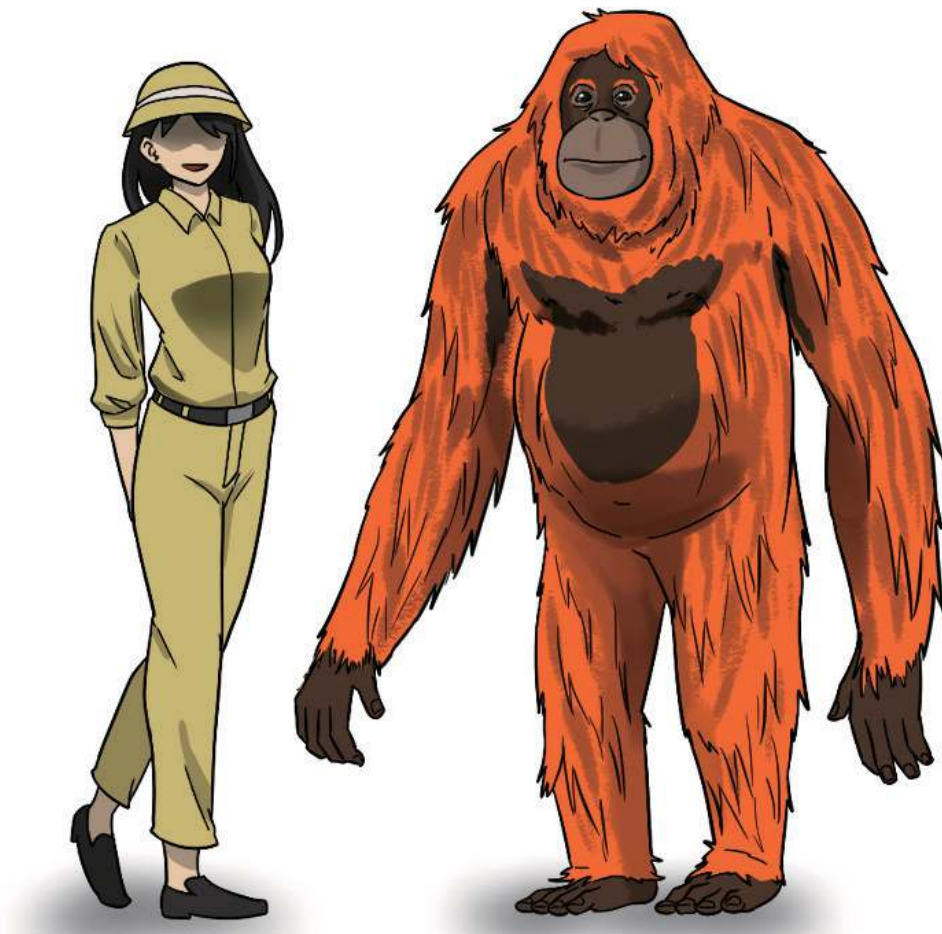
Section 5 - Your Turn: Reading

Unit 2. Orangutan and Gorilla

- a. Read the words. Discuss the meanings of the words with your classmates. You can also check your dictionary.

Table 1.4 Possessive adjectives

vegetarians	decrease
tropical	have
scientific	live
become	eat



b. Read and fill in the blanks with the words in 5a.

Gorillas

Gorillas are the largest apes in the world. Gorillas are our closest cousins because they share 98.3% of their genetic code with humans. Their _____ name is Gorilla *beringei beringei*.

Gorillas have broad shoulders and chests, human-like hands, small eyes, and hairless faces. They _____ black skin and hair. Their nostrils are large. Gorillas have behaviors and also emotions. They can laugh and show their sadness.

Gorillas only live in _____ forests of Africa. We can find gorillas in the rain forests of Cameroon and Congo.

Gorillas are _____. They eat leaves, shoots, and stalks. They also sometimes _____ fruits.

Gorillas _____ in a family group of 6 until 30. The group is led by a group leader. The leader is called a silverback. The leader is a male gorilla who will be a leader for years.

The females _____ mature when they are seven until eight years old. Gorillas give birth to only one baby every four to six years. It makes the gorilla's population _____ every year. They are now endangered species.

(Adapted from: Gorilla | Species | WWF (worldwildlife.org))

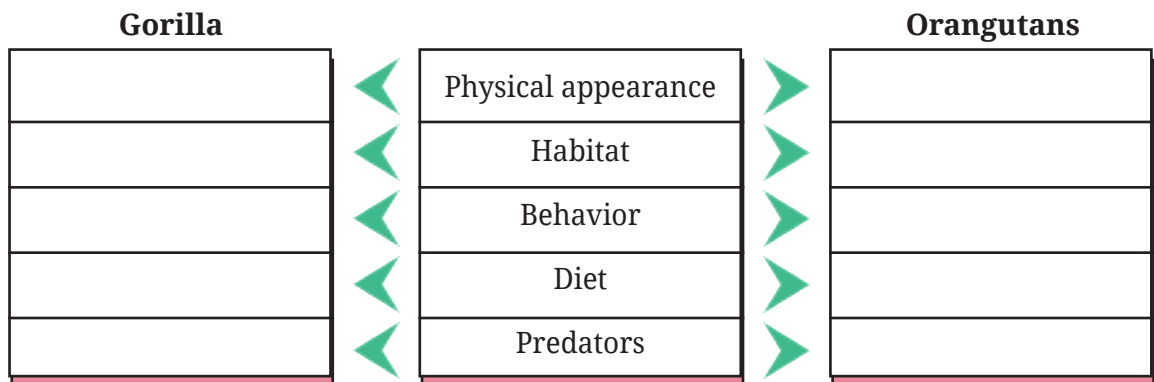
Worksheet 1.15

c. State whether the following statements are true or false according to the text above. Circle T or F.

1. Gorillas are bigger than orangutans T F
2. We can see gorillas' expressions when they are sad. T F
3. There is some hair on gorillas faces. T F
4. The leader of a gorilla's group has silver skin. T F
5. Female gorillas give birth to only one baby in their life. T F

Worksheet 1.16

d. Read the texts in Section 2 and 5 again. Complete the diagram to map the differences between orangutans and gorillas.



Worksheet 1.17

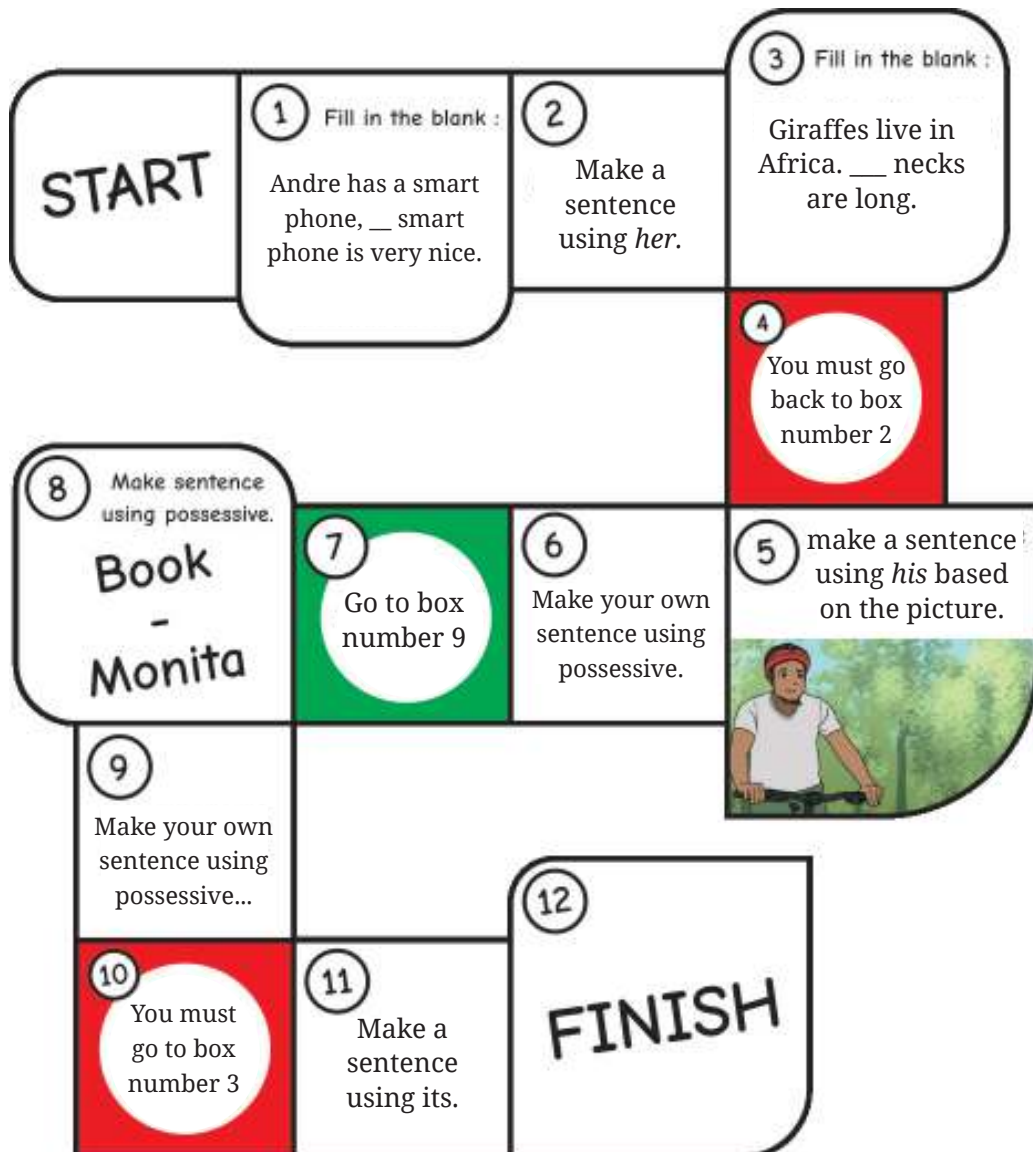


Section 6 - Fun Time

Unit 2. Orangutan and Gorilla

Play a board game (passive voice, possessive adjective). Follow the instructions below.

1. Prepare a dice and some tokens.
2. Get yourselves in groups of five.
3. With your group members, take turns rolling the dice.
4. Move your tokens and do the instruction in every question.
5. If your team cannot do the instruction in the box, you must go back to your previous box.
6. The winner is the first group that reaches the finish box.



Section 7 - Enrichment

Unit 2. Orangutan and Gorilla

- Find one animal that you have talked about in Unit 1.
- Make the list of features of an animal such as the physical appearance, habitat, behavior, diet and predator.
- Prepare Powerpoint slides for your presentation. If you can't access Powerpoint, you may create a poster.
- Report the result to the class

Unit 3. Indonesian Birds





Section 1 - Say What You Know

Unit 3. Indonesian Birds



Picture 1.8 Indonesian Birds

Pay attention to the pictures, then answer the questions that follow.

Questions:

1. What is Galang wearing?
2. Do you know how it works?
3. What does he see through the device?
4. Do you know the names of each bird?
5. Do you know where they are from?
6. Can you make a short description of each bird?



Section 2 - Listening

Unit 3. Indonesian Birds

- a. Listen to Audio 1.6. Galang, Andre, Monita, and Pipit are watching some birds using a Virtual Reality (VR) headset. They bring their notebooks, and pens. Listen to them talking about the birds that they observe. Then, answer the questions.





Questions:

1. What birds are they watching in the forest?

2. What is the color of the bird's neck?

3. Where is the bird's nest?

4. What is a casque?

5. Why do the birds now become critically endangered?

Worksheet 1.18

b. Listen to Audio 1.6 and tick the correct picture of the bird based on the description.



Picture 1.9 Helmeted Hornbill

Worksheet 1.19



Section 3 - Reading

Unit 3. Indonesian Birds

a. Mind Map of Cendrawasih.



Cendrawasih

kuritafsheen77/Freepik.com

Origin: Eastern Indonesia, Papua New Guinea and Eastern Australia

Diet: fruits and arthropods

Physical traits: bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'.

Threats: natural devastation and illegal hunting, reproduction cycle

b. Read the text and answer the questions that follow.

Cendrawasih

Cendrawasih or the birds of paradise are from the family of Paradisaeidae. These birds are easily recognized by their bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'. Their tails are known as wires or streamers.

Birds of Paradise live in Eastern Indonesia, Papua New Guinea and Eastern Australia. The diet of these birds are fruits and arthropods. The natural devastation and illegal hunting make Cenderawasih an endangered species. Their reproduction cycle also makes the preservation difficult as they only produce one until two eggs.

Adapted from: <https://www.nationalgeographic.com/animals/birds/facts/birds-of-paradise?msclkid=26256016d06b11eca2f6547d404146b0>, <https://westpauastory.com/cenderawasih-bird-paradise/>

Questions:

1. What family does cendrawasih belong to?

2. What are the colors of cendrawasih's feathers?

3. What is the difference between male and female cendrawasih?

4. What is the other name for cendrawasih's tail?

5. Where do cendrawasih live?

6. What do they eat?

7. What makes them endangered?



Section 4 - Language Focus

Unit 3. Indonesian Birds

- a. Study the following explanation about how to emphasize an action in a sentence. Then, choose the correct form of the verb in brackets.

When we talk about facts or events, we sometimes want to emphasize the action rather than who is doing the action. It means that the action is more important than the doer. We use passive voice to show interest in the person or object that experiences an action. Look at the examples:

- Orangutans' habitat **is threatened** by people doing deforestation.
- The number of Bornean orangutans **is now estimated** at about 104,000 and the Sumatran orangutans about 7,500.
- Bekantan **is used** as the icon of Banjarmasin, South Kalimantan.
- Bekantans **are grouped** as arboreal animals.

These are the examples of the changes from active into passive

- Galang brings binoculars to the forest. (Active)
Binoculars **are brought** by Galang to the forest. (Passive).
 - Monita sees a helmeted hornbill. (Active)
A helmeted hornbill **is seen** by Monita. (Passive)
1. Bekantan is (find/found) in Kalimantan.
 2. The leaves are (eat/eaten) by Bekantans.
 3. Water is (drink/drunken) from holes between tree branches by orangutans.
 4. The presentation script about Bekantan is (prepare/prepared) by Monita and Andre
 5. Gorillas are (predict/predicted) to be extinct in 10 years.

Worksheet 1.21

b. Change the sentences into passive and then compare your sentences with one of your classmate's.

1. Monita reads a book about bekantan.

2. Helmeted hornbills feed their chicks.

3. Pipit takes a notebook when she does the bird watch.

4. Some people hunt helmeted hornbills.

5. Bekantan sometimes consumes fruits.

Worksheet 1.22

Did you know?

What is bird watching exactly? It is an activity where birds are observed for the purpose of recreation or science. People who like birdwatching are called birders. Other than simply watching or listening to birds, birders also take notes on their observations, identify the birds they see, and share their findings with other bird enthusiasts. Birders would observe birds' appearance and behavior. Because there are a massive number of bird species in different regions, birders will not run out of things to be excited by.

Sources: <https://worldbirds.com/what-is-birding/>



Section 5 - Report

Unit 3. Indonesian Birds

- a. Look at the steps of writing a report in the left column. Put the steps into a good order by numbering the boxes. Then, match the steps with the correct description in the right column by drawing lines.

Gathering Information	We collect information by reading references and making observations.
Organizing Information	We categorize our information into relevant groups
Writing the draft	We write the report into a draft.
Revising and Editing the draft	We check our draft. Then, we revise and edit our drafts.
Publishing your work	We publish our written report as a printed assignment to submit to our teacher. We can also publish our work on social media.

Worksheet 1.23

- b. Galang and friends are preparing a report about birds. What do you think they should do at every step of making the report? Write them.

Gathering information:

Organizing information:

Writing the draft:

Revising and editing the draft:

Publishing the work:

Worksheet 1.24



Section 6 - Writing

Unit 3. Indonesian Birds

Look at the fact sheet about Bali starlings. Then, Write a sentence for every point in the infographics. Number 1 has been done for you. You can use passive voice.



Bali Starling

[*Leucopsar Rothschildi*]

- **Threats:** Poaching for illegal songbird trade. This is made worse by habitat loss.
- **Distribution:** Northwest Bali, with a small population introduced onto the small island of Nusa Penida..
- **Habitat:** Forest edges including open shrub savannas and flooded savanna woodlands.
- **Diet/Feeding:** Seeds, insects, fruits and occasionally small reptiles.
- **Social behaviour:** They're monogamous, so form long term pair-bond which are strengthened by mutual preening and displays.
- **Males and females:** There's no obvious difference between males and females, although male crest feather tend to be slightly longer.
- **Lifespan:** 5 years in the wild, but can live for up to 15 years in captivity.
- **Number of young:** Clutches often have 2-3 eggs, but normally only 1 survives
- **Interesting fact:** The bali starling is the national bird of Bali. Nearly extinct in the wild, breeding and reintroduction programmes saved occurrences.

Text 1.3

1. Point: Threats

Sentence: Poaching for illegal songbird trade is a threat for Bali starlings.

2. Point: _____

Sentence: _____

3. Point: _____

Sentence: _____

4. Point: _____

Sentence: _____

5. Point: _____

Sentence: _____

6. Point: _____

Sentence: _____

7. Point: _____

Sentence: _____

8. Point: _____

Sentence: _____

9. Point: _____

Sentence: _____

Worksheet 1.25



Section 7 - Your Turn

Unit 3. Indonesian Birds

Write a report text about a bird by following the steps below.

a. Planning and brainstorming

1. Observe birds around your neighborhood area.
2. Choose and observe one type of bird.
3. Make a general note about the bird.

Worksheet 1.26

b. Outlining and drafting

Complete the fact file about your selected bird.

Name of bird: _____	
What is it?	
To what other species is it related?	
What does it look like?	
Where does it live?	
How does it move?	
What does it eat?	
Is it endangered?	
What are its predators?	

Worksheet 1.27

c. Writing and editing

Write your draft of the report text based on the notes in 7a. Then, edit your draft.

d. Proofreading

When you finish writing your report, show your work to a classmate. Let your classmate read your work and give you feedback on the language and content.