

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 3:

Journeys to the Fantasy Worlds



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Chapter 3

Journeys to the Fantasy Worlds

Unit 1. Andre and Princess Suripit

Unit 2. Back to the 90s

Unit 3. The Multiverse Story of Timun Mas



Learning objectives

Upon completion of this chapter, you should be able to:

1. connect and sequence events in a fantasy story;
2. analyze a problem-solution pattern faced by the main characters;
and
3. rewrite a fantasy story.

Unit 1. Andre and Princess Suripit





Section 1 - Say What You Know

Unit 1. Andre and Princess Suripit

Look at the following picture and answer the questions that follow.



Picture 3.1 Kingdom in the Fantasy Worlds

- What do you see in the picture?
- Where do you think the story is located?
- What do you think the story is about?



Section 2 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to Audio 3.1 about the story of Andre and Princess Suripit (Part 1). Order the story by giving the correct numbers to the comic strip.



Worksheet 3.1

- b. Listen to Audio 3.2 about the story of Andre and Princess Suripit (Part 2). Complete the story by choosing the correct words from the box.

“Welcome to Mangrovian.” greeted a (1) _____ voice he knew so well, the guardian of Mangrovian Kingdom, Princess Suripit. Andre tried hard to focus on her tall figure. His eyes were still (2) _____ from the brightness that brought him to this mobile game. It’s silly but not (3) _____ at all!

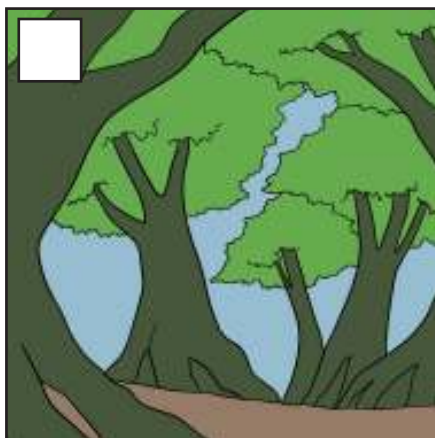
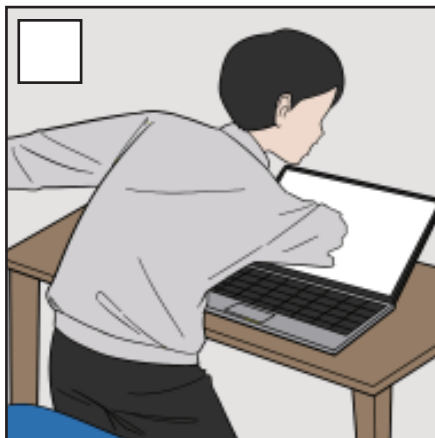
“Ah, am I dreaming?” Andre finally broke the silence. He expected that Princess Suripit would be gone. She just (4) _____ and gave him gestures to follow her. Strangely, Andre’s feet just followed her steps even though he didn’t want to. Then he realized he was not wearing his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he (5) _____ a knight outfit.

Princess Suripit said again, “It seems like a dream. But, you are not dreaming.”

soft	giggled	dirty	run	tall
follow	sore	was wearing	silly	
laughed		funny	sad	

Worksheet 3.2

- c. Tick the correct picture based on the summary of the story you heard.





Word Box

was sucked: tersedot
brave: pemberani
ordinary person: orang biasa
knight outfit: pakaian ksatria



Section 3 - Language Focus

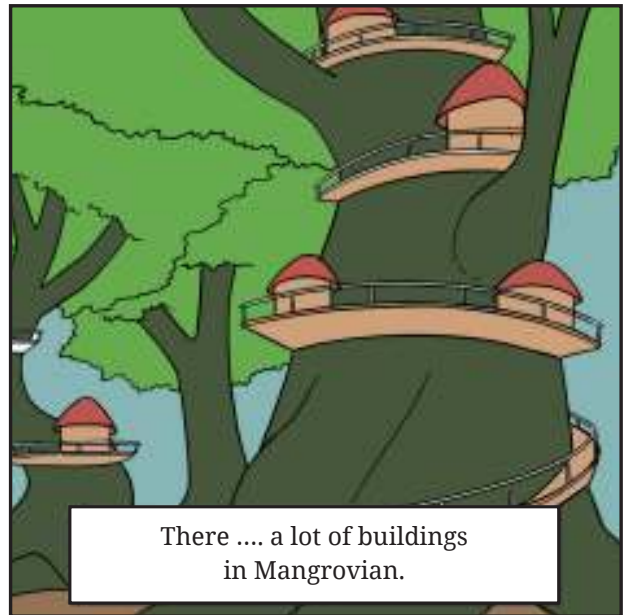
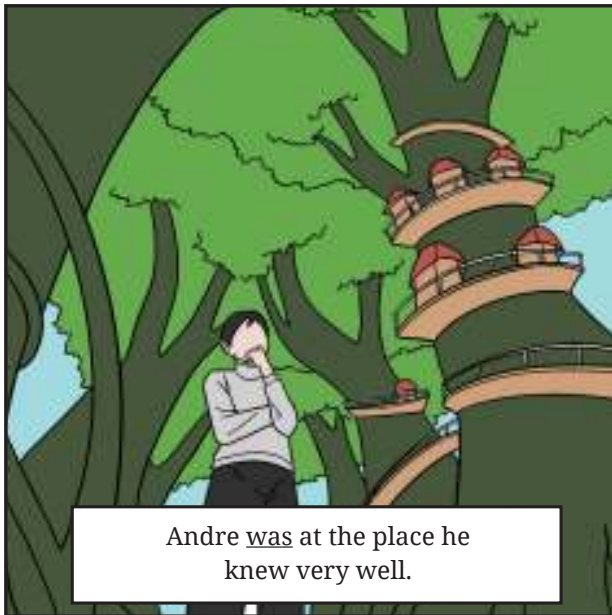
Unit 1. Andre and Princess Suripit

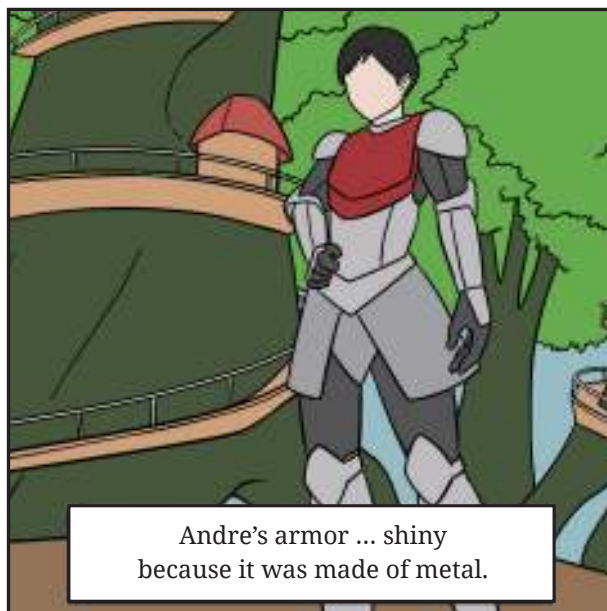
a. Study how to use was and were

When we tell a story, we may need to express some situations that do not involve actions. For example, we may need to talk about conditions, situations, and facts in the past. Was is used with a singular subject and were is used with plural subjects. Look at the examples:

- There **was** a strange message from the game.
- He **was** no longer at home.
- There **were** also gauntlets on his hands.
- There **were** mangrove trees everywhere.

- b. Look at the scene. Say the situation in the scene using *was* and *were*.
Number one has been done for you.





Worksheet 3.4



Section 4 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to Audio 3.3 about the story of Andre and Princess Suripit (Part 3). Fill in the speech bubble with the information from audio 3.2.



Continued on the next page!



Then, they went on a journey through the Mangrovian forest to go to the dark forest.

- “You can use the sword to help you get the black orchid in the dark forest.”
- “But what can I do? I’m just a student,”
- “See, you are a sword master.”
- “Take the sword.”
- “I want to go home.”

Worksheet 3.5

b. Act out the story in pairs with your classmate.

Did you know?

Plate armor is body armor made of iron, steel plates, or iron. Knights used plate armor to protect them from sword slashes and spears when they were on the battlefield. A suit of plate armor is very heavy. It can weigh more than 20 kilograms. If a knight fell off his horse, he needed help from people to lift him back to his horse.

Adapted from: https://en.wikipedia.org/wiki/Plate_armour and <https://www.dkfindout.com/us/history/castles/armor/>



Jeremy Bezanger/unsplash.com
Picture 3.2



Section 5 - Listening

Unit 1. Andre and Princess Suripit

- a. Listen to audio 3.4 about the story of Andre and Princess Suripit (Part 4). While you are listening, read along the text below and circle the words in brackets based on what you hear.



Picture 3.3 Andre and Princess Suripit Going to the Dark Forest

“Prince Andre, this is an old (map/mat) that can guide us to the location of the rare orchid.”

We must reach the top of Dragon Hill where there lived a (dragon/wagon) that guards the orchid.”

“And what should we do to take the orchid from it?”

“It’s simple, you just make the dragon busy and I will take the (orchid/orbit),” said Princess Suripit.

Princess Suripit and Andre then walked to the dark forest.

They finally arrived at the top of the Dragon Hill. They saw a (save/cave) up there.

“I believe the orchid is inside the cave,” said Princess Suripit.

“Then, what are we waiting for? Let’s go into the cave now.”

Suddenly there was a (soar/roar) from the cave. It was the dragon. It knew that Andre and Suripit wanted to take the orchid.

“Andre, make the dragon busy. I will get the orchid for you. Meet me in the (kettle/castle) ”

“Ok. Hey you ugly dragon! Come here! (hatch/catch) me if you can!”

The dragon (left/kept) the cave to chase Andre. Princess Suripit then could get the orchid from the cave.

“Here is the (black/wrack) orchid, Andre. Now you can go home”

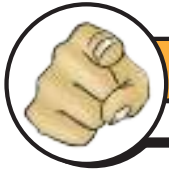
Suddenly there was a light that (brought/bought) Andre back to the real world.

Worksheet 3.6

- b. Listen to Audio 3.4 again. Draw an arrow based on the story (Part 4). Number one has been done for you.



Worksheet 3.7



Section 6 - Your Turn: Presenting

Unit 1. Andre and Princess Suripit

- a. Look at the following picture. Identify the actions and write the words. Then, write a story of several sentences in length based on the picture. Continue your story after the first sentence.



Picture 3.4 Andre When He Got Back Home

Write your story here:

Andre was shocked when he got back home.

Worksheet 3.8

- b. Present the story to the class. You can modify the story based on your ideas.



Section 7 - Fun Time

Unit 1. Andre and Princess Suripit

Make a dialogue between Andre and the dragon. Then, act it out.

At the end of the story, Andre was chased by the dragon. If the dragon could talk, what would it say to Andre? Make a dialogue between Andre and the dragon with your friend. Look at the example:



Dialogue 1

Dialogue 2

Dialogue 3

Dialogue 4

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Worksheet 3.9



Section 8 - Enrichment

Unit 1. Andre and Princess Suripit

Option 1: a story

Think about a story that you heard or read. Then explain:

1. What was the title of the story?
2. What characters were in the story?
3. What were the problems they had?
4. What did they do to solve the problems?
5. What did you like about the story?

Option 2: a mobile or an online game

Think about a mobile or an online game that you like to play. Then explain:

1. What was the name of the game that you played?
2. What characters were in the game?
3. What were the ranks in the game?
4. What rank were you?
5. What did you do to achieve the rank?
6. What strategies were necessary to play to win the game?

Unit 2. Back to the 90s





Section 1 - Say What You Know

Unit 2. Back to the 90s

Study the following picture and then answer the questions.



Picture 3.5 Different Time Settings

Questions

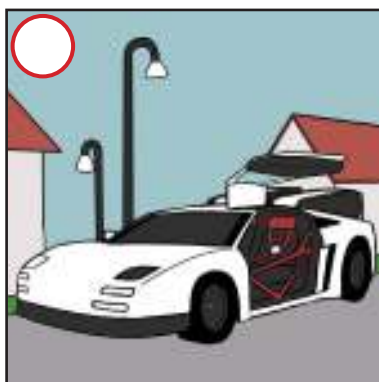
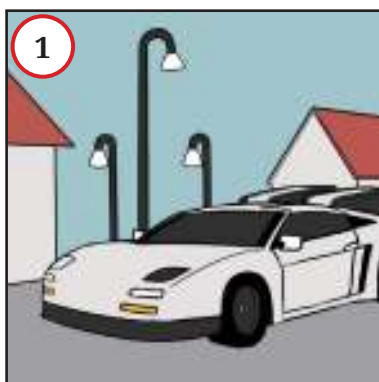
- What do you see in Picture 3.5?
- How did people travel in the 90s?
- How do people travel today?
- How do you think people will travel in 2222?



Section 2 - Reading

Unit 2. Back to the 90s

- a. Look at the pictures. Predict the sequence of events in the story. Number one has been done for you.



Worksheet 3.10

- b. Read the story of Time Travel Car (Part 1). Then, answer the questions that follow



Time Travel Car

It was a fine evening when Monita read her new novel in her bedroom. Suddenly, she saw a green flash outside her room. Monita opened the curtain of her bedroom window. It was then, she felt shocked. The bright green light actually came from a flying car. Monita panicked. She then went outside her room to look for her parents. But nobody was home.

She gathered her courage and went outside. "Hello..." said Monita slowly. She thought to herself, who is that inside the car. There was no answer. Monita approached the car. "Aaaaa!" shouted Monita when the car's door suddenly opened. Monita looked inside the car but nobody's there.

Then, she heard the car saying, "Get in!" Monita jolted. The car sounded once again, "Come on, Monita. Get in!"

Driven by her curiosity, Monita then got into the car. It was not an ordinary car. It looked sophisticated. There were a lot of colorful buttons on the dashboard panel. One big red button was located at the center of the panel. "Push the red button to start," said the car. Monita was shocked, but she was not scared. Then, she pressed the red button.

After Monita pressed the red button, the engine started. "Buckle up!" said the car. Then, there was a notice on the screen. Monita fastened her seatbelt. The engine revved, and moved slowly. After a few meters, it started to run faster. Then, the car flew! Monita shouted. She was scared, but also excited. When the car was flying, a flashy green light surrounded it. The car moved very fast. Monita felt dizzy and then, everything went black.



Word Box

curtain: tirai
curiosity: rasa penasaran
sophisticated: mutakhir
button: tombol
fastened: mengencangkan
revved: menyala
dizzy: pusing

Questions

1. What did Monita see outside her house when she was reading her new novel?
2. What happened to the car when Monita approached it?
3. What did the car's interior look like?
4. What did Monita do to start the car's engine?
5. How did the car move?
6. If you were Monita, what would you feel when you suddenly see a flying car in front of your house?

Worksheet 3.11



Section 3 - Reading

Unit 2. Back to the 90s

- a. Read the story of Time Travel Car (Part 2) and then state/decide whether the following statements are true or false.



When Monita opened her eyes, the car stopped. She looked outside the windshield. It was a bright sunny day. "Where am I?," she thought. She got out of the car and realized that she was in a warehouse. Monita then walked outside the warehouse. She saw an old man sitting in front of a house, reading a newspaper. "Excuse me, what place is this?" asked Monita.

"You are in Banjarmasin," said the man with a newspaper in his hand.

"Do you know SMP Merdeka? Would you tell me how to get there? My house is near the school," said Monita.

“SMP Merdeka? There is no SMP Merdeka here.”

“This is Banjarmasin, isn’t it?”

“Yes. This is Banjarmasin but there is no SMP Merdeka here.”

“Is that new newspaper? May I borrow it? What date is it today?” asked Monita.

“Today is the first of May 1990.”

“No. I must be dreaming,” Monita read the date in the newspaper. Monita then read the headline in the newspaper.

The title was “A Professor from Banjarmasin Discovered A Time Travel Machine”.



“Where can I buy this newspaper?”

“You can have it. I have read all the news.”

“Thank you.”

In the newspaper, Monita saw a picture of a car that looked exactly like what she was riding. Next to the car, there was a picture of a professor. His name was Prof. Mahmud. He was a lecturer in Science State University. The newspaper said that he was an expert in electrical engineering. “I must see this man,” said Monita to herself. “Sir, how do I get to Science State University?”

“Just go straight down this street, turn left. The university is on



Pemuda street. It is a tall building. You will find it easily”

After Monita walked for about 2 kilometers, she arrived at Science State University. She asked the security officer how to meet Prof. Mahmud. It was hard to convince the security officer that she came from the year 2022.

“Do you want to meet the professor?”

“Yes. Let me see him please.”

“Say it again. You are from the future, and you want to meet the professor?”

“Yes. Let me see him, please.”

“I’m sorry, but you cannot see him now. Go home.”

Monita shouted, “I REALLY NEED TO SEE HIM. LET ME SEE HIM!”



Word Box

warehouse: gudang
lecturer: dosen
electrical engineering: teknik elektro
convince: meyakinkan
future: masa depan

b. Circle T if the statement is true or F if the statement is false.

1. Monita was in SMP Merdeka when she opened her eyes. **T F**
2. Monita met Prof. Mahmud in front of the warehouse. **T F**
3. Prof. Mahmud invented the time travel machine. **T F**
4. Prof. Mahmud was an expert in electrical engineering. **T F**
5. The security officer believed that Monita was from the future. **T F**

c. Draw a line to match each sentence with the character.



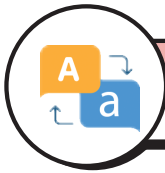
- The person who invented the time travel car.
- The person who tried to meet the professor
- The person who talked to Monita at the gate
- The person who became a lecturer
- The person who walked about two kilometers

Did you know?

Is time travel possible?

According to Albert Einstein, time and space are linked together. According to the theory, the faster we travel, the slower we experience the time. Scientists have proven that the theory is true. They compared two clocks set at the same time. The first clock stayed on the ground, and the second clock flew in an airplane. After the airplane flew around the world, the clock on the plane was slower than the clock on the ground. It means that time travel is a real thing but it is different from what we see in the movies.

Adapted from: <https://spaceplace.nasa.gov/time-travel/en/>



Section 4 - Language Focus

Unit 2. Back to the 90s

a. Study how to use an indirect speech in telling a story

In a story, a character may ask something. We call it a *direct speech*. For example: ‘Do you know the name of this place?’ asked Princess Pipit

When we tell a story, we may need to describe or to report what the characters said in the story. To do this, we can make a *direct speech* into an *indirect speech*. For example:

- Direct speech: ‘Do you know the name of this place?’ asked Princess Pipit
- Indirect speech: Princess Suripit asked if the man knew the name of the place.

In an indirect speech, we change the question structure (e.g. *Do you know*) to a statement structure (e.g. *the man knew*).

Look at more examples for yes/no questions and wh- questions. In *yes/no* questions, we use *if* or *whether* to report the question. *If* is more common.

- Direct speech: Monita asked, “Do you know SMP Merdeka?”
- Indirect speech: Monita asked if the man knew SMP Merdeka.

In wh-questions, we use *what*, *where*, *why*, *who*, *when* or *how* to report the question.

- Direct speech: “What date is it today?” asked Monita.
- Indirect speech: Monita asked what day it was.
- Direct speech: Monita asked, “Where can I buy this newspaper?”
- Indirect speech: Monita asked where she could buy the newspaper.

b. Change the sentences into indirect speech. Look at the example.

1. Direct speech: Monita asked, “Where am I?”
Indirect speech: Monita asked where she was.
2. Direct speech: “Excuse me, what place is this?” asked Monita.
Indirect speech:
3. Direct speech: “May I borrow the newspaper?” asked Monita.
Indirect speech:

4. Direct speech: Monita asked, "Where can I buy this newspaper?"
Indirect speech:
5. Direct speech: The security officer asked, "Do you want to meet the professor?"
Indirect speech:

Worksheet 3.14



Section 5 - Reading

Unit 2. Back to the 90s

- a. Read the story of Time Travel Car (Part 3) to answer the questions that follow.

Because Monita was causing a ruckus, she was put in the security office. The security officer asked Monita to sit on a chair. He then asked a few questions to Monita.

The security officer asked Monita where she lived.

"I live in Banjarmasin. My house is not far from SMP Merdeka," answered Monita.

"There is no SMP Merdeka here," replied the officer.

"That's because SMP Merdeka was established in 2014."

"That's impossible. This is 1992!" said the officer

But the security officer smiled. Maybe he thought Monita was crazy. After that he asked Monita whether she wanted some water or not. Monita shook her head. She said that she just wanted to meet the professor.

The security officer then asked Monita where her parents lived. Monita said that she did not know where her parents lived in 1992.

The security officer then asked Monita why she wanted to meet the professor.

"I want to know how to get back to 2022."

The security officer smiled again. He then asked Monita how she could get to 1992.

Just before Monita started to tell the security officer about the time travel car, she saw Professor Mahmud outside the security office.

“Prof. Mahmud!” shouted Monita. She ran outside the security office and stood in front of Prof. Mahmud.

“Are you Prof. Mahmud?” asked Monita.

Questions.

1. Why did the security officer put Monita inside the security office?
2. When was SMP Merdeka established?
3. What did the security officer offer to Monita?
4. Did Monita know where her parents lived in 1992?
5. What would you feel if you traveled to the past and did not know how to go back to the future?

Worksheet 3.15

- b. Change the indirect to direct speech from the story. Number one has been done for you.

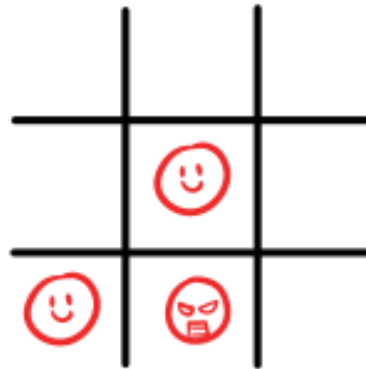
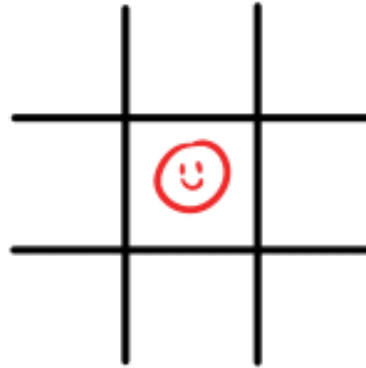
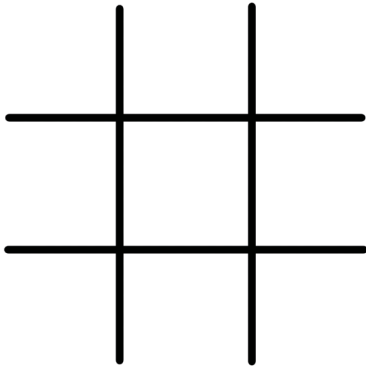
1. Indirect speech: The security officer asked Monita where she lived. Direct speech: The security office asked, “Where do you live?”
2. Indirect speech: After that he asked Monita whether she wanted some water or not.
Direct speech: _____.
3. Indirect speech: The security officer then asked Monita where her parents lived.
Direct speech: _____.
4. Indirect speech: The security officer asked why she wanted to meet the professor.
Direct speech: _____.
5. Indirect speech: He then asked Monita how she could get to 1992.
Direct speech: _____.

Worksheet 3.16



Section 6 - Fun Time: Tic-Tac-Toe

Unit 2. Back to the 90s



Play the Giant tic-tac-toe game. Follow the instructions.

1. Make a group of four
2. Your teacher will create grids on the whiteboard
3. Your teacher will give you and your team a direct sentence and you must change the sentence into indirect speech.
4. If you can change the direct sentence into indirect speech, you can draw an emoticon on a box
5. If you can make three emoticons of your group in a line, your group wins.
6. You can block your opponent's group from creating three emoticons in a line.



Section 7 - Your Turn: Reading

Unit 2. Back to the 90s

a. Read the end of the story and then answer the questions.

“I am Prof. Mahmud. Who are you? Why do you want to see me?”

“Prof. Mahmud, I am Monita. I come from 2022?”

“What? How did you get here?”

“I came in a flying car. Let me show you!”

Monita took Prof. Mahmud to the place where the car stopped.

When Prof. Mahmud saw the car, he was excited.

“This is the car that I created, but I have not finished it yet”

“What did you do to get it started?”

“I pressed the red button,” answered Monita.

“Oh. it’s that simple”

“But now I need to go back to the year 2022. I need you to help me, Prof. Mahmud.”

“Let’s go inside the car and find out how to get you back to 2022”

Monita and Prof Mahmud got into the car. They observed the buttons on the dashboard panel.

Then, both of them saw a tiny pink button next to the red button with a mark: 2022.

Together, they pressed that button. And zap! The car flew again.



Word Box

excited: bersemangat / senang
created: ciptakan
pressed: menekan
observed: mengamati
tiny: kecil

Questions





1. How did Monita feel after she met Prof. Mahmud?
2. Where did Monita go after she met Prof. Mahmud?
3. What do you think of Prof. Mahmud's character?
4. In your opinion, where did the car bring Monita and Prof. Mahmud?
5. What might happen if Monita did not meet Prof. Mahmud?

Worksheet 3.17

- b. Find the question in direct speeches in the last part of the story. Then, change them into indirect speech.

Worksheet 3.18

c. Read the story in Section 2, 3, 5 and 7. Fill in the blanks in the diagram.

 Setting: Time: Place:	 Characters:
 Problem: 	 Solution:

Worksheet 3.19

d. Writing a possible prediction.

The last sentence in the story says:

Together, they pressed that button. And zap! The car flew again.

From this last sentence, can you write a prediction about what is going to happen next? You can use the picture below as a clue.



Picture 3.6

Write what will happen next based on your choice.



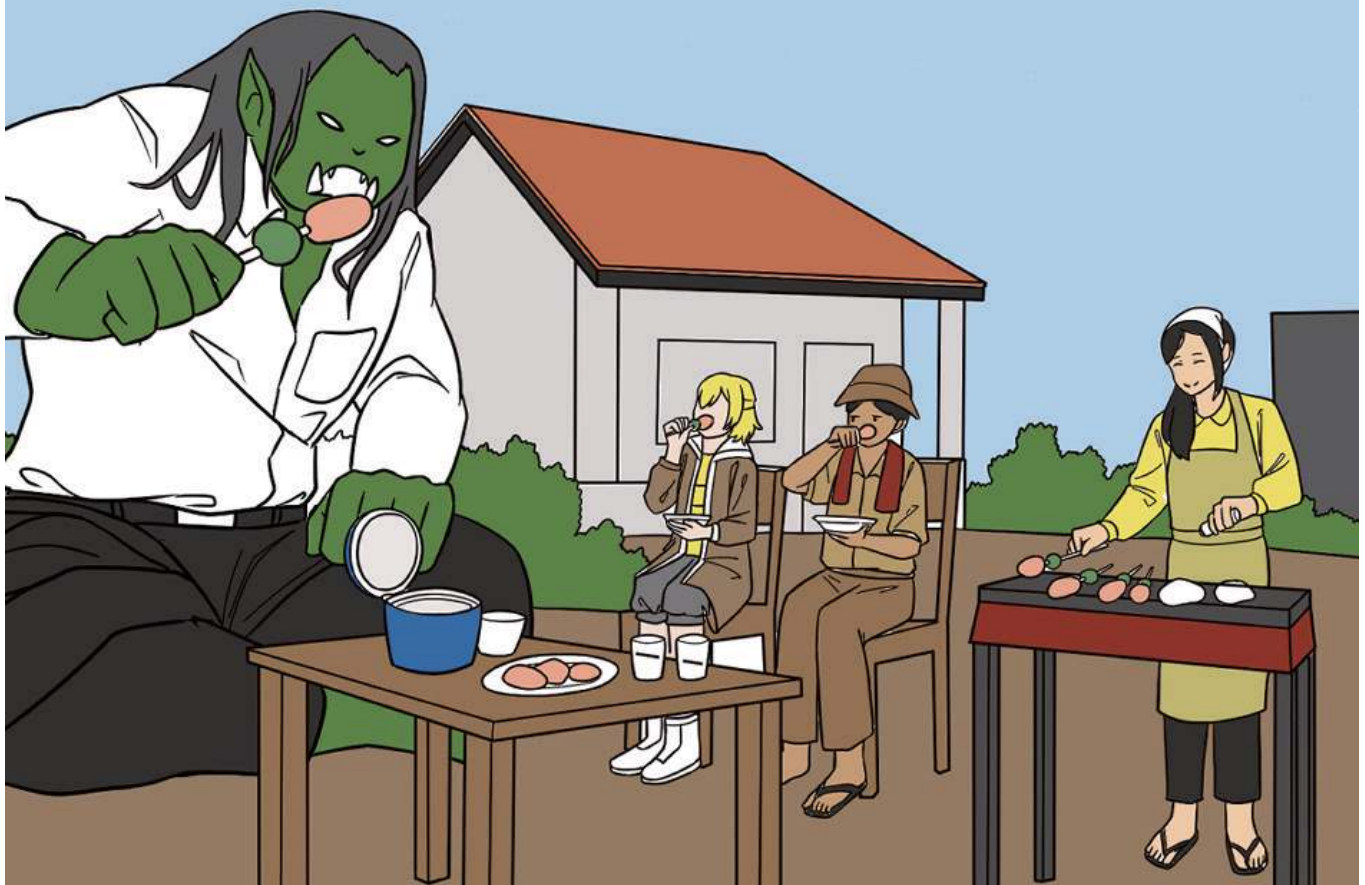
Section 8 - Enrichment

Unit 2. Back to the 90s

Read a story about an adventure. You can read from a book, an internet source etc. Or, you can watch a short movie about an adventure. Then, draw a sketch about the most interesting scene in the story and after that retell the story to your classmates.



Unit 3. The Multiverse Story of Timun Mas





Section 1 - Say What You Know

Unit 3. The Multiverse Story of Timun Mas

Study the following picture and answer the questions.



Picture 3.7 The Story of Timun Mas

Questions

1. What characters can you see in the picture?
2. In your opinion, what is the personality of each character?
3. What do you think the story will be about?
4. In your opinion, where and when did the story take place?



Section 2 - Reading

Unit 3. The Multiverse Story of Timun Mas

- a. You will read a story about Timun Mas. Read the outline of the story and predict the ending.

Setting:

Time: Once upon a time

Place: In a village

Characters:

Farmer couple, baby
in golden cucumber,
Green giant

Problem:

The farmer couple found
a baby inside golden
cucumber in the garden.
The baby belongs to the
Green giant.

Solution:

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

Worksheet 3.21

- b. Read a story about Timun Mas (Part 1) and then complete the summary of the story.

Timun Mas - Growing Up

(Part 1)



Once upon a time, in a village, a couple was working on their farm when they saw a golden cucumber. They opened it and saw a baby girl inside. “Look how beautiful she is!” said the husband. The couple was so happy because they wanted to have a child for so long.

“Wait! That baby is mine!” there was a voice behind them. It was the Green Giant.

“Oh mighty Giant, can we keep her please?”

“Well, if you want her so badly, you can keep her but I will take her again when she is seventeen. I am going to make her work in my factory.”



The wife cried happily while carrying the baby to their house. The couple named the girl Timun Mas. They raised her with love and care. Timun Mas grew up to be a very beautiful and smart girl.

A couple of years later, the couple realized that they only had a few days until Timun Mas turned seventeen. They did not want the giant to take Timun Mas away. Timun Mas' mother asked her whether she wanted to work at the Giant's factory or not.

Timun Mas said that she wanted to continue her studies at a university instead of becoming a worker.

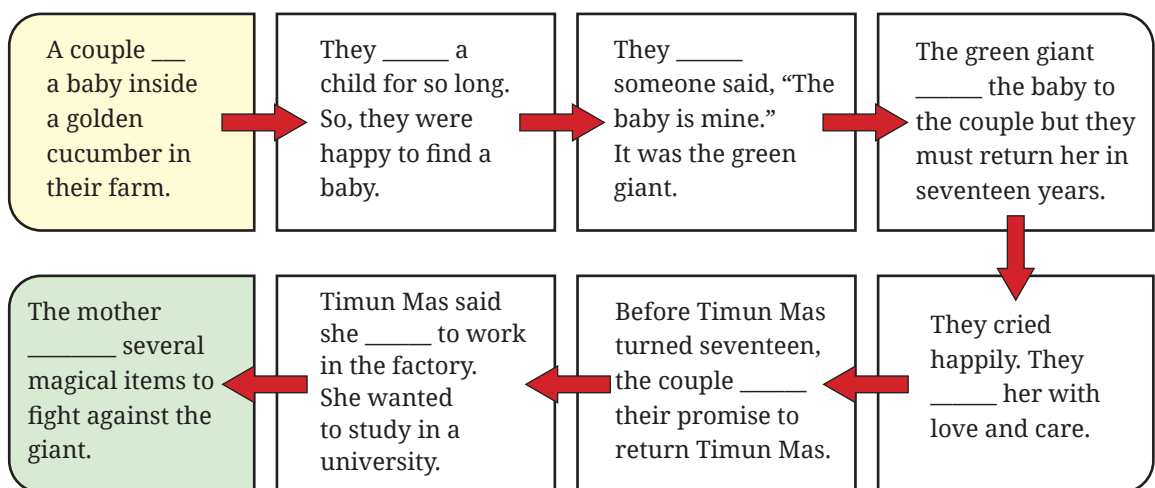
Timun Mas' mother then gave her three magical things. They were a pencil, a pen, and an eraser.



The mother said, "These items have special powers to help you beat the Giant."

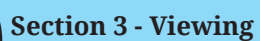
In the morning, the couple quickly prepared the things in a bag.

c. The summary of Timun Mas – Part 1.

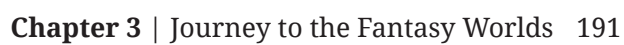


Worksheet 3.22

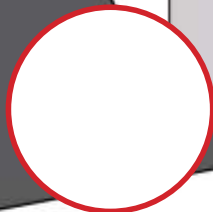
TO BE CONTINUED
Read Timun Mas Part 2 to know the rest of the story



a. View the scenes and read the story of Timun Mas (Part 2). Then, match the scenes with the corresponding paragraphs.











Worksheet 3.23

b. Read the story of Timun Mas (Part 2)

**Timun Mas - Fighting the Giant
(Part 2)**

Suddenly, the Giant came to the couple's house and asked for their promise. The couple did not want to return Timun Mas and told her to run. The Giant was so angry and he ran to chase Timun Mas.

"Where are you going?!" shouted the Giant loudly. "I'm going to catch you!"

"Not so fast!" said Timun Mas.

She took the pencil out of her bag and threw it behind her. Suddenly, the pencil turned into an enormous digital board that blocked the Giant from chasing Timun Mas. The Giant stopped and looked at the board. It said that the Giant must answer the questions on the board if he wanted to continue chasing Timun Mas. He started answering the questions on the board while Timun Mas ran further. After he finished answering the questions correctly, the Giant continued chasing Timun Mas. He was getting closer and closer.

"Where are you going?!" shouted the giant strongly. "I'm going to catch you!"

"Not so fast!" said Timun Mas. She took the pen out of her bag and threw it behind her. Suddenly, the pen turned the land into a stage that blocked the way. The Giant stood on the stage. Rows of audience were in front of him.

Then, an announcer said, "Now, we will listen to a speech from the Giant."

The Giant was surprised because he must give a speech in English on the stage if he wanted to chase Timun Mas. Unfortunately, the Giant's English was very good. He made it and he ran to chase Timun Mas again. He got so close, he almost got her.

"Where are you going?!" shouted the giant powerfully. "I'm going to catch you!"

"Not so fast!" said Timun Mas. Finally, she took the eraser out of her bag and threw it in front of her. The eraser turned the land into a labyrinth garden. Timun Mas and the Giant were shocked. They would need to escape from the labyrinth. They could see a few obstacles along the labyrinth.

"We must work together if we want to get out of the labyrinth. I have a smartphone in my bag," said Timun Mas.

“Alright, we should use a digital map. You can read the map for us. I will help you lead the way out,” replied the Giant.

Using his strong power, the Giant destroyed the obstacles along the way out of the labyrinth.

Timun Mas and the Giant successfully found their way out of the labyrinth.

The giant then said, “Timun Mas, you are very smart. I think you should continue your studies at the university. You don’t have to be a worker in my factory now.”

Timun Mas was happy to hear that. She returned home and hugged her parents. Once in a while, they met the Giant for a nice dinner. They all lived happily ever after.



Section 4 - Writing

Unit 3. The Multiverse Story of Timun Mas

A narrative entertains through dealing with unusual and unexpected development of events. Narrative often conveys messages about how people find solutions to their problems.

Table 3.1 Stages of a narrative text

Stages	Description
Orientation	<ul style="list-style-type: none">Describes the setting in time and placeIntroduces the main characters or narrator
Complication	<ul style="list-style-type: none">Describes a sequence of events that may begin in a usual manner but then change to include events that are unusual or problematicCharacters may express their reaction to or evaluation of these events
Resolution	Deals with the attempts to solve or overcome the problem
Coda	Optional stage giving an overall evaluation of the events; may state how the character(s) have changed or what has been learned.

In the story of Timun Mas, the parts of the narrative are as follows.

Table 3.2 Stages of Timun Mas story

Stages	Timun Mas
Orientation	Once upon a time, in a village, a couple was working in their farm when they saw a golden cucumber. They opened it and saw a baby girl inside. “Look how beautiful she is!” said the husband. The couple was so happy because they wanted to have a child for so long.
Complication	A couple of years later, the couple realized that they only had a few days until Timun Mas turned seventeen. They did not want the Giant to take Timun Mas away.
Resolution	Timun Mas’ mother then gave Timun Mas three magical things. They were a pencil, a pen, and an eraser. The mother said, “These items have special power to help you beat the Giant.”
Coda	Timun Mas was happy to hear that. She returned home and hugged her parents. Once in a while, they met the Giant for a nice dinner. They all lived happily ever after.



Section 5 - Your turn: Writing

Unit 3. The Multiverse Story of Timun Mas



Comic Strip 3.1

- a. Look at the Comic Strip on the previous page and list action verbs. Decide action verbs that are relevant to the panels in the comic.

Setting:

Characters:

Problem:

**Event 1 - Complication
and resolution**

**Event 2 - Complication
and resolution**

**Event 3 - Complication
and resolution**

Worksheet 3.24

- b. Write the orientation, complication, resolution and coda based on what you planned in the previous activity.

1. Orientation

Once upon a time, _____

2. Complication

Suddenly, . _____

3. Resolution

4. Coda

Worksheet 3.25

Did you know?

People in the overall Indonesian archipelago are well known with their oral traditions of telling stories. Popular folk stories have been told from generation to generation in various themes, for example the famous adventures of mouse deer and cultural legends such as the story of Roro Jonggrang, Malin Kundang, Lutung Kasarung and Sangkuriang. While the vast majority of Indonesian people are oral history speakers, attempts have been made to record the stories into the written forms. Oral traditions belong to the intangible cultural heritage that is protected by UNESCO.

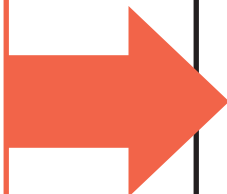
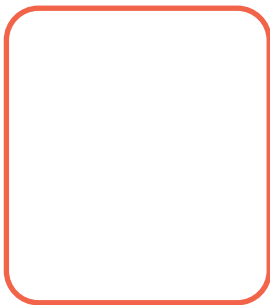
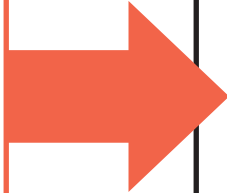
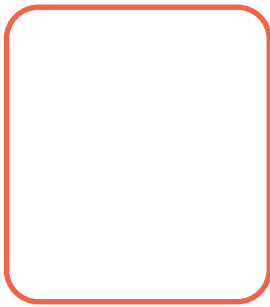
Sources: The note is compiled from several sources including Zurbuchen, M. S. (2020). Introduction to Old Javanese language and literature: A Kawi prose anthology (p. 165). University of Michigan Press and <https://ich.unesco.org/en/what-is-intangible-heritage-00003>



Section 6 - Fun Time

Unit 3. The Multiverse Story of Timun Mas

Read part two of the story again. Imagine Timun Mas was given different items from her mother. Draw the item in the arrow and draw the possible scene in the box.





Section 7 - Enrichment

Unit 3. The Multiverse Story of Timun Mas

- a. Read the story in unit 1, 2 and 3 again. Do you like the ending of the story? Let's create a new one.

Here are the scenes to remind you:



- b. Present the ending of your story to the class. Compare your ending with your friend.

Worksheet 3.26