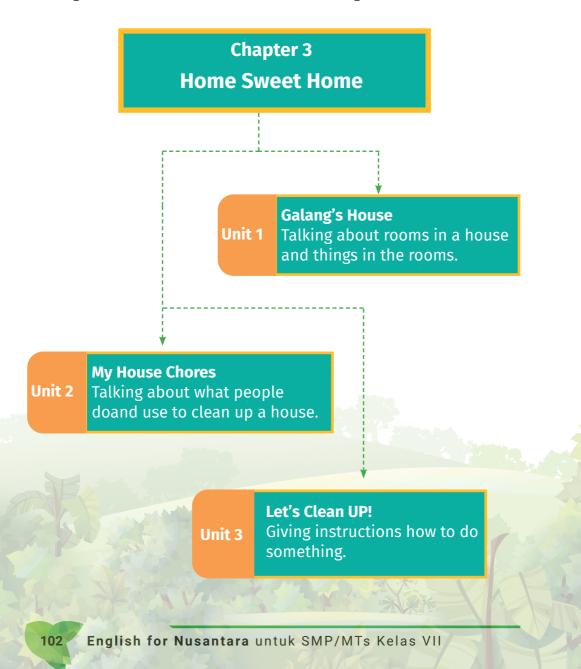


Learning Objectives

Upon completion of Chapter 3, you should be able to:

- 1. describe rooms in a house and things in the rooms;
- 2. talk about what people do and use to clean up a house; and
- 3. give instructions on how to do something.



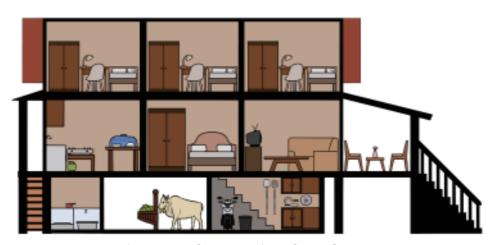




Picture 3.1 Galang's house

Section 1 – Say What You Know

a. Look at Picture 3.2. Say the rooms of the house.



Picture 3.2 The rooms in Galang's house.

b. Mention rooms in your house. Circle the words in Worksheet 3.1. You can add more rooms. See the Wordbox.

living room	kitchen	bathroom	stairs	dining room
porch	attic	garage	garden	bedroom

Worksheet 3.1

Section 2 – Listening



a. Listen to Audio 3.1. Galang is welcoming Andre and Monita to his house. See the Wordbox.



Picture 3.3 In front of Galang's house

Did You Know?

Indonesia consists of about 17,000 islands with different kinds of cultures. One of the cultural images can be seen from the creation of traditional houses. Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more. Find out more in https://www.indonesia.travel/us/en/trip-ideas/9-iconic-traditional-houses-to-explore-in-indonesia

b. Read the sentences on Worksheet 3.2. Say the words for each picture in the sentences. You can use the words from Section 1b to fill in the blank space.



Galang's mother plants flowers in the._____



There's no _____ in front of Galang's house.



The _____ protects Galang and his friends from the hot weather.



Galang and his friends take the _____ to get to the _____
The ____ are not firm.

Worksheet 3.2

Section 3 – Listening

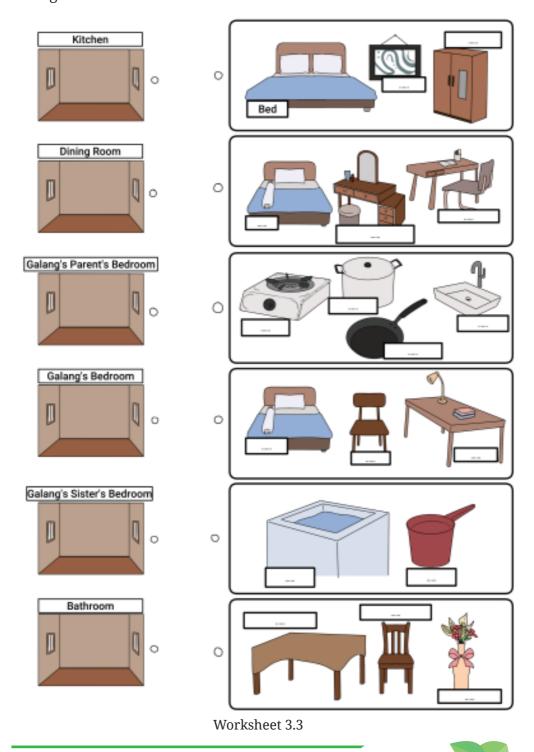


a. Listen to Audio 3.2. Galang is inviting Andre and Monita to go inside his house. See the Wordbox.



Comic strip 3.1 Galang shows his house to Andre and Monita

b. Here are the other rooms in Galang's house. Put the furniture in the right rooms. Write the words of furniture in the rooms.



Chapter 3 - Home Sweet Home

- c. Discuss with a friend to answer these questions.
 - 1. Who has the old radio?
 - 2. What does Monita like about Galang's house?
 - 3. What do you like about Galang's house?
- d. Odd one out. Circle one object that does not belong to the group in each categories.

1	2	3	4
bathroom	frying pan	sofa	dressing table
dining room	stove	desk	desk
living room	sofa	dining chair	chair
garden	spatula	armchair	bed

Worksheet 3.4

Section 4 - Speaking



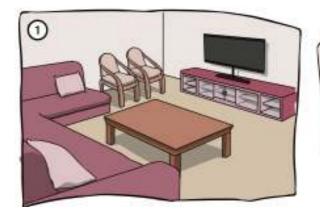
- a. Listen again to Audio 3.3. Say the sentences.
 - *There's an* old radio in the living room.
 - *There are* two armchairs, a sofa, a coffee table, and a television in the living room.
- b. Complete the sentences with there is or there are. Number one has been done for you.



- 1. There is a television in the living room.
- 2. _____ a pan and a frying pan in the kitchen.
- 3. _____ a dipper in the living room.
- 4. _____ a desk and a chair in Galang's bedroom.
- 5. _____ a bed and a dressing table in Galang's sisters' bedroom.

Worksheet 3.5

c. Look at each picture. Describe each room. Number one has been done for you.

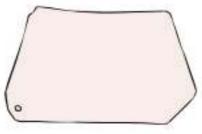


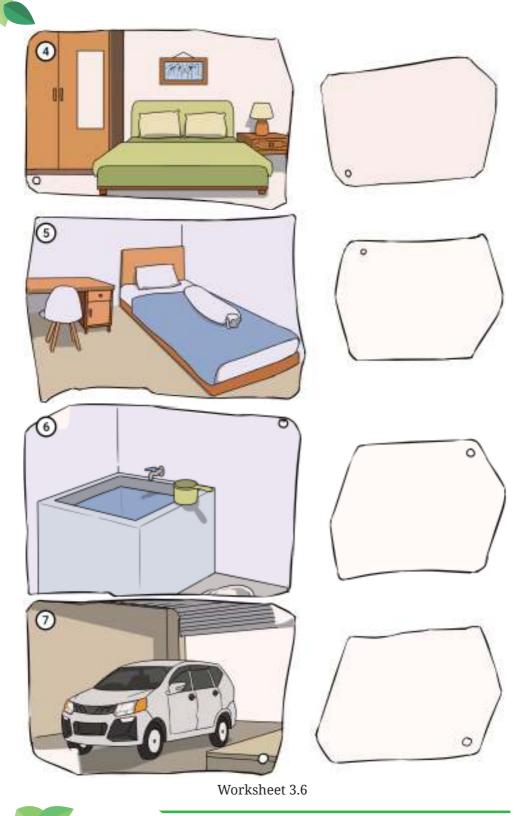
This is a living room. There are a sofa, two armchairs, a table, a cabinet, and a television.







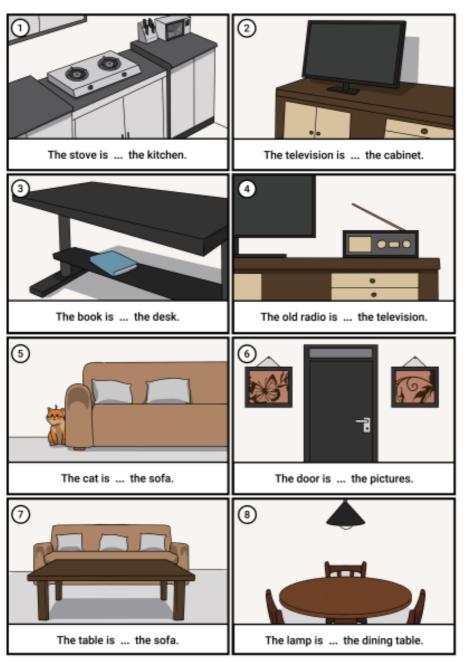




English for Nusantara untuk SMP/MTs Kelas VII

d. Look at the pictures and words. Say the sentences.

in front of	above	on	between
behind	under	in	next to



Worksheet 3.7

e. Some objects are misplaced. Find them, and say where they are. Do as in the example.



Worksheet 3.8

Section 5 - Fun Time: What's Missing?



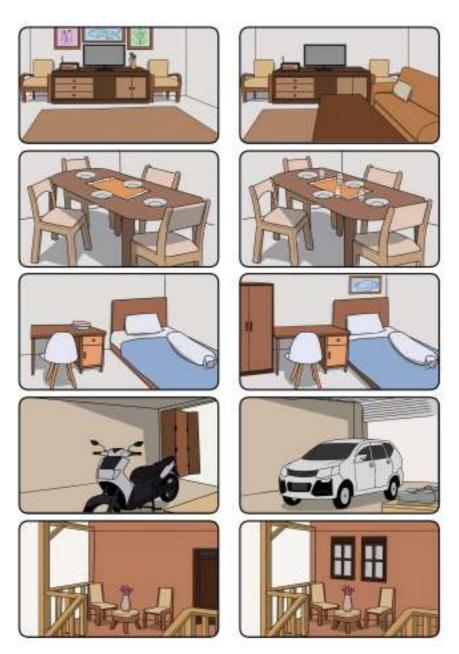
Work with your friend to complete each other's pictures. Ask and give information about the objects in the rooms, and draw the objects that you don't see in your pictures. Number one has been done for you.

Example:

Student A and Student B take turns to describe each other's pictures. Student A and Student B should not see each other's pictures. While listening, Student A/Student B draws the objects that are missing.

Student A: This is a living room. There is a cabinet in the living room. There is a television on the cabinet. There is a flower vase next to the television. There are two armchairs. There is a picture on the wall above the television.

Student B: This is a living room. There is a cabinet in the living room. There is a television on the cabinet. There is a sofa in front of the table. There are two armchairs. There is a table in front of the sofa.



Worksheet 3.9

Section 6 – Your Turn: Speaking 🦓 🔍



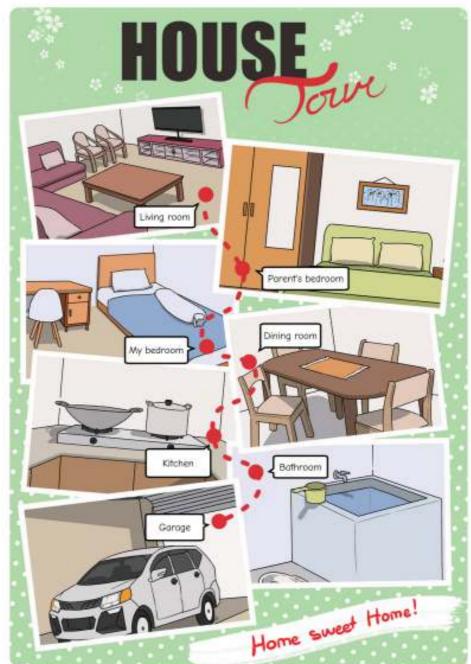


Tell me about your favorite room. Draw things in your favorite room. Describe it to your friend. Your friend has to draw the things in your favorite room. See the examples in Section 4c. Now take turn.

My Favorite Room

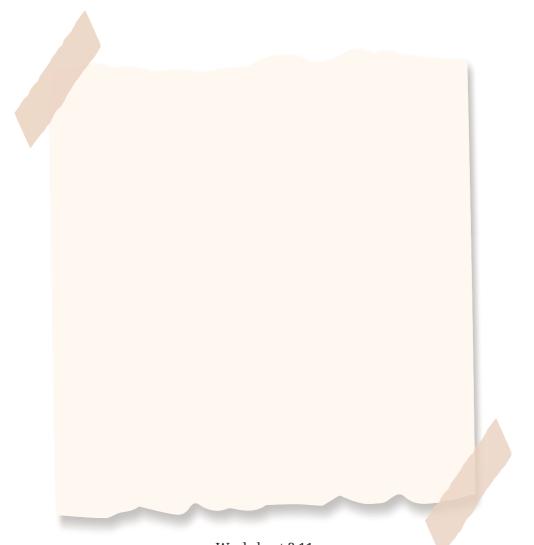
Worksheet 3.10

Enrichment: Show and Tell



Picture 3.5 A house tour

Take a picture of a room in your house. Describe the room to the class. You can describe the objects and their positions in the room.



Worksheet 3.11





Section 1 – Say What You Know

a. Look at the picture. What do you think about this room? Give a check to the sentence that describe the room. See the Wordbox.



Picture 3.6 Living room

Give a check	
\square It is tidy	☐ It is messy
\square It is clean	\square It is dirty
\square It is neat	

b. Is your house tidy and clean?

c. Look at Worksheet 3.12. Choose cleaning activities you do at home.

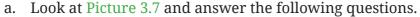






Worksheet 3.12

Section 2 – Reading





Picture 3.7 The Rahmansyah's family cleaning up

- 1. Who takes out the trash?
- 2. Who cleans the window?
- 3. Who mops the floor?
- 4. Who puts the toys away?

b. Read the text about house chores. See the Wordbox.

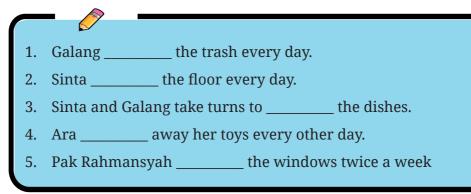
Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

The Rahmansyahs are busy every day.

c. Complete the sentences based on the text.



Worksheet 3.13

d. Work with your friend. Put a check mark in the table below based on the text above





Worksheet 3.14

Section 3 – Language Focus

Describing household activities

When we talk about activities we do regularly, we use the **present** simple.

- I clean my house everyday.
- You *make* the bed *every morning*.
- We **do** the laundry **twice a day**.
- They *tidy up* the room *every afternoon*.

Add -s or -es after the verb for he, she, and it.

- She cleans the windows.
- *He irons* the clothes.
- *Sinta mops* the floor.
- *Galang washes* the dishes every other day.

For the **negative**, use **don't** for **I**, **you**, **we**, and **they**. Use **doesn't** for **he**, **she**, and **it**.

- *I make* the bed every morning. *I don't* dust the furniture on Wednesday.
- *Galang takes out* the trash every afternoon. *He doesn't* water the plants every day.

For the **present simple** questions, use *do* for **I**, **you**, **we**, and **they** and *does* for **he**, **she**, and **it**.

- When do you do the laundry?
- Does he make the bed every day?
- Does Ara put away her toys after playing with them?
- Does Pak Rahmansyah do the laundry everyday?

a. Arrange the words to make sentences.



- 1. they the clean windows
- 2. plants waters the she
- 3. We do every the laundry day
- 4. dust twice furniture the I a day
- 5. iron the you don't clothes morning every

Worksheet 3.15

- b. Circle the correct word to complete the sentences.
 - 1. I **iron/irons** the clothes every Saturday.
 - 2. She **clean/cleans** the windows every weekend.
 - 3. We **wash/washes** the dishes every afternoon.
 - 4. He **sweep/sweeps** the floor every day.
 - 5. My sister do/does the laundry twice a week.
 - 6. My father **make/makes** the bed every morning.
 - 7. They **don't/doesn't** water the plants every day.
 - 8. My brother **don't/doesn't** take out the trash on Monday.
 - 9. You don't/doesn't tidy up the room every day.
 - 10. When **do/does** you clean your house?

Worksheet 3.16

Section 4 – Your Turn: Reading





a. Read the text. See the Wordbox.



Picture 3.8 Sticker sign

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

- b. Choose the correct answer by giving a check mark ($\sqrt{}$).
 - 1. Why does Sinta want to make sticker signs?
 - □ to make her family house look big
 - ☐ to make her family house look tidy
 - 2. Who does not help Sinta to make sticker signs?
 - □ Ara
 - □ Ibu Posma
 - 3. How many sticker signs did they make?
 - □ three
 - □ eight
 - 4. Who made 'Please do not leave dirty dishes in the sink' sticker sign?
 - □ Sinta
 - □ Galang
 - 5. Who drew the pictures for the sticker signs?
 - □ Ara
 - □ Galang

Worksheet 3.17

Did You Know?

"No Shoes in the House"

Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.

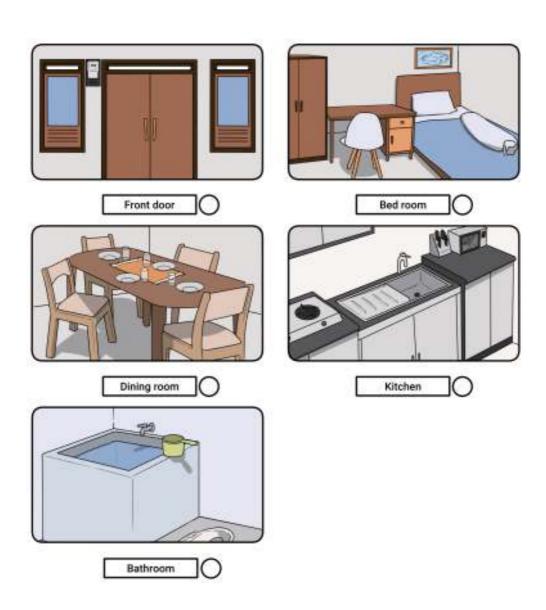


c. Here are the sticker signs that Sinta, Galang, and Ara make. Can you help them match the signs and the pictures? Write the number under each picture.



Worksheet 3.18

d. Look at Worksheet 3.18 again. Can you guess in which room the sticker sign should be placed? Write the number of the sticker sign next to each picture below.



Worksheet 3.19

Section 5 – Fun Time: The Opposite



Look at the sticker signs in Worksheet 3.18 to complete the table below. You can also use your own words to fill in the table. Number one has been done for you

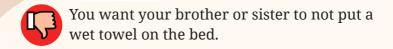
No		
1	Put dirty clothing in a basket	Do not put dirty clothing on the bed
2		Do not leave the toilet unflushed
3	Use the trash can	
4	Throw trash in the toilet container	
5		Do not let your mother clean up after meals
6		Do not wear your shoes indoors
7	Wash your dishes after use	
8	Eat food or snacks in the dining room or in the kitchen	

Worksheet 3.20



Read the following situations. Then, draw a picture for each of the situations.





Worksheet 3.21

Unit 3. Let's Clean Up!

Section 1 – Say What You Know



Picture 3.9 Trash bin full of rubbish

- a. What can you see in the picture?
- b. What is in the organic bin?
- c. What is in the non-organic bin?
- d. Do you separate rubbish at home?



Section 2 – Reading



a. Read the text. See the Wordbox...

Tips to Separate Rubbish

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean. Read the text again and have a look at the rubbish collection. Can you separate them based on the categories?

b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



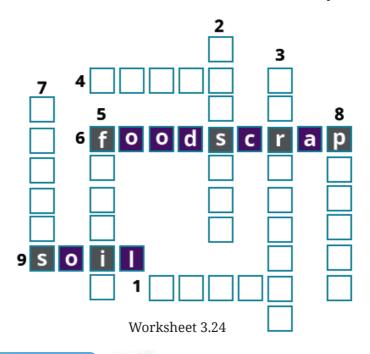
Worksheet 3.22

c. Look at the pictures below and identify the words for the pictures.



Worksheet 3.23

d. Fill in the following crossword puzzle with the answer words from Worksheet 3.23. Number 6 and 9 have been done for you.



Section 3: Reading



a. Read the conversation between Pak Rahmansyah and Galang below.



Comic strip 3.2 Conversation between Pak Rahmansyah and Galang

Let's Clean Up the Yard

Equipment:

- 1. Two big plastic bags
- 2. Two pairs of gloves

Steps:

- 1. Prepare the equipment to separate the rubbish.
- 2. Wear the gloves.
- 3. Put the first plastic bag for organic rubbish
- 4. Put another plastic bag for non-organic rubbish
- 5. Separate the rubbish based on the categories, for example food scraps and vegetables go into the first plastic bag. Then, plastic, glass, paper, and wood go into the other bag.
- 6. Finally, put the bags into the correct rubbish bin.
- b. Fill in Worksheet 3.25 using the statements from the text.

Structure	Text
The goal of the activity (Say what you are trying to do)	
Equipment (List of tools)	
Steps (List steps of the activity)	

Worksheet 3.25



Section 4 – Language Focus

a. Imperative sentences

Imperative sentence is a sentence that expresses **instruction**, **warning**, **command**, **request**, or **invitation**.

There are two main categories: positive and negative imperative sentences.

In *positive imperative*, we use *the base verb*.

Example:

"Collect the organic rubbish!"

It means we *want* someone to collect the rubbish.

The *negative imperative* sentences tell someone *not to do* something.

Example: "

Do not forget to wash your hands!"

or

"Don't forget to wash your hands!"

It means we want someone *to not forget to* wash their hands.

In this sentence, we want someone *to not forget to* wash their hands.

b. Read the text in Section 3 again, and underline the imperative expressions.

c. Match the imperative sentence with each picture.













Worksheet 3.26

4

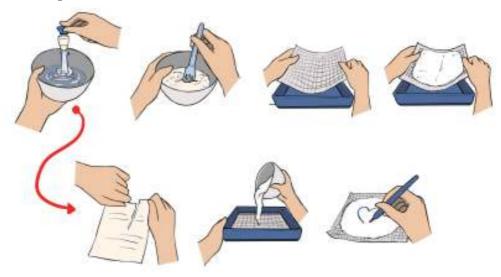
d. Now write some imperative about the following situation



Picture 3.10 School canteen

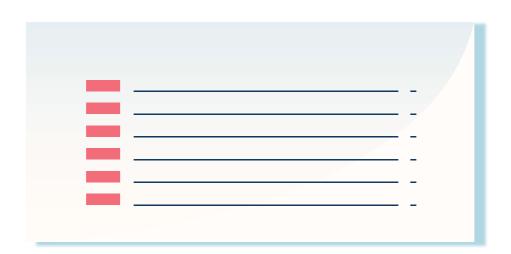
Section 5 – Viewing and Writing

a. Look at the process of recycling tissue paper. Draw an arrow from one picture to another to show the correct order.



Worksheet 3.28

b. What materials or equipment do you need to recycle tissue paper? Write them in the list. See the Wordbox.



Worksheet 3.29

c. Underline the action words from the list that you need to talk about the process.

fill	drop	wait
tear	decorate	put
use	lift	beat
cut	stick	pour

d. Procedure text

Procedure text can be used to describe activities that include several steps to achieve the goal of doing a simple DIY or do-it-yourself project. The structure of the text is in the table.

Tabel 3.1

The goal of the activity	An indication of what you are trying to do or make
Materials	A list of materials or equipment needed to achieve the goal
Steps	The sequence of steps that need to be followed

e. Look at the process of recycling tissue paper again and answer the questions.



- 1. What is the goal of the activity?
- 2. What are the materials or equipment needed in the process?
- 3. What are the steps in making recycled tissue paper?

Worksheet 3.30

Section 6 - Your Turn: Writing



Let's do a 'Do-It-Yourself' (DIY) project.

a. You are going to make a pencil case using a used plastic bottle. Look at the pictures. What do you need to make the pencil case?



Picture 3.11 Pencil case



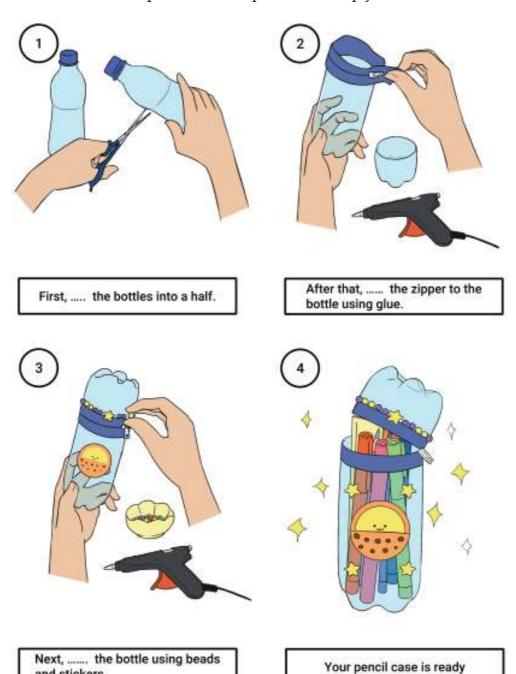


Materials :

Equipment :

Worksheet 3.31

b. Complete the sentences with the correct action words/verbs to describe the steps. Look at the pictures to help you.



Worksheet 3.32

and stickers.

c. Answer the questions. See the Wordbox.



- 1. How many plastic bottles do we need to make a pencil holder?
- 2. What do we use to cut the bottles into a half?
- 3. What is the glue for?
- 4. When should we stick the zipper to the bottle?
- 5. What do we use to make the pencil case more beautiful?

Worksheet 3.33

Enrichment: Infographic of Recycling



a. Read the text 'Tips to Separate Recycling Items'.

Tips to Separate Recycling Items

There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.

1. Don't crumple paper

Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult to process them. If the paper is dirty or oily, we can cut them in pieces and put them in the composter.

2. Wash and separate bottles

Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.

3. Clean styrofoam packaging

When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can collect styrofoam in a big group before we throw them away.

b. Complete the infographic with the correct tips for separating recycling items from the text.



Worksheet 3.34

Learning Reflection

Name	Chapter		_Date_		
How well did I	do in Chapter 3?				
A		Not So V	Vell	ОК	Very Well
Rate yourself by next to each sta	drawing an emoji tement	×		<u>··</u>	ొ
I can describe ro	ooms in a house.				
I can describe th	ings in the room.				
I can describe h	ousehold activities.				
I can describe th	ings to use to clean	up.			
l can separate ru	ubbish based on cat	egories.			
I can give advice	using do not.				
I can write a pro	ocedural text that in	volves			
protocol.					
B I learned the	ese new words:				
_					
C I liked the Le	t's Do a DIY project	i. 🔀			$\ddot{\circ}$
I liked the crossword puzzle.		×		-	\circ
D I share with	my friends. I tell th	em my fa	vorite	room.	
		P	My Par	ent's si	ignature

Unit 1 - Section 2.a

welcome = selamat datang
planting flowers= menanam bunga
let's go = mari
be careful = hati-hati
the weather = cuaca
beautiful = indah/cantik
very hot = sangat panas
wobbly = goyang/tidak kokoh
cool = sejuk
firm = kuat/kokoh

Section 3

come in = masuklah sit down = duduklah made of wood = terbuat dari kayu belongs to = milik/kepunyaan a house tour = tur rumah nice = bagus/indah cool = sejuk firm = kuat/kokoh old = tua

Unit 2 - Section 1

tidy = rapi, teratur messy = berantakan clean = bersih dirty = kotor neat = rapi



Unit 2 - Section 2.b

finish = selesai take turn = bergantian chore = pekerjaan rumah



Unit 2 - Section 4

to remind about = mengingatkan to help out = membantu to guess = menebak sticker sign = stiker peringatan



Unit 3 - Section 2.a

separating = memisahkan can be recycled = bisa didaur ulang rubbish = sampah



Unit 3 - Section 5.a

tear = sobek pour = tuangkan wire mesh = jaring kawat solid = padat



Unit 3 - Section 6.b

stick = tempelkan zipper = resleting beads = manik-manik