

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
English for Nusantara
untuk SMP/MTs Kelas IX
Penulis: Ika Lestari Damayanti, dkk.
ISBN: 978-602-427-942-4 (jil.3)

Chapter 2: Taking Trips



2

Chapter 2 Taking Trips

Unit 1. Going to a National Park

Unit 2. What an Experience!

Unit 3. My Underwater Adventure



Learning objectives

Upon completion of Chapter 2, you should be able to:

1. talk about personal experiences;
2. identify a series of past events; and
3. write personal experiences in the past.

Unit 1. Going to a National Park





Section 1 - Say What You Know

Unit 1. Going to a National Park

Look at the picture of Lestari National Park. Have you ever visited a national park before? What can you see inside a national park?



Picture 2.1 National Parks



Section 2 - Listening

Unit 1. Going to a National Park

- a. Listen to Audio 2.1. Galang and Monita are talking about their trip to Lestari National Park. Complete their conversation with the correct verbs below.

saw

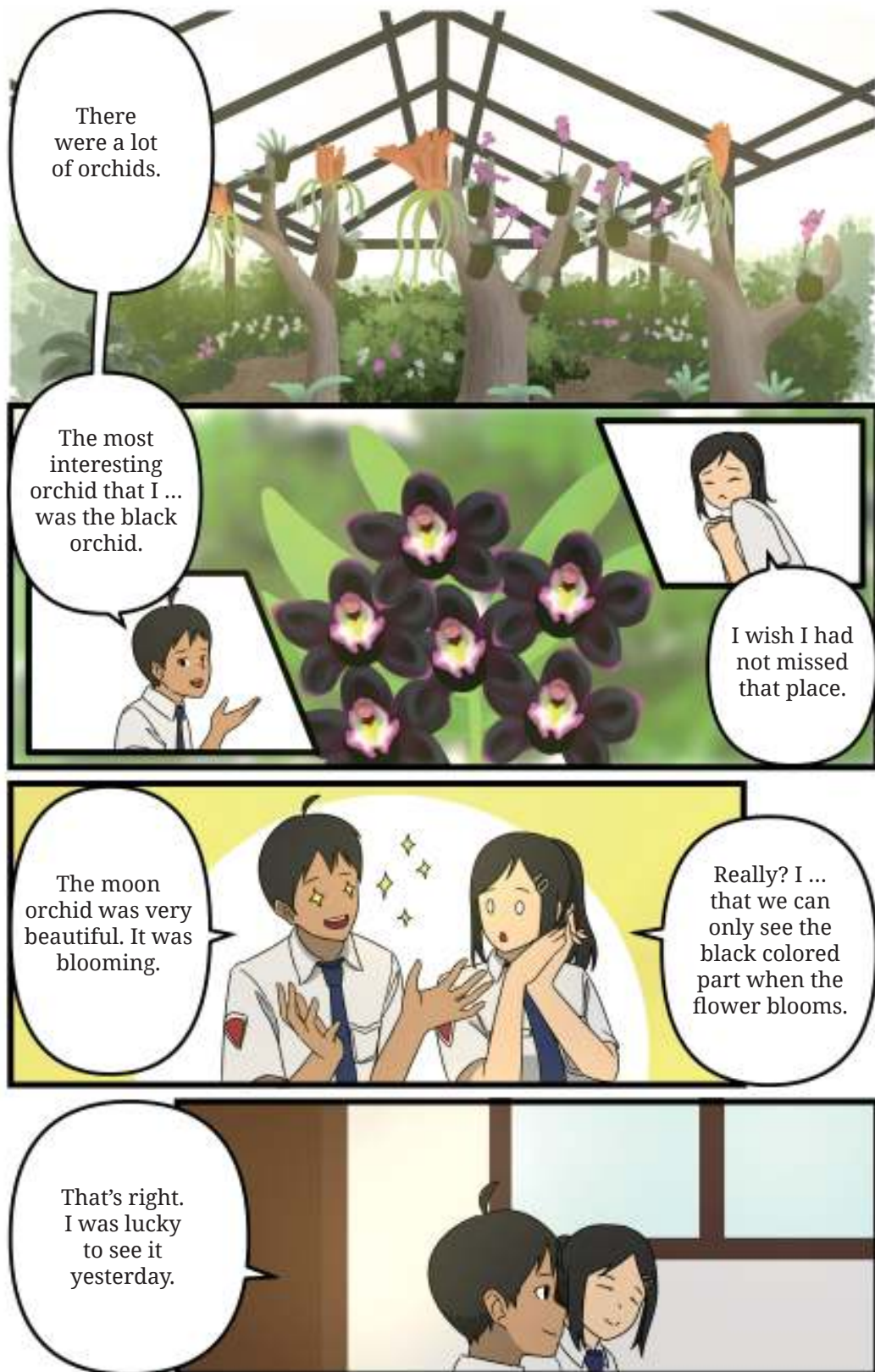
took

visited

heard

learned





Comic Strip 2.1

b. Based on the dialogue, answer the questions.

1. Where did Galang and Monita go yesterday?
They went to
 - a. national park
 - b. orchid park
 - c. forest
 - d. photo booth
2. What did Monita do when she saw some rare plants?
She ...
 - a. picked the rare plants.
 - b. watered the plants
 - c. took photos of the rare plants.
 - d. gave the rare plants to Galang.
3. What did Ibu Ida give to Galang?
He gave ...
 - a. a rare plant.
 - b. a black orchid.
 - c. a rare plant.
 - d. a map.
4. Who saw the black orchid?
 - a. Monita
 - b. Andre
 - c. Galang
 - d. Ibu Ida
5. How was the black orchid?
It was...
 - a. lucky.
 - b. smelly.
 - c. beautiful.
 - d. funny.



Section 3 - Speaking

Unit 1. Going to a National Park

- a. Find the meanings of the words with your classmates. Then, match the words with the suitable situation in Comic Strip 2.2

1. walk	4. get into	8. flowers
2. observe	5. see	9. clipboard
3. take notes	6. gate	10. bus
4. label	7. trees	11. herbal plants

Worksheet 2.2

Two weeks ago...



Comic strip 2.2 A trip to a national park

b. Describe the situation in the comic. Say what happened on the trip. Use the suitable words in Worksheet 2.2 to help you make the description. Number one has been done for you.

1. Pak Romy and his students (go) on a trip.

Pak Romy and his students went on a trip.

2. Pak Romy and his students (see) some plants.

3. Monita (observe) some plants.

4. Monita (take notes) about the plants on her clipboard.

5. Pak Romy, Galang and Monita (get into) the bus to go back to school.

Worksheet 2.3



Section 4 - Language Focus

Unit 1. Going to a National Park

- a. Study how to make questions and negative sentences using past tense.

Sometimes we need to ask about people's experiences in the past. In this case, we can make questions using past tense. For example, we can ask:

- Question: Did you go to the national park?
Answer: Yes, I did.
- Question: When did you go to the national park?
Answer: I went there a week ago.
- Question: How did you go there?
Answer: I went there by bus.

In first example, the question starts with 'Did'. This type of question can be answered with 'Yes' or 'No'.

Question word 'when' In second question is to ask for information about time.

Question word 'how' in third question is to ask for information about in what ways.

In answering the questions, we can use positive or negative sentences.

Positive sentences:

- Yes, I went to the national park.
- I went to the national park.
- I went there by bus.

Negative sentences:

- No, I didn't go to the national park.
- I didn't go to the national park a week ago.
- I didn't go there by bus.

Didn't is a contraction form of **did not**. Did + not is used with all subjects in negative past tense.

b. Construct questions with the words provided below. Number one has been done for you.

1. she/go/for a school trip/last month

Did she go for a school trip last month?

2. where/the students/go/for a school trip

3. what/they/see/at the national park

4. how/they/go/to the national park

5. they/take notes/about the plants

6. when/they/finish/the trip

Worksheet 2.4

c. Construct negative sentences with the words provided below.
Number one has been done for you.

1. She/go/to the national park

She did not go to the national park.

2. They/go/by car

3. She/take note/about the flowers

4. He/bring/ a clipboard

5. It/rain/at the national park

6. He/write/ a report about the trip

Worksheet 2.5



Section 5 - Listening

Unit 1. Going to a National Park

- a. Listen to Audio 2.2 and then state whether the statements are true or false.





Word Box

Excursion: karya wisata

Important: penting

Scary: menakutkan

That is
the area



where
important
people
planted
some trees
there.



Interestingly,
I saw a
tree with
a unique
name.

People call
it Tampar
Hantu.



The name sounds
scary. What about
the second area
you visited?



I visited the
limited plants
area.



What did
you see
there?



I saw some
endangered
trees from
Kalimantan.

I saw pohon
ulin there.
People
sometimes
call it kayu
besi.

Comic strip 2.3

b. State whether the sentences are True (T) or False (F) based on the dialogue.

1. Andre did not join the school trip because he was sick. **T F**

2. Monita saw a scary tree in the first area. **T F**

3. Monita visited six areas at Lestari National Park. **T F**

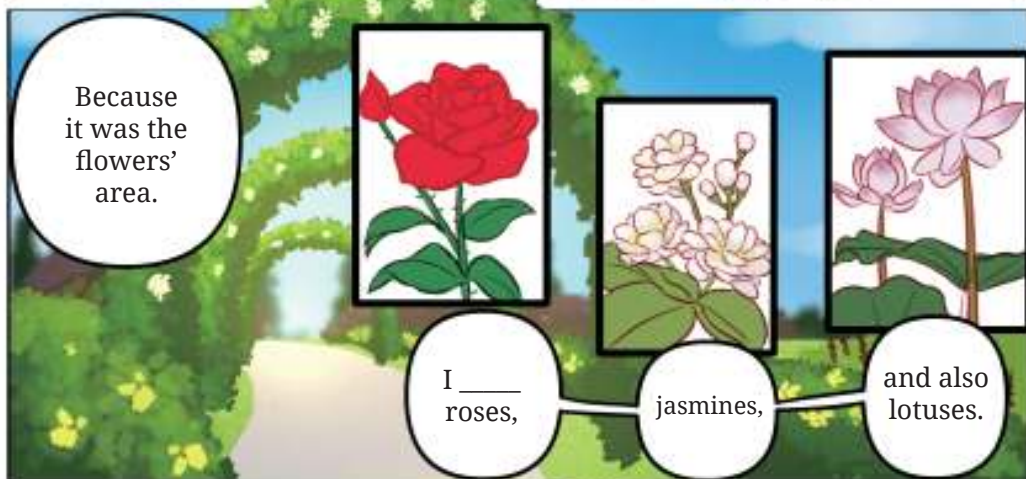
4. Some important people planted trees at Lestari National Park. **T F**

5. Monita saw pohon ulin at the limited plants area. **T F**

Worksheet 2.6

c. Listen to Audio 2.3 and complete the dialogue in Worksheet 2.7 with the correct words in the box.

visited	saw	notice
ate	tasted	





Worksheet 2.7

- d. Listen again to Audio 2.2 and Audio 2.3 again. Fill in the table using information from the two dialogues. The first row has been done for you.

First area	Monita saw a tree with a unique name.
Second area	
Third area	
Fourth area	

Worksheet 2.8

Did you know?

Bogor Botanical Garden or Kebun Raya Bogor is the first botanical garden in Indonesia. It was actually a man made forest established by the Sunda Kingdom. The forest was left behind after the Sundanese Kingdom was destroyed in the 16th century.

In the 18th century, a mansion and a garden was established by the Dutch East India Company at the site that we now know as Kebun Raya Bogor. In 1811, Sir Thomas Stamford Raffles took Bogor Palace (Buitenzorg Palace) since the British successfully invaded Java. He then renovated the garden into an English style one.

(Adapted from: Bogor Botanical Gardens - Wikipedia)



Section 6 - Fun Time: Whisper Game

Unit 1. Going to a National Park

Play a whisper game. Follow the instructions below.



Picture 2.2

1. Make a group that consist of some people based on recount text that your teacher prepare.
2. Every group must stand in a line. Your teacher will whisper thr sentences (it can be sentences related to a recount text) to the last student that stands in the line.
3. He or she must whisper to the second student that stands in front of him/her. The second student must do the same to the third student that stands in front of him or her until the last student in the group. The last student must write the word on their paper.
4. The winner is the group that can write the whole story correctly.



Section 7 - Your Turn

Unit 1. Going to a National Park

- a. Look at the report about students' excursion to a national park. Then, make questions for the answers. Number one has been done for you.



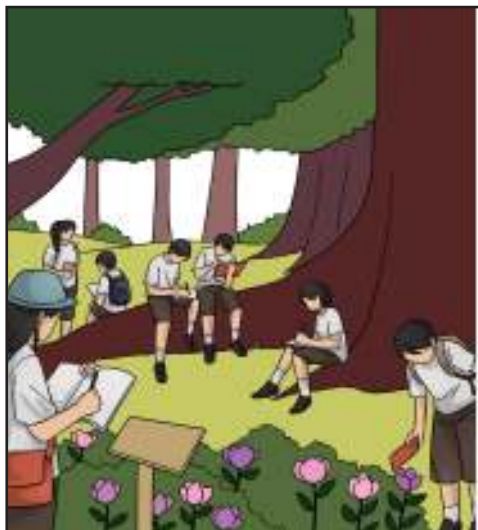
Biomerdeka
@biology_SMPMerdeka
SMP Merdeka had an excursion to Lestari National Park.

@aku_ika

@biology_SMPMerdeka
We went there on 4 May 2021

@ray_imut

@biology_SMPMerdeka
They brought a clipboard because they need to write some notes about the plants.



Biomerdeka
@biology_SMPMerdeka
We were having fun at Lestari National Park #biology #excursion #yay

@aji_unyu

@biology_SMPMerdeka
We took notes of trees' flowers and plants' names.

@mahmud9

@biology_SMPMerdeka
We drew our favorite flowers and their parts.



Biomerdeka

@biology_SMPMerdeka

We were at dedication area
to see Tampar Hantu
#not a ghost #excursion

@pipit_cantik

@biology_SMPMerdeka

We saw a tree called
Tampar Hantu.



Biomerdeka

@biology_SMPMerdeka

We were at limited plants
area #Borneo #excursion

@hendra_oke

@biology_SMPMerdeka

We took pictures of
Pohon Ulin in limited
plants area.



Biomerdeka

@biology_SMPMerdeka

Our favorite place in Lestari
National Park: Flower area!
#yay #excursion

@iyen_ceunah

@biology_SMPMerdeka

We saw roses, jasmines
and lotuses in the flower area.

- b. Look at the map of Lestari National Park. Identify places you can visit in the park.



Picture 2.3 The map of Lestari National Park

- c. Interview a classmate about an excursion at Lestari National Park following the map. Make a question list before you interview your friend. Number one has been done for you as an example.

1. Example:

Question: Where did you gather with your friends before the excursion trip?

Answer: We gathered at Lestari National Park gate. It is number 1 on the map.

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____

6. Question: _____

Answer: _____

7. Question: _____

Answer: _____

- [illegible]



Section 8 - Enrichment: Show and Tell

Unit 1. Going to a National Park

Bring a picture of you on an excursion or a school activity or a holiday. Present to the class about the excursion/school activity/holiday. Let your friends ask questions.



Unit 2. What an Experience!

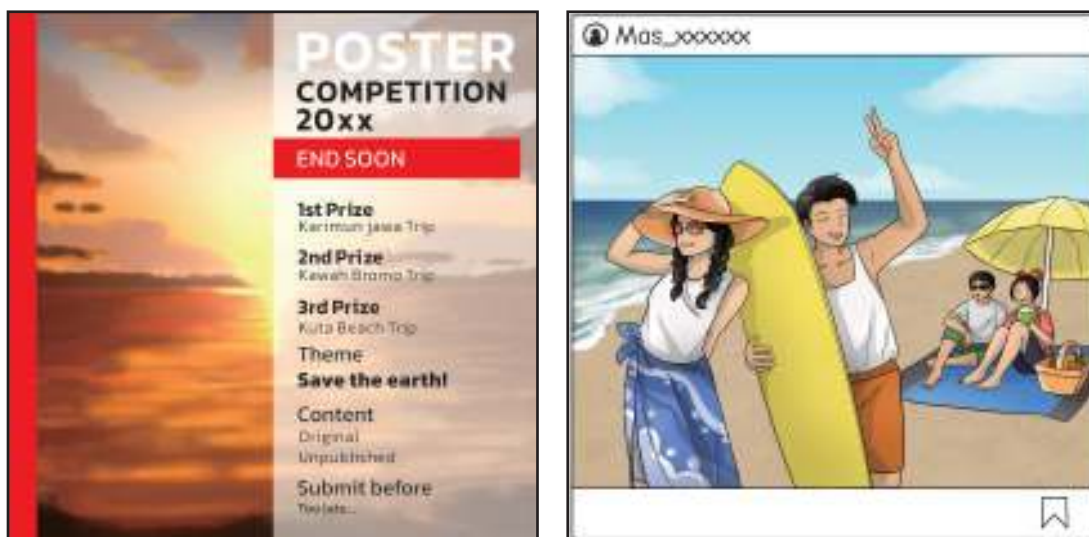




Section 1 - Say What You Know

Unit 2. What an Experience!

Look at the picture and answer the questions.



Picture 2.4 On the beach

Questions

- What is Picture 2.4 about?
- Have you ever won such a competition? Tell us.
- Have you ever been to the beach?
- What do people usually do at the beach?



Section 2 - Viewing

Unit 2. What an Experience!



Galang posted his photos on his social media. Read the captions below the photos and answer the questions.

Number one has been done for you.



Enjoying the sunset.
#Karimunjawa #holiday



Me enjoying the sea
#snorkeling #Karimunjawa

Galaxxxxxxx



you, _moonichan, okkybw and more liked your post

What an experience!

This was my first experience going to Karimunjawa. I went there with other winners from different schools, from April 21st to April 22nd. We enjoyed the sunset and we went snorkeling and swimming with sharks. Although it was a short holiday, we enjoyed ourselves. It was really fun.

Thanks to @tourisxxxxxxx

#holiday #Karimunjawa #Jepara

Picture 2.5

Questions	Answers
1. What was the event?	A trip to Karimunjawa.
2. Who went there?	
3. When did it happen?	
4. Where did the writer go?	
5. Why did he go there?	
6. What did the writer do there?	
7. How did the writer feel?	

Worksheet 2.12



Section 3 - Reading

Unit 2. What an Experience!



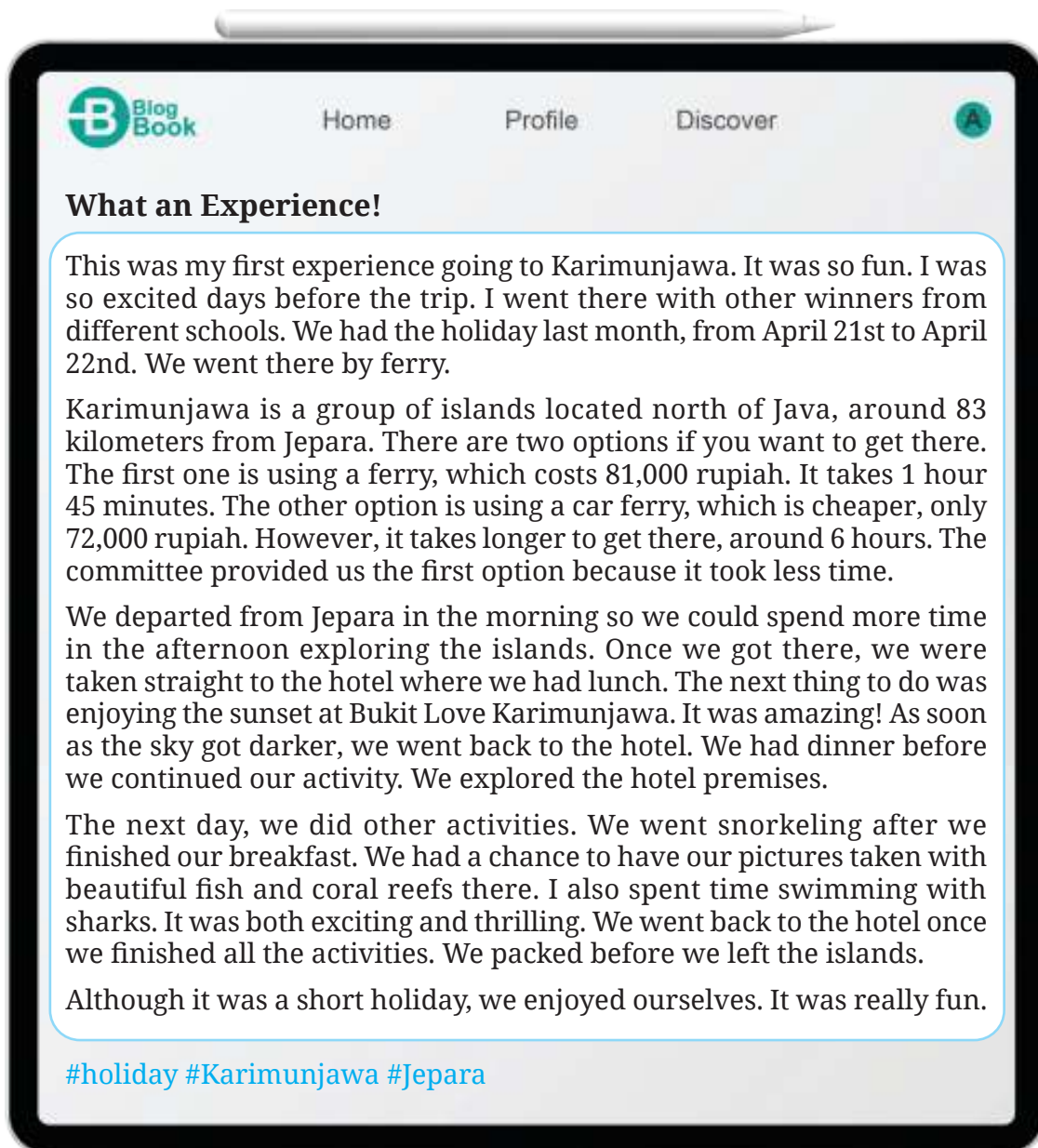
Word Box

depart (base verb)/departed (past verb): berangkat
 pack (base verb)/packed (past verb): mengemas, berkemas

excited: bersemangat, senang, gembira
 north : utara
 thrilling: mendebarkan, menggemirakan

to spend more time: memiliki/menghabiskan waktu lebih banyak
 coral reefs: terumbu karang
 reasonable price: harga yang wajar
 it takes longer: memerlukan waktu yang lebih lama

- a. Read Galang's story about his holiday to Karimunjawa. Then, mark T if the statement is True according to the passage, and F if the statement is False. Number one has been done for you.



Blog Book Home Profile Discover A

What an Experience!

This was my first experience going to Karimunjawa. It was so fun. I was so excited days before the trip. I went there with other winners from different schools. We had the holiday last month, from April 21st to April 22nd. We went there by ferry.

Karimunjawa is a group of islands located north of Java, around 83 kilometers from Jepara. There are two options if you want to get there. The first one is using a ferry, which costs 81,000 rupiah. It takes 1 hour 45 minutes. The other option is using a car ferry, which is cheaper, only 72,000 rupiah. However, it takes longer to get there, around 6 hours. The committee provided us the first option because it took less time.

We departed from Jepara in the morning so we could spend more time in the afternoon exploring the islands. Once we got there, we were taken straight to the hotel where we had lunch. The next thing to do was enjoying the sunset at Bukit Love Karimunjawa. It was amazing! As soon as the sky got darker, we went back to the hotel. We had dinner before we continued our activity. We explored the hotel premises.

The next day, we did other activities. We went snorkeling after we finished our breakfast. We had a chance to have our pictures taken with beautiful fish and coral reefs there. I also spent time swimming with sharks. It was both exciting and thrilling. We went back to the hotel once we finished all the activities. We packed before we left the islands.

Although it was a short holiday, we enjoyed ourselves. It was really fun.

[#holiday](#) [#Karimunjawa](#) [#Jepara](#)

True or False

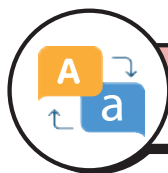
- | | |
|---|----------------------------|
| 1. The writer went to Karimunjawa in April. | <input type="checkbox"/> T |
| 2. The writer has been to Karimunjawa before. | <input type="checkbox"/> |
| 3. The committee took the highest price to get to Karimunjawa | <input type="checkbox"/> |
| 4. The writer enjoyed the sunset, then he had lunch. | <input type="checkbox"/> |
| 5. When the night fell, the writer went back to the hotel. | <input type="checkbox"/> |
| 6. Snorkeling was the next activity after breakfast. | <input type="checkbox"/> |
| 7. The writer took a picture of the sharks. | <input type="checkbox"/> |
| 8. The writer felt happy for the holiday. | <input type="checkbox"/> |

Worksheet 2.13

- b. Complete Worksheet 2.14 based on Galang's story. The first two numbers have been done for you.

Day	No.	Answers
Day 1	1.	departed from Jepara
	2.	went to the hotel to have lunch
	3.	_____ the sunset at Bukit Love
	4.	_____ back to the hotel
	5.	_____ dinner
	6.	_____ the hotel premises
Day 2	7.	_____ breakfast
	8.	_____ snorkeling
	9.	_____ pictures taken
	10.	_____ swimming with sharks
	11.	_____ back to the hotel
	12.	_____ to go home

Worksheet 2.14

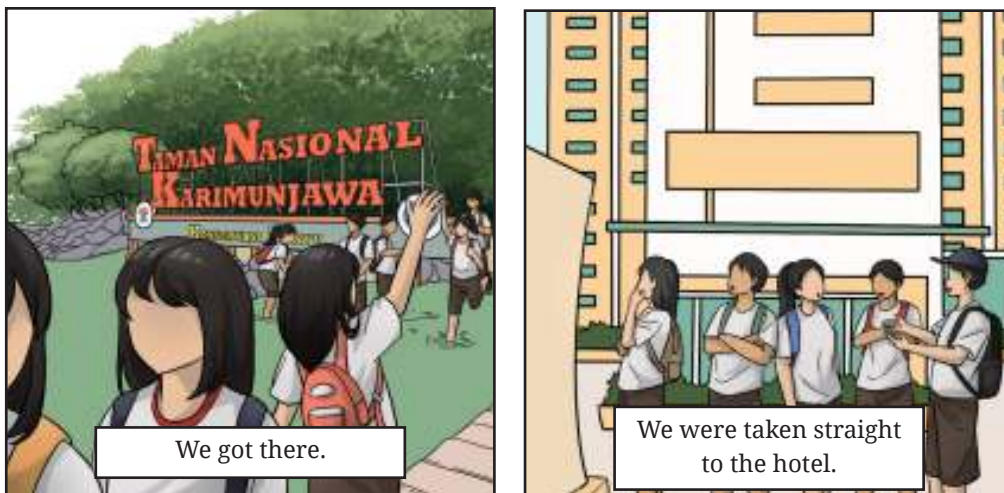


Section 4 - Language Focus

Unit 2. What an Experience!

When we tell a story, we may need to connect two ideas or events. To do this, we use connectors. In this section, we are going to learn about connectors.

a. Study the picture below.



Picture 2.6

Look at how the word **once** connects the two events.

Once	We got there	We were taken straight to the hotel
Connector	<i>Event 1</i>	<i>Event 2</i>

The word **once** is called a connector. Connectors are words/phrases used to connect two ideas or events. In this case, we use connectors to connect two events. The followings are examples of connectors:

once

as soon as

before

after

- b. Study the following sentences taken from Galang's story in Section 3a. Decide which ones are Event 1 and Event 2. Look at the example.

1.	We got there	We were taken straight to the hotel
	<i>Event 1</i>	<i>Event 2</i>
2.	The sky got darker	We went back to the hotel
3.	We had dinner	We continued our activity
4.	We went snorkeling	We finished our breakfast
5.	We went back to the hotel	We finished all the activities
6.	We packed	We left the islands

Worksheet 2.15

- c. Connect the following events with the connectors provided. Pay attention to the order of the events. Look at the example.

Event 1	Event 2	Connector	Answer
We finished swimming	We took a shower	Once	Once we finished swimming, we took a shower.
We arrived in our room	We took a rest	As soon as	
We arrived at the beach	We went swimming	After	
We arrived at the beach	We took some photos	After	
We enjoyed the sunset	We went back to the hotel	Before	
The captain checked all passengers	The boat departed from the island	Before	

Worksheet 2.16

- d. Complete the following sentences with your idea.

- Before I went to the beach last week, _____.
- Once I finished my breakfast, _____.
- As soon as I put on my goggles, _____.
- _____ after I got on the boat.
- _____ once I arrived at the hotel.

Worksheet 2.17

Did you know?

Karimunjawa was formally declared a Strict Natural Reserve in 1986 and has since been one of the priority areas for the conservation of marine biodiversity in Southeast Asia. In 1999, the Ministry of Forestry established the Karimunjawa Marine National Park encompassing a total area of 111,625 hectares. In 2001, an area of 110,117.30 ha was declared as Marine Protection Area (MPA). Karimunjawa Marine Park is one of six such parks in Indonesia, and was among the first areas recognized as being important for the conservation and protection of marine biodiversity.

Source: <https://www.indonesia.travel/gb/en/destinations/java/karimun-jawa/karimun-jawa-marine-national-park>



Section 5 - Reading

Unit 2. What an Experience!

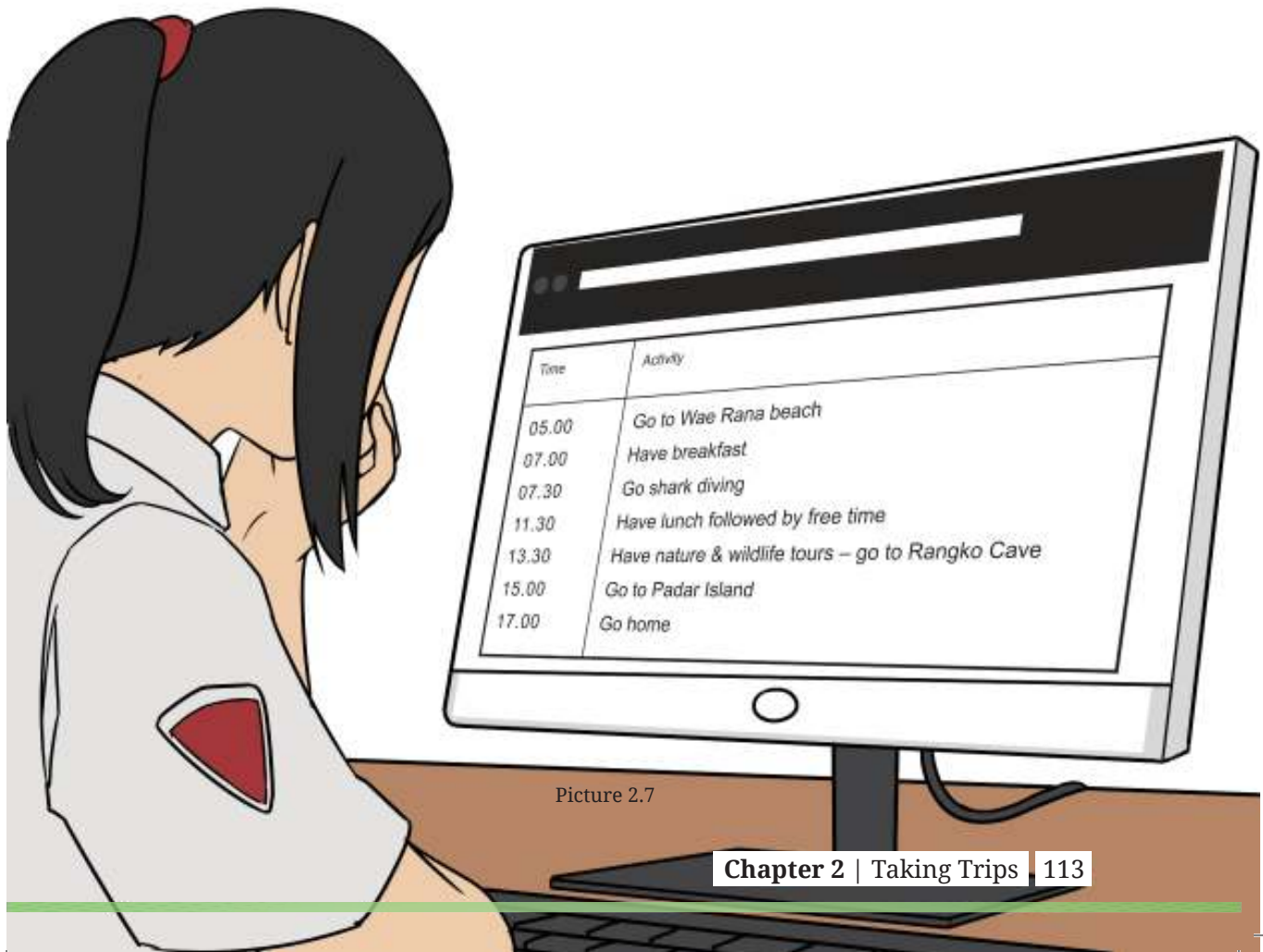


Word Box

hike (base verb)/hiked (past verb): mendaki
realize (base verb)/realized (past verb): menyadari
landscape: lanskap, pemandangan
peak: puncak
treasure: harta karun, kekayaan
hidden paradise: surga yang tersembunyi
within walking distance: dalam jarak dekat/dapat ditempuh dengan jalan kaki
underwater creatures: hewan bawah laut

- a. Read the itinerary below and complete the text on the next page. Remember to use the connectors.

Time	Activity
05.00	go to Wae Rana beach
07.00	have breakfast
07.30	go shark diving
11.30	have lunch followed by free time
13.30	have nature & wildlife tours – go to Rangko Cave
15.00	go to Padar Island
17.00	go home



Picture 2.7

Last semester, my school held an excursion to explore Labuan Bajo. It was a full day trip. Labuan Bajo is a hidden paradise situated in eastern Indonesia. We departed from school early in the morning so we could do many activities. The first place we visited was Wae Rana beach. It is a small beach, located between Binongko beach and Wae Cecu beach. We enjoyed the sunrise there. Too bad, people were not aware of the cleanliness. Litter was everywhere. The sunrise was beautiful, though. After enjoying the sunrise, we _____ (1) breakfast. After we finished our breakfast, we _____ (2). It was the first time for me to see sharks of all kinds. We could also see the underwater creatures, like bright coral, manta rays, turtles, seahorses, and fish. In the afternoon, we _____ (3). The food was delicious. We had our free time after lunch. Some of us took some rest, some others explored the place. Our next activity was going to Rangko Cave. There, we _____ (4). We enjoyed the beautiful cave shaped by nature. We also swam in the pool inside the cave. The water was so clear that you could see the rocks under water. Before we _____ (5) home, we went to Padar Island. We wanted to see the landscape in panoramic view, so we hiked for about 30 minutes to reach the peak. It was tiring, but the view was breathtaking. Padar Island is unique because it has several beaches with different colors. Exploring Labuan Bajo with all the activities made me realize that our country is “a country of treasures”. I felt so happy that I could enjoy all the activities that the package offered.

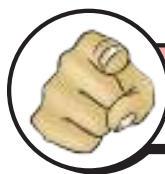
Worksheet 2.18

b. Read the text again and answer the following questions.

1. What is the passage about?
 - a. Labuan Bajo and its places.
 - b. Exploring Labuan Bajo.
 - c. The school excursion.
 - d. Indonesia as a country of treasures.
2. The writer probably felt ... for Wae Rana beach.
 - a. happy
 - b. disappointed
 - c. excited
 - d. delighted

3. The writer enjoyed the following while having shark diving, EXCEPT
- bright coral
 - colorful sharks
 - seahorses
 - many kinds of sharks
4. Why did the writer have to hike?
- He wanted to enjoy the beautiful view.
 - He wanted to see several beaches.
 - He wanted to spend 30 minutes.
 - He wanted to see the peak.
5. The word “it” in “Padar Island is unique because it has several ...” refers to
- the peak
 - the view
 - Padar Island
 - panoramic view
6. The writer probably feels ... of Indonesia.
- happy
 - satisfied
 - tired
 - proud

Worksheet 2.19



Section 6 - Your Turn: Reading

Unit 2. What an Experience!



Word Box

pick up (base verb)/picked up (past verb): jemput, menjemput
embark (base verb)/embarked (past verb): memulai perjalanan
book (base verb)/booked (past verb): memesan
reward: hadiah, penghargaan
to surf: berselancar
to stay overnight: bermalam, menginap

a. Read the text below and identify the main idea of each paragraph.

Paragraph	Text
1	My last holiday was really unforgettable. My school took the students to Sumbawa. Our teachers told us that it was an event to end the semester. They booked a two-day tour for us and the next two days were really fun.
2	The next morning, after we finished our breakfast, the tour agent picked us up from the hotel. We embarked for Poto Tano harbor West Sumbawa. The trip took about 1 hour and 30 minutes. Once we arrived there, we explored Maluk Beach. I learned how to surf there. It was fun although I failed many times standing on the board. We had lunch at a local restaurant and took some rest before we went to Mantar Peak. We really enjoyed the sunset. The sunset was amazing! It was true what people say that this place was like “the land in the clouds”. I could enjoy the beautiful sky covered with orange color. When the sky got dark, we went to the village to have dinner and stay overnight in a traditional house in Mantar.
3	We woke up early the second day. We didn’t want to miss the agenda on that day. We enjoyed the sunrise at Mantar Peak before we went back to the village to have breakfast. The sunrise gave us an amazing view. We had a trip to Kenawa Island and went trekking to Kenawa hill after breakfast. The guide that accompanied us explained the necessary information regarding the island. Then, we went to Poto Tano harbor to embark for Kayangan harbor, East Lombok.
4	The tour was tiring but I learned something new. I was so happy. It was so memorable for me.

b. Match the sentences with the paragraphs. Number 1 has been done for you.

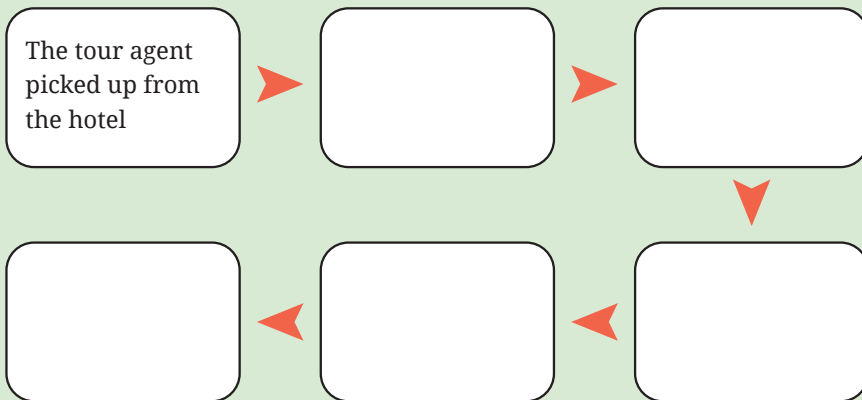
- | | |
|---|-------------|
| 1. The time when the writer had the holiday. | Paragraph 1 |
| 2. The writer enjoyed the sunrise. | _____ |
| 3. The writer got the information about Kenawa island. | _____ |
| 4. The writer tried many times to stand on a surfboard. | _____ |
| 5. The writer enjoyed the orange sky. | _____ |
| 6. The writer felt happy about the tour. | _____ |

- c. Complete the flowchart based on the story above. Think about which events/activities happened first. Look at the example.

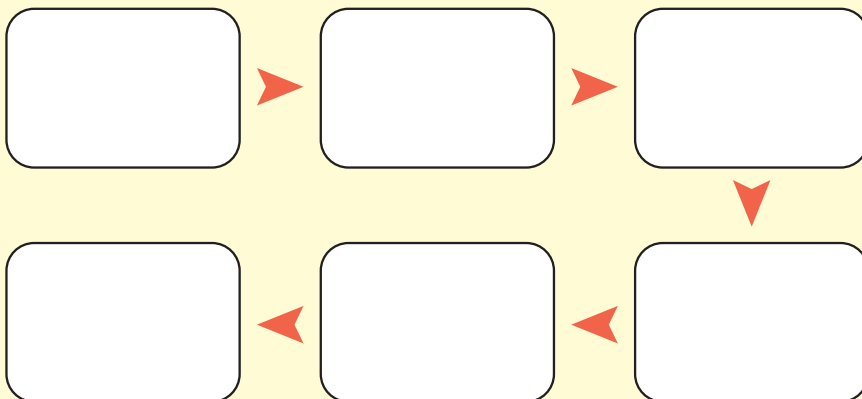
Sequence of events.

Day 1

The tour agent
picked up from
the hotel



Day 2



Worksheet 2.21



Section 7 - Fun Time: Bingo Game

Unit 2. What an Experience!

- a. Copy the following 4 X 4 squares in your books.

- b. Make four lines: _ _ _ _ _
- c. Copy the following words into the squares randomly.

- | | |
|-------------|-------------|
| • itinerary | • embark |
| • decided | • departed |
| • tour | • arrived |
| • hiked | • explored |
| • trekking | • premises |
| • hill | • picked up |
| • reward | • once |
| • harbor | • excited |

- d. Listen to your teacher. Your teacher will say the words randomly. Cross out the words that you hear. When you have crossed four words in a row (horizontally, vertically, or diagonally), write the following letters on the lines: B, I, N, G, O.
- e. When you have the complete letters, shout: BINGO.

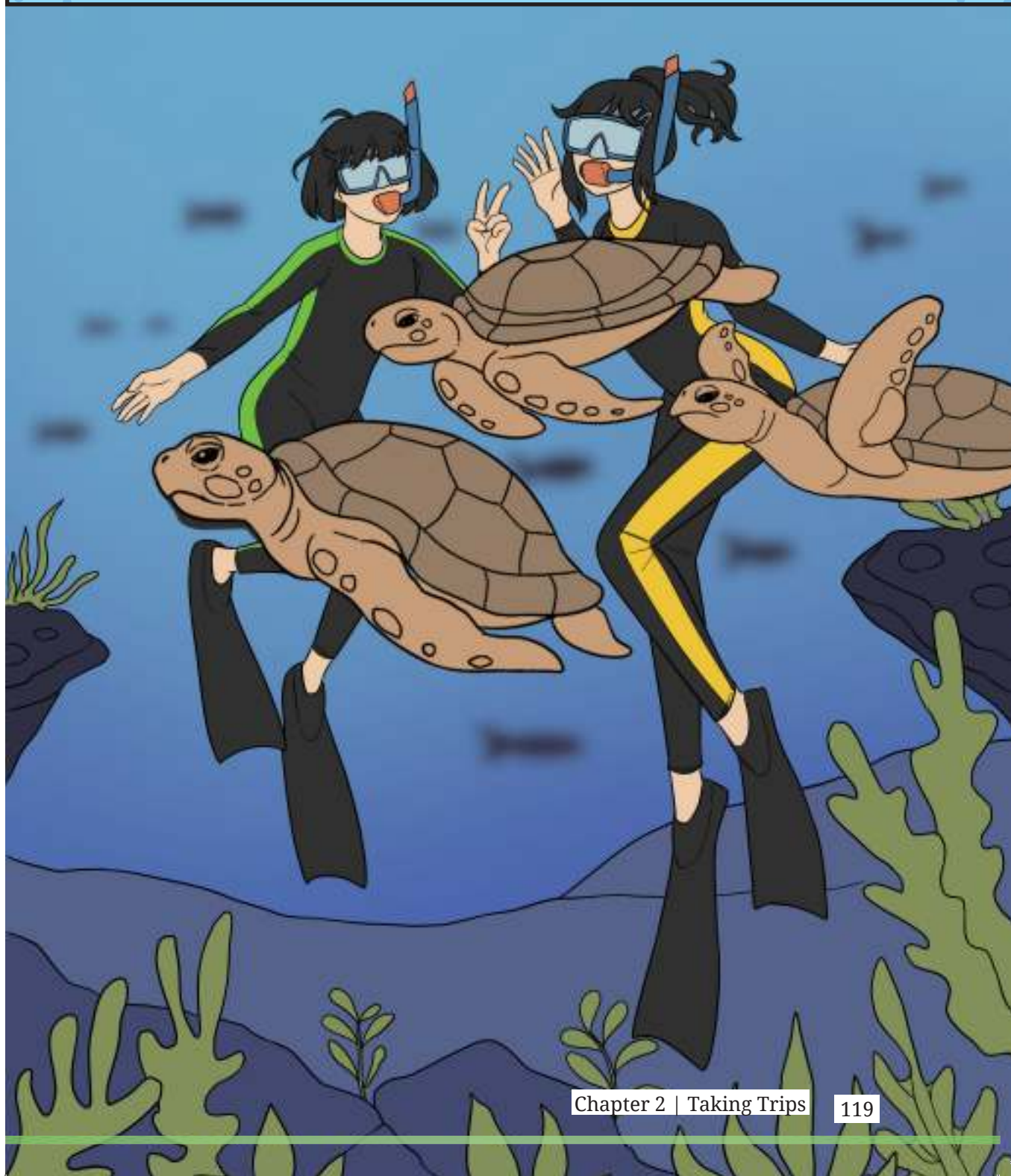


Section 8 - Enrichment

Unit 2. What an Experience!

- a. Read a review about some famous places in Indonesia. You might want to check on:
<https://traveltriangle.com/blog/beautiful-places-in-indonesia/>
- b. On a scale of 1 - 5 stars, rate the place(s) based on the review.
- c. Write your review whether you agree or disagree with the writers. Post your review on the wall.
- d. Your teacher will give each of you five star-shaped stickers.
- e. Go around and read your friends' reviews. If you think that the reviews make you want to go to the places, post the sticker.

Unit 3. My Underwater Adventure





Section 1 - Say What You Know

Unit 3. My Underwater Adventure

Look at Picture 2.8 and then answer the questions on the next page.



Source: Kin Enriquez/pixabay.com



Source: Mark Salmon/pixabay.com

Picture 2.8 Underwater Experiences

Questions

- Say three things that you see from Picture 2.8.
- What do you think about the sky and the water?
- What do people do in the pictures?



Section 2 - Reading

Unit 3. My Underwater Adventure

- a. Draw a line to match the words and the pictures.



Picture 2.9 Snorkeling



a mask
or goggles



a snorkel



fins

- b. Make predictions about Monita's personal experience according to the pictures. Then, write down a sentence under each picture. Number one has been done for you.



1. Monita and friends were offered a free snorkeling trip to Bunaken National Marine Park.



2. _____



3. _____



4. _____



5. _____



6. _____

Worksheet 2.23

- c. Read the following diary entry about Monita's trip to Bunaken National Marine Park in Manado and then answer the questions that follow. See the Word Box.



Word Box

accompany: menemani
 head towards/to: menuju (ke)
 dare: berani, memberanikan diri
 put on: Memakai
 approach: Mendekati
 offer: Menawarkan
 observe: melihat, mengamati
 lose track (of): tak dapat mengingat atau menghitung
 harbor: pelabuhan
 motorboat: perahu motor
 excitement: kegembiraan
 gear: perlengkapan
 all set: segalanya/semuanya sudah siap
 underwater: bawah air
 house reef: rumah karang atau terumbu karang terdekat dari resor menyelam/snorkeling, dapat diakses dari bibir pantai dengan hanya berenang.
 green sea turtle: penyu laut hijau

My first snorkeling experience

Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers were offered a free snorkeling trip to Bunaken National Marine Park.

Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn't dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.

When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!

To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.

The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.

Picture 2.10

Questions

1. Who sent Monita to go snorkeling in Bunaken National Marine Park?

Her school

2. Why did Monita go to Manado?

3. When did Monita go for a snorkeling trip?

4. Who was with Monita during the snorkeling trip?

5. How did Monita and other students get to Bunaken island?

6. What were the snorkeling gears that Monita put on?

7. In paragraph 2, who helped Monita to put on the snorkeling gears?

8. What did Monita see underwater of Bunaken?

9. In paragraph 3, find a phrase which has similar meanings with a place where corals live.

10. Why is it easy to find a house reef when the sky is blue and the water is clear?

11. How did Monita think and feel about the snorkeling trip?

Worksheet 2.24

Did you
know?



Picture 2.11

Snorkeling is swimming with a snorkel, a breathing tube. The term snorkeling comes from submarine with reference to submarine snorkels, which are used for a similar function, namely breathing while submerged. Guy Gilpatric, an American writer, invented the term in 1983. Snorkeling isn't really modern. The first snorkelers were sponge farmers on the Greek island of Crete, dating back to 3000 B.C or 5000 years ago. They submerged and retrieved natural sponge for sale using hollow reeds.

(Source: <https://conquerthewater.com/snorkeling-facts/>)



Word Box

invent: menciptakan
retrieve: mengambil
breathing tube: tabung pernafasan
submarine: kapal selam
with reference to: mengacu kepada
submerged: menyelam; terendam; tenggelam
sponge: bunga karang laut
hollow reeds: tumbuhan buluh berongga

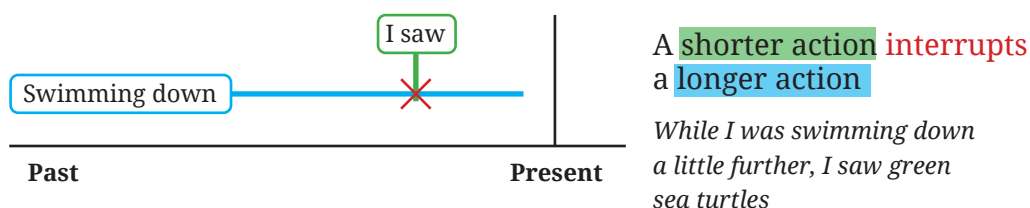


Section 3 - Language Focus

Unit 3. My Underwater Adventure

- a. Study the following explanation about how to tell about two events that happened at the same time in the past.

When we talk about two events that happened at the same time in the past, we combine two tenses. Look at the following picture.



Picture 2.12 Talking About Two Events

We can see that the past simple action happened in the middle of the past continuous action, while it was still going on. These tenses are frequently used to indicate that one action is interrupting another.

Let's highlight the two sentences.

While I was swimming a little further down, I saw green sea turtles.

The first action is in the past continuous tense. That means, the action in the above sentence, swimming, took place over a period of time.

Saw green sea turtle is in the simple past tense and it is the single action.

We can understand that Monita started swimming before she saw green sea turtles.

When we combine the two sentences using past continuous and past simple, we sometimes use the conjunctions while or when.

While I was swimming a little further down, I saw green sea turtles.

If we change the order of our example above, we get:

When I saw green sea turtles, I was swimming a little further down.

We use while in a clause with continuous action, using a verb in a

continuous tense. We use **when** in a clause with a single action, using simple past tense.

We can put **while** and **when** either at the beginning of a sentence or in the middle.

While I was swimming a little further down, I saw green sea turtles.

I saw green sea turtles **while** I was swimming a little further down.

When I saw green sea turtles, I was swimming a little further down.

I was swimming a little further down **when** I saw green sea turtles.

Can you see a difference in the above sentences? Both sentences have a similar meaning. In the first sentence, we just need a comma to separate the two clauses.

- b. Underline the first actions in these sentences. Number one has been done for you.
1. While I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.
 2. When we arrived at the snorkeling site, many snorkelers were getting ready to start swimming.
 3. When we departed from Manado harbor, I saw the sun was shining on the sea so brightly.
 4. The birds were swooping when I tried to get off the motorboat.
 5. The snorkeling rental was offering a 20% discount when we got there.
 6. One student ate a lot while we were having lunch together at a local restaurant near the beach.
 7. We were still eating when out of the blue a cat jumped on our table and stole my tuna.

- c. Fill in the blanks with the past continuous or the past simple. Number one is an example.
1. While we were driving (drive) home, we stopped by (stop by) some local shops to buy souvenirs.
 2. A tour guide _____ (talk) to other tourists when I _____ (arrive) at the dive center.
 3. The waiter _____ (serve) the food for us when we _____ (take) a photo.
 4. My teacher _____ (fall asleep) while we _____ (travel) by motorboat.
 5. The internet _____ (go) down while I _____ (browse) some information about Bunaken Marine Park.
 6. We _____ (stand) in line when they _____ (announce) that the tickets for the ferry had sold out.

Worksheet 2.26





Section 4 - Writing

Unit 3. My Underwater Adventure

- a. Look at the features of a recount in the left column. Then, draw a line to match the features with the correct description in the right column.

Features of a recount	Description
Title	In this part, we write the chronological steps of our recount. We must write the events in time order as they happened. We can also include senses: see, hear, smell, taste, touch.
Orientation	This is where we end our recount. We write the concluding statement about our entire experience, including our thoughts and feelings about it.
Record of events	This is the very first thing to appear on our recount. However, we can leave a line for it and write it once we've finished writing our recount.
Comment	This is the introduction of our recount. We write the background information by giving answers to the 5 'W' questions including What? When? Where? Who? Why?

Worksheet 2.27

b. Let's take a look again at Monita's recount.

Table 2.2 An example of recount text

Title	My first snorkeling experiences
Orientation	<p>Last semester, I was sent to Manado North Sulawesi to represent my school at a national storytelling competition. At the end of our stay there, all student participants and teachers accompanying us were offered a free snorkeling trip to Bunaken National Marine Park. In one morning, the rest of the participants and I received a text message to get ready for the trip.</p>
Record of Events	<p>Event 1</p> <p>Early in the morning, we left Manado harbor for Bunaken island by motorboat. It took us about 40 minutes to get there. We got off the motorboat with excitement and headed towards a snorkeling rental not far from the beach. Our tour guide helped us rent sets of snorkeling gears for all of us. At that time, I was not sure about using all the snorkeling gears. I didn't dare to ask. Luckily, while I was struggling to put on the mask, the snorkel, and the fins, one of the participants approached me and offered help.</p>
	<p>Event 2</p> <p>When we were all set, we began swimming from the beach to the snorkeling site. It took us only 5 minutes to see the amazing underwater world. The sky was blue and the water was clear so we had no trouble finding a beautiful house reef. I could observe a variety of corals and fishes. While I was swimming a little further down, I saw green sea turtles. I lost track of how many turtles I met along the way!</p>

Record of Events	<p>Event 3</p> <p>To finish off the day, we stopped by a local restaurant before returning to Manado. We enjoyed tuna, cakalang, and papaya leaves as our lunch. We were still eating when out of the blue a cat jumped on our table and stole my tuna. We were all shocked but then we laughed.</p>
Comment	<p>The snorkeling day trip was the most memorable experience I had with other students from across Indonesia. I was grateful.</p>



Section 5 - Writing

Unit 3. My Underwater Adventure

- a. Look at the pictures of Andre's 2-day trip to Putri Island at Thousand Islands as a reward for his participation at a kite festival in Jakarta. Complete the descriptions using the words in the box. One word may be used more than once.

went	arrived	observed	discovered
had	caught	took	visited
walked	departed	returned	

Day 1 Morning



- departed from Marina Ancol at 8:00 by a speedboat



- _____ at Putri Island at 9:30.
- _____ to the cottage
- _____ lunch.

Day 1 Afternoon



- _____ snorkeling with my family.
- _____ the beautiful corals and fishes with my own eyes.



- _____ sunset.
- _____ around the beach.
- _____ selfies.

Day 2 Afternoon



- _____ Undersea Tunnel Aquarium.
- _____ amazing marine life.



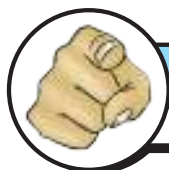
- _____ to Marina Ancol by a speedboat.

- b. Complete the **Record of Events** paragraphs about Andre's trip based on the information in Worksheet 2.28. Use your own creativity to continue the story. Add *while* or *when* if necessary.

Title	Tours at Putri Island
Orientation	Andre and his team took a trip to the Thousand Islands last week while participating at a kite festival in Jakarta. They went to Putri Island, one of the most popular islands in the area, for a snorkeling trip and a visit to the Undersea Tunnel Aquarium as a reward for his win.
Record of Events	<p>Event 1 - Day 1 morning</p> <p>To begin their trip on the first day, they departed from Marina Ancol at 8 AM by a speedboat. The weather was good and the air was breezy. Andre felt sleepy while they were heading to Putri Island.</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Event 2 - Day 1 afternoon</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Event 3 - Day 2 morning</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Comment	Andre felt delighted for his 2-day trip to Putri Island. He didn't know that Jakarta has hundreds of beautiful small islands like paradise. He was thankful that he and his teammate could visit one.
---------	---

Worksheet 2.29



Section 6 - Your Turn: Writing

Unit 3. My Underwater Adventure

- a. Planning and brainstorming
 1. Choose one most memorable trip you have ever had with your family, especially a beach trip, a river trip, or a waterfall trip.
 2. Find pictures you took during the trip to help you remember the whole experience.
 3. Browse the internet to help you find more information about the place you visited.

- b. Outlining and drafting

Write an outline for your recount.

Title	<i>What would be the title of your recount?</i> <hr/>
Orientation	What was the event? <hr/> Where did it happen? <hr/> When did it happen? <hr/> Who was there with you? <hr/> Why was the event happening? <hr/>

Record of events	Event 1 <i>Write the main idea of the first paragraph</i> <hr/> <hr/> <hr/>
	Event 2 <i>Write the main idea of the second paragraph</i> <hr/> <hr/> <hr/>
	Event 3 <i>Write the main idea of the third paragraph</i> <hr/> <hr/> <hr/>
Comment	Write your thoughts about the trip <hr/> Write your feelings about the trip <hr/>

Worksheet 2.30

Then, start writing the first draft of your recount in the following template.

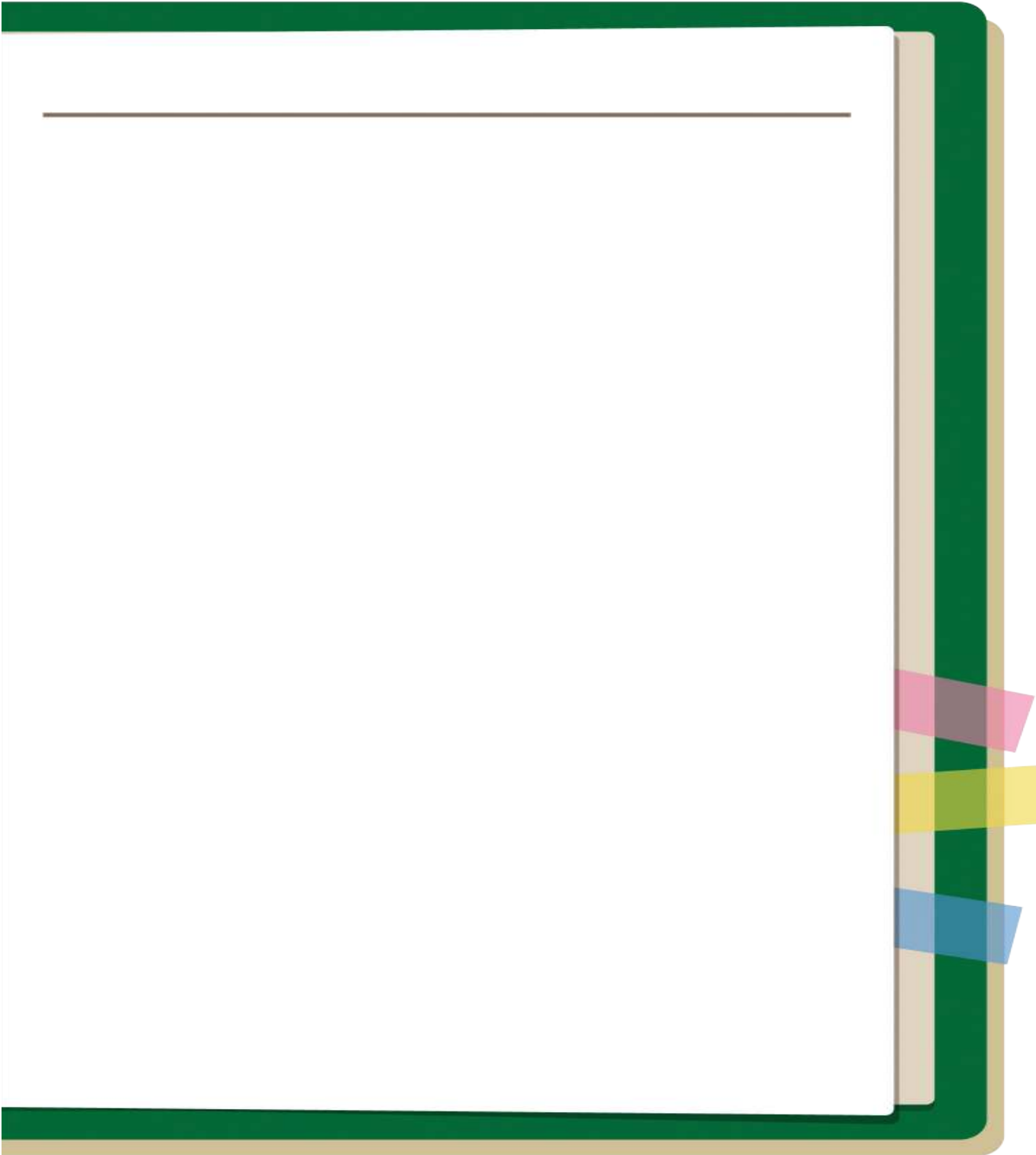
Title
<hr/>
Orientation
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Record of Events
<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>

Record of Events
Comments

Worksheet 2.31

c. Writing and editing

After writing your first draft, write five whole paragraphs of your recount consisting of one paragraph of orientation, three paragraphs of record of events, and one paragraph of comment part. Don't forget to write the title of your recount text.



Worksheet 2.32



d. Proofreading

1. When you finish writing, show your work to a classmate.
2. Let your classmate read your work.
3. See what your classmate comments about your report.



Section 7 - Fun Time: Haiku

Unit 3. My Underwater Adventure

Write a short poem about a memorable experience of yours in nature. The haiku poem consists of three lines. Take a look at this example:

Line one: 5 syllables	<i>a green sea turtle</i>
Line two: 7 syllables	<i>swimming over coral reefs</i>
Line three: 5 syllables	<i>burst into clown fish</i>

Let's try writing a haiku. This time, don't worry about counting syllables yet.

Step 1: Write two lines about something beautiful in nature.
<hr/> <hr/>
Step 2: Write a third line that is completely different from the first two lines.
<hr/>

**Step 3: Rewrite the three lines of your poem.
Don't worry if you can't meet the 5-7-5 rule.**

Step 4: Share your haiku with your teacher or classmates.

Worksheet 2.33



Section 8 - Enrichment

Unit 3. My Underwater Adventure

Turn the recount you composed above in Section 6 into one of the following options:

a. A wall mag

Rewrite your recount on a piece of paper and decorate it. Post it onto a school bulletin board (wall magazine) so that your classmates and schoolmates can read it.

b. A blog post

Simply copy and paste your recount text into a blog. Then, share the link to your blog with your teacher, your classmates, and or with your social media friends.

c. A slideshow video

Make a slideshow of pictures from your family trip and add your voice retelling the story you had during the trip. You can add music to your slideshow if you want to. Finally, upload your slideshow to your online platform and let your friends watch it.



Reflection

Unit 3. My Underwater Adventure

Think about your learning, then fill out the following sheet.

LEARNING REFLECTION

Name:

Chapter: 2




Date:

What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
make sentences using past simple tense			
talk about personal experiences			
identify a series of past events			
identify the features of recount text			
write a recount text about personal experiences			

If you ticked 😐 or 😞 you need to revise these parts.

I shared with my family:

My Parent's Signature



Progress Check 1

Chapter 1, 2

Text 1

Proboscis monkeys or *Nasalis larvatus* are endemic species that live in Borneo. People in Kalimantan call them *bahara bentangan*. There are two subspecies of Proboscis monkey. They are *Nasalis larvatus orientalis* and *Nasalis larvatus larvatus*.

Proboscis monkeys have a unique nose. People can easily recognize them from the long nose. The females have a smaller nose than the males.

Proboscis monkeys are diurnal primates. They are active during the day. In the evening, they look for trees to sleep in. They do not need a nest to sleep.

Proboscis monkeys eat young leaves, fruits, flowers, and seeds. They also eat several types of insects.

Illegal hunting becomes the main threat for proboscis monkeys. Illegal logging and also forest fires make the number of their population decreasing.

Adapted from: Bekantan (*Nasalis larvatus*) | Pusat Studi Satwa Primata (ipb.ac.id)

For number 1-5 choose the best answer.

1. How many subspecies of Proboscis monkey are there?
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. What makes proboscis monkeys different from other monkeys?
 - a. Proboscis monkeys have a unique nose.
 - b. The females are bigger than the males.
 - c. Proboscis monkeys eat fruits.
 - d. They live in Borneo.

3. We can conclude that proboscis monkeys...
 - a. are carnivore
 - b. build nest on a tree
 - c. sleep on a tree
 - d. do not have tails
4. What do proboscis monkeys eat?
 - a. meat
 - b. bird
 - c. leaf
 - d. tree
5. Why do illegal logging and also forest fires make the number of proboscis monkeys' population decreasing? Because illegal logging and also forest fires...
 - a. kill all proboscis monkeys in Borneo
 - b. stop proboscis monkeys' population to grow
 - c. make people want to hunt proboscis monkeys
 - d. make proboscis monkeys lose their habitat

For number 6-8, underline the noun groups in the sentences below.

6. A big black gorilla is sleeping in its nest.
7. A small reddish brown orangutan is swinging between branches.
8. A cendrawasih has beautiful colorful feathers.

Text 2

For numbers 9-14, complete the paragraph with appropriate word from the box

Orangutans are the largest arboreal (9) _____. The Malay word orangutan means men of the (10) _____. They are found in Borneo and Sumatra.

Orangutans' arms are long. When they stand, (11) _____ hands almost touch the ground.

Their arms are suited to their lifestyle because they spend most of their life in the trees. They also build their nests in trees of leafy branches. They use the large leaves from the tree to (12) _____ themselves from rain.

Orangutans (13) _____ fruits, insects, bark, and sometimes meat.

Deforestation and illegal (14) _____ make orangutans on the edge of extinction.

their	eat
forest	protect
hunting	mammal

Change these sentences into passive.

15. They watch a video about gorillas.

16. We see helmeted hornbills in the jungle of Kalimantan.

Text 3

Last week, my parents and I went to Bogor to spend our weekend. We went there by car and arrived at the hotel at ten in the morning.

On the first day, we went to Bogor Botanical Garden. The garden was very big. I rented a bicycle to go around the garden. After a few hours spending our day in the garden, we went to a restaurant in the middle of the garden to have some lunch.

On the second day, we went to Taman Topi. It was not far from the hotel. We decided to walk there. There were some buildings with the designs of giant hats. That's why it's called Taman Topi. We took some photos there and tried some local food at the food court. After we had lunch, we went back to the hotel. After we checked out from the hotel, we went home to Jakarta. It was a lovely holiday.

For number 17-20 choose the best answer.

17. What day did the writer go to Bogor to spend the holiday last week?
 - a. Wednesday
 - b. Thursday
 - c. Friday
 - d. Saturday
18. Where did the writer rent a bicycle?
 - a. At the hotel.
 - b. At Bogor Botanical Garden
 - c. At Taman Topi
 - d. At the food court
19. How many days did the writer spend the holiday?
 - a. One
 - b. Two
 - c. Three
 - d. Four

20. We can conclude that

- a. The writer lives in Jakarta
- b. There was no swimming pool at the hotel
- c. The writer went to Taman Topi alone
- d. Taman Topi was a place full of hats

For number 21-25, fill in the blanks with the past continuous or the past simple.

21. While we _____ (have) lunch, a street singer _____ (sing) my favorite song.

22. My mother _____ (call) me when I _____ (cycle) around the garden .

23. My father _____ (watch) TV when we _____ (come).

24. The phone _____ (ring) while we _____ (have) dinner.

25. The sun _____ (shine) when I _____ (get) up this morning.