

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
English for Nusantara
untuk SMP/MTs Kelas VIII
Penulis: Ika Lestari Damayanti, dkk.
ISBN: 978-602-427-941-7 (jil.2)

Chapter 3:

Love Our World



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Chapter 3

Love Our World

Unit 1. Look around you

Unit 2. This is the way

Unit 3. Act Now



Learning objectives

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

1. ask and give opinions about familiar topics around the school;
2. categorise actions based on a given situation; and
3. write instructions on posters.

Unit 1. Look Around You

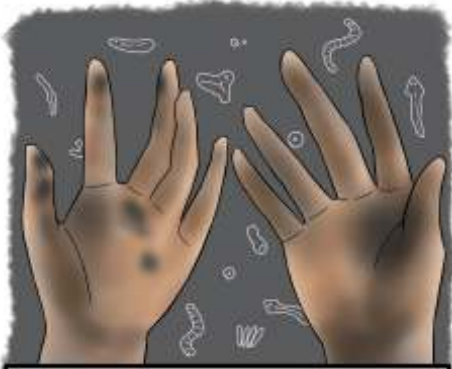




Section 1 - Say What You Know

Unit 1. Look around you

What do you usually do in these situations?



Your hands are dirty.



You have a used plastic bag in your hand.



You see a faucet with running water.



The light is on during the day.



Section 2 - Listening

Unit 1. Look around you



Word Box

reduce: mengurangi

container: tempat makan

environment: lingkungan

trash: sampah

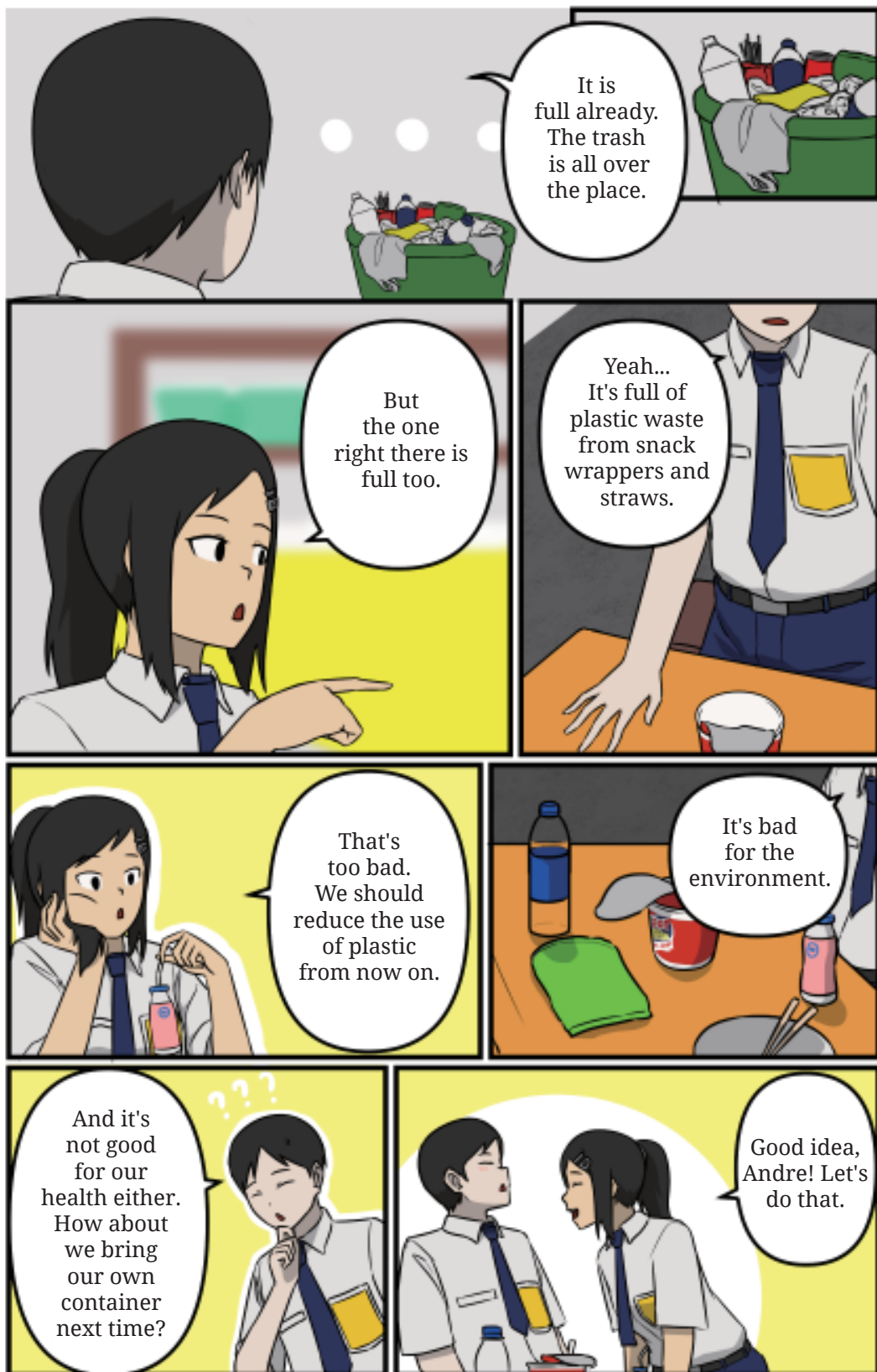
trash can: tempat sampah

plastic waste: sampah plastik

full: penuh

- a. Listen to Audio 3.1. Andre and Monita are having lunch together with foods they bought from the canteen.





Comic Strip 3.1

b. Choose the correct answers based on the audio.

1. How is the trash can at the canteen?

- a. Empty
- b. Half full
- c. Almost full
- d. Full

2. What kind of trash makes the trash bin full?

- a. Paper waste
- b. Trash cans
- c. Plastic waste
- d. Organic waste

3. What does Monita suggest that we do about plastic use/the use of plastics?

- a. Reduce the use of plastic
- b. Buy more plastics
- c. Increase the use of plastic
- d. Ignore the use of plastics

4. What is Andre's response to Monita's suggestion? He says that ...

- a. plastic is very expensive
- b. plastic is bad for the environment
- c. plastic is good for our health
- d. plastic is not dangerous

5. What will they do next time?

- a. Buy less food
- b. Request to use plastic straw
- c. Bring their own container
- d. Bring their own trash can

6. What does "Good idea, Andre!" mean?

- a. Monita agrees with Andre's idea.
- b. Andre has a good idea.
- c. Andre and Monita want to save the environment.
- d. It is a good idea to reduce trash.

Worksheet 3.2

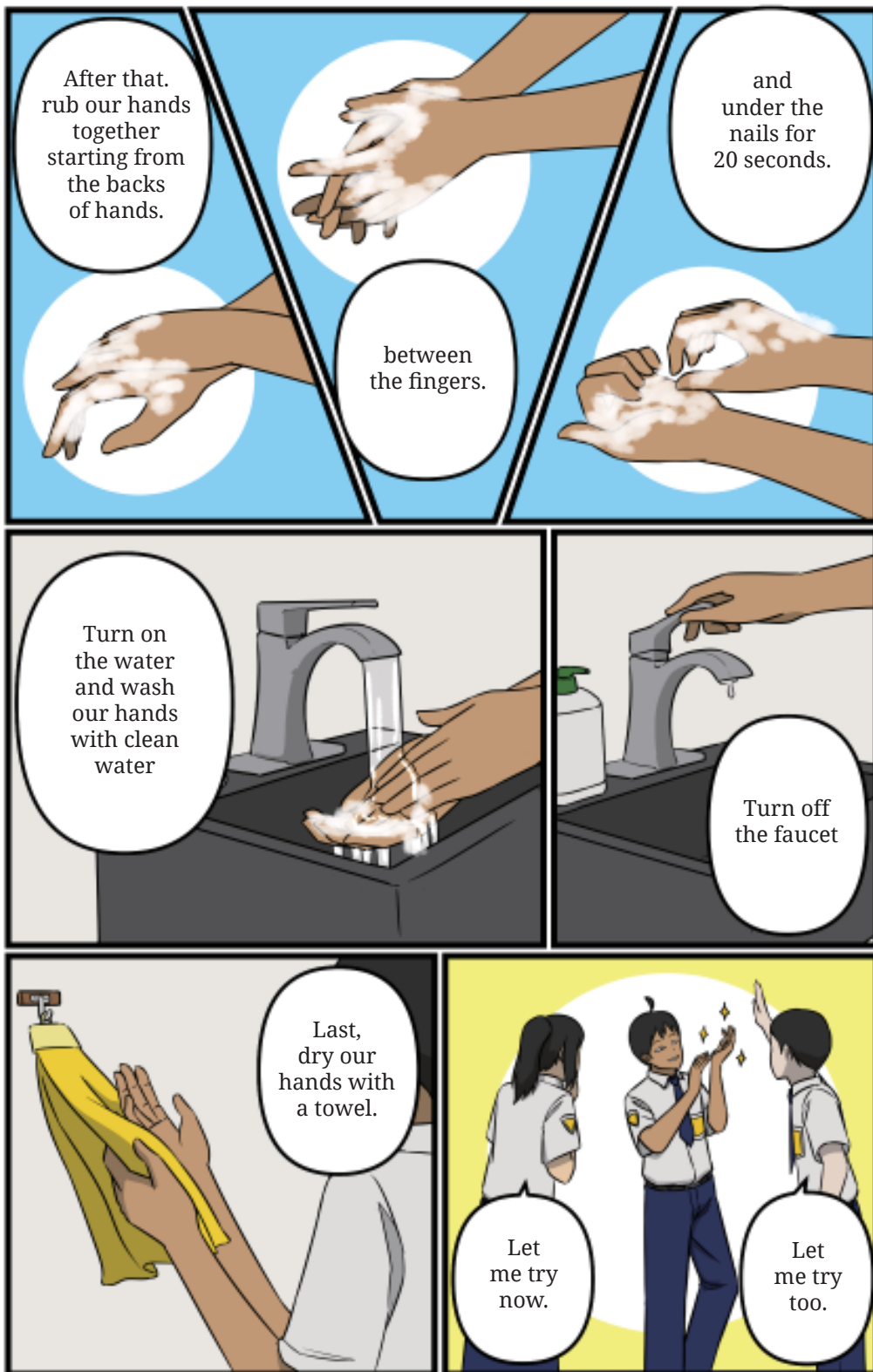


Section 3 - Listening

Unit 1. Look around you

- a. Listen to Audio 3.2. Galang, Andre, and Monita are at the canteen for lunch. Then, Galang shares something important with them.





Comic strip 3.2

sources:
<https://www.dtmix.co.uk/blog/types-of-waste/>
<https://www.cdc.gov/handwashing/when-how-handwashing.html>

b. Draw a line to match the pictures and the instructions.



Wash hands with
running water

Turn off the faucet

Apply hand soap

Rub hands together

Dry hands
with a towel



Worksheet 3.3

c. Cross (X) the instructions that are not right when washing hands.

1. _____ Wash hands with running water.
2. _____ Turn on the faucet when applying the soap.
3. _____ Rub hands for 10 seconds.
4. _____ Wash hands with clean water.
5. _____ Dry hands with a towel.

Worksheet 3.4

d. Listen again to the audio. Practice saying the steps.



Did you know?

Some people in another part of the world find it hard to drink clean water. Unsafe hygiene water and sanitation can affect people's health. One of the most common diseases because of unhygienic water and sanitation is diarrhea. Diarrhea could attack children and make them unable to go to school. Find out more on the link below.

<https://www.unwater.org/water-facts/water-sanitation-and-hygiene/>



Section 4 - Language Focus

Unit 1. Look around you

A presentation contains several stages with particular expressions. The following shows the stages and some expressions you can use.

Table 3.1 Stages of presentation

1. Starting the presentation.
2. Stating the goal of the presentation.
3. Showing the steps.
4. Ending the presentation.

a. These are the expressions to use in a presentation.

Table 3.2 Expressions of presentations

Stages	Expressions
Starting the presentation	Hello, everyone. My name is Good morning/afternoon/evening. I'm
Stating the goal of the presentation	I'm going to show you how to ... I would like to tell you how to ... We are going to ...
Showing the steps	First, ... Second, ... Next, ... After that, ... Then, ... Finally, ... Last, ...
Ending the presentation	Well, that's all you need to do to Good luck. Thank you for your attention.

- b. Practice the example below.

Table 3.3 The example of a presentation

Structures	Expressions
Opening the presentation	Good afternoon. My name is Alifandra. I'm from 8A.
Telling the goal	I'm going to show you how to wash our hands without wasting water.
Showing the steps	First, turn on the faucet and wash our hands with running water. Next, turn off the faucet. Apply hand soap. After that, rub our hands together starting from the backs of hands, between the fingers, and under the nails for 20 seconds. Turn on the faucet and wash our hands with clean water Then, turn off the faucet Last, dry our hands with a towel.
Closing the presentation	Thank you for your attention.



Section 5 - Your Turn: Listening

Unit 1. Look around you

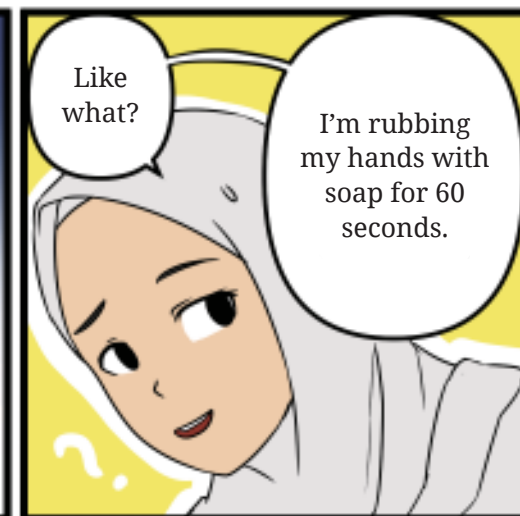
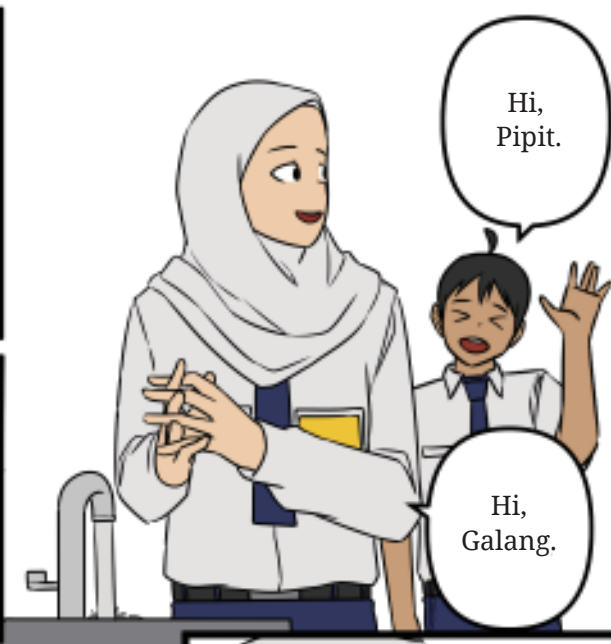
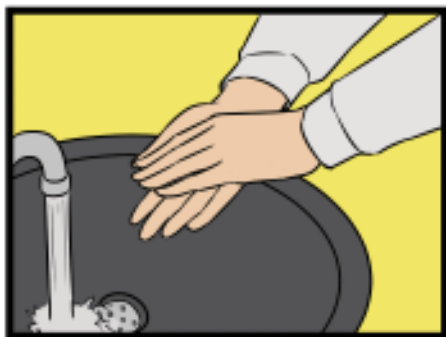
- a. Listen to Audio 3.3. Galang is showing Pipit how to wash hands.



Word Box

leaving: meninggalkan
reminding: mengingatkan

waste: membuang/menghamburkan





- b. Based on the audio, choose whether the following statements are true (T) of false (F)

No	Statements	True	False
1.	We need to wash our hands more often during the pandemic.		
2.	We rub our hands without soap for 60 seconds.		
3.	We need to turn off the faucet when rubbing hands with soap.		
4.	Leaving the faucet running wastes the water.		
5.	We need to save water.		

Worksheet 3.5





Section 6 - Fun Time: What do you think?

Unit 1. Look around you

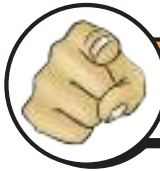
Preparation

Print and cut the flashcards.

Steps

1. Make a group of six.
2. Shuffle the flashcards and put it in the middle of your table.
3. Take turns to pick out the flashcards one by one.
4. Express your opinion on the flashcard, do you think it is bad or good for the environment? Why yes or why not?





Section 7 - Your Turn

Unit 1. Look around you

a. Choose one of the situations below. Think of how you can save water in that situation.

- washing the dishes
- brushing teeth

b. Plan your procedure.

Goal	
Steps	

Worksheet 3.6

c. Plan your presentation

Structures	
Starting the presentation	
Showing the steps	
Ending the presentation	

Worksheet 3.7

d. Practice your presentation with or without reading the plan.

e. Do the presentation in front of the class.

f. Demonstrate the steps.



Section 8 - Enrichment

Unit 1. Look around you

Look around your house or neighborhood.

What activities do people do with water?

Do you think they use the water wisely?

What can you say to save water?



Unit 2. This is the way





Section 1 - Say What You Know

Unit 2. This is the way



Picture 3.1 Social media

1. Do you have a social media account?
2. What do you usually post there?
3. Do you share your problems there?
4. Do you get responses?

Worksheet 3.8



Section 2 - Listening

Unit 2. This is the way

- a. Listen to Audio 3.4. Monita is reading a post on her social media account. The post is about saving the earth. She is sharing it with her friends.



Comic strip 3.4

b. Answer the questions based on the audio.

1. Who is reading a post on his/her social media account?

2. What is the post about?

3. Whose comments are relevant to Monita's statements?

4. Why does Pipit thank Galang?

Worksheet 3.9



Word Box

contribute: membantu

sort: memilah

throwing: membuang

keep on: konsisten

saving: menyelamatkan

teenagers: remaja

aware: menyadari

c. Complete the following chart. Write in the columns Know and Want before reading the text. Then, write in the columns Learn and How after reading the text.

Know	Want	Learn	How
What do you know about throwing trash?	What do you want to know more about throwing trash?	What do you learn from the text?	How are you going to find out more?
Your answer:	Your answer:	Your answer:	Your answer:

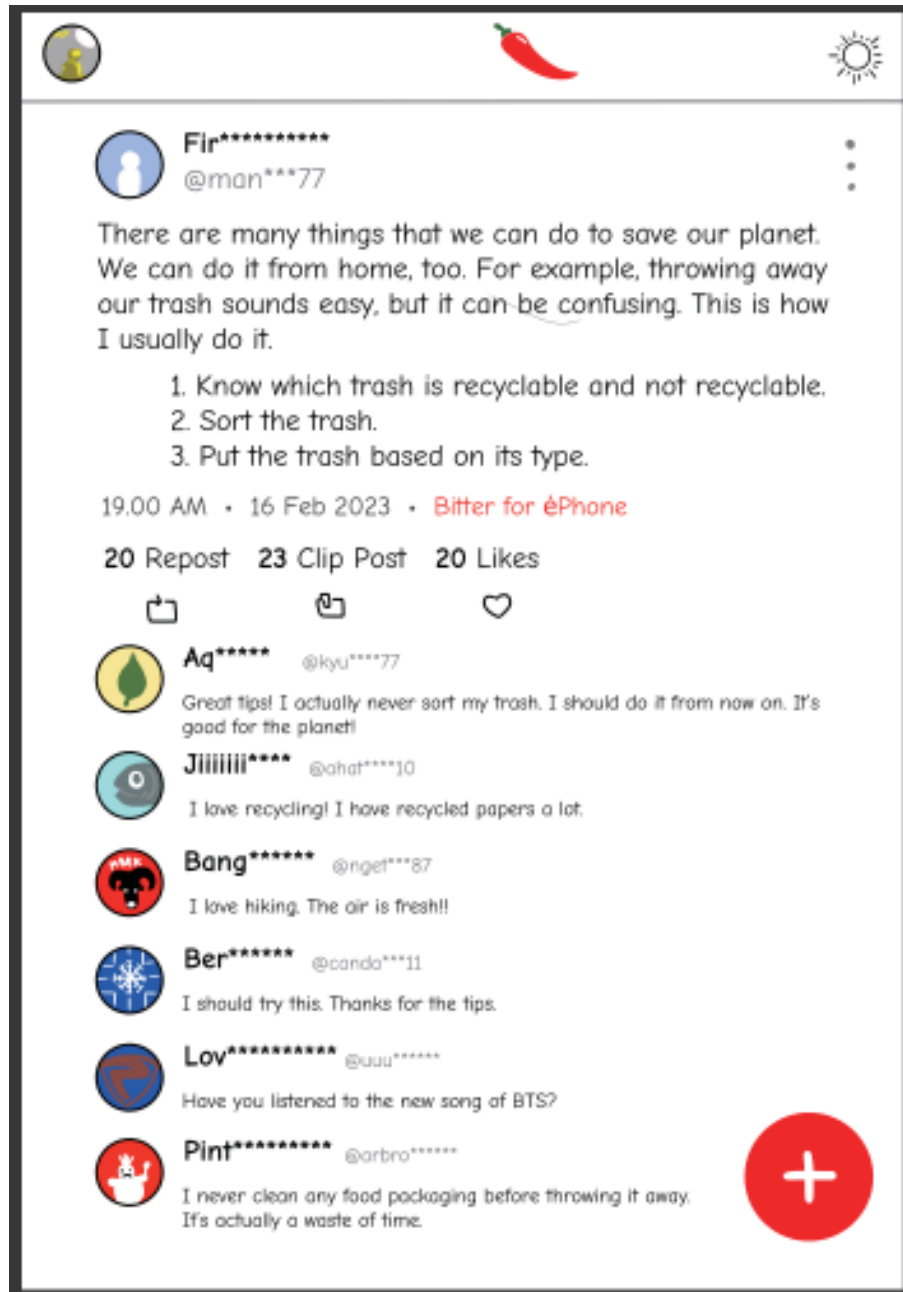
Worksheet 3.10



Section 3 - Reading

Unit 2. This is the way

a. Read the text below.



Picture 3.2. Features of social media

b. Answer the following questions.

1. What is the content about?

2. What does “sort the trash” mean?

3. What trash is recyclable?

4. Who will start to sort trash?

5. In your opinion, what makes some people like the post?

Worksheet 3.11



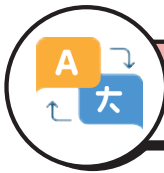
Word Box

sort: menyortir

hiking: mendaki

food packaging: kemasan makanan

recyclable: dapat didaur ulang



Section 4 - Language Focus

Unit 2. This is the way

When we want to comment on social media, we have to think carefully. There are several things to consider. Have a look at the following pictures.



1. Read and understand the content carefully.



2. Think about whether you have something necessary to offer about the content.



3. If you have, comment politely.



4. Don't use words that can offend others.

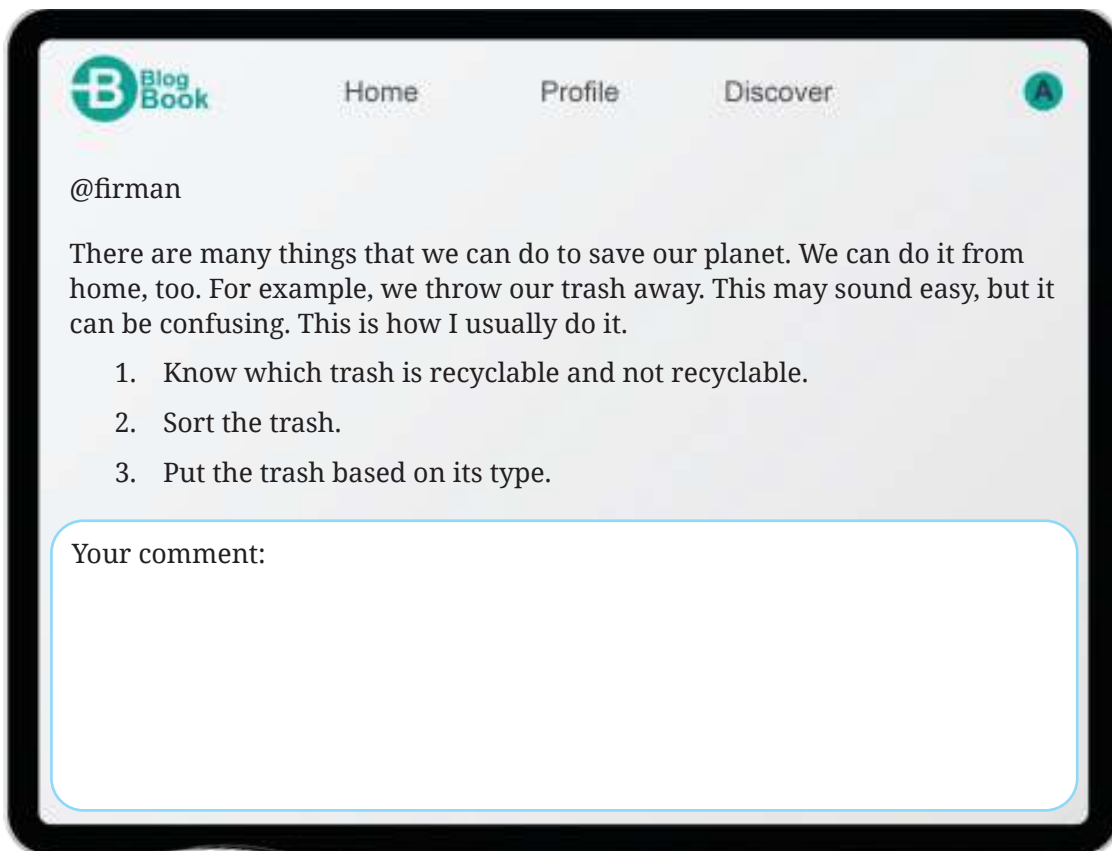


5. Avoid any quarrels in the comment section.

Picture 3.3. How to make appropriate comments

- a. Do you have other tips for giving comments on social media? Write your tips below.

b. Read the following post. Give your comments on it.



The screenshot shows a social media interface. At the top, there's a header with a logo 'B Blog Book' on the left, and navigation links 'Home', 'Profile', and 'Discover' in the center. On the right, there's a circular profile picture placeholder with the letter 'A'. Below the header, the post is from '@firman'. The text of the post reads: 'There are many things that we can do to save our planet. We can do it from home, too. For example, we throw our trash away. This may sound easy, but it can be confusing. This is how I usually do it.' Below the text is a numbered list with three items: '1. Know which trash is recyclable and not recyclable.', '2. Sort the trash.', and '3. Put the trash based on its type.' At the bottom of the post, there is a large, empty rectangular box with a light blue border and rounded corners, labeled 'Your comment:' on the left side.

Blog Book

Home Profile Discover

@firman

There are many things that we can do to save our planet. We can do it from home, too. For example, we throw our trash away. This may sound easy, but it can be confusing. This is how I usually do it.

1. Know which trash is recyclable and not recyclable.
2. Sort the trash.
3. Put the trash based on its type.

Your comment:

Worksheet 3.13

Did you know?

Online platforms are very dangerous. There are lots of problems on the internet such as online bullying and device addiction. As a student, it is good to engage yourself in the online world to collect new knowledge. However, you have to maintain the content you are viewing and posting online. Here are what you can do to be safe online:

1. Don't share your personal information such as your home address, phone number, and professional background.
2. Don't download anything from suspicious sites.
3. Don't post anything that might hurt anyone.
4. Don't immediately trust anyone you meet online.

Read more on <https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online>

(Adapted from: Bogor Botanical Gardens - Wikipedia)



Section 5 - Fun Time: What's the word?

Unit 2. This is the way

- Make a group of four.

- Make this table on your own paper.
- Then, make these alphabets in three colors (gray, green, and yellow) with your own color pencils.

Table 1.1 Possessive adjectives

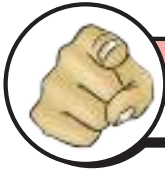
A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y				Z			

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y				Z			

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y				Z			

- Cut each of the letters.
- Choose one of the players as the word keeper.
- The word keeper chooses and writes a word of five letters in his/her notebook (other players are not allowed to know the word until they guess it at the end of the game).
- Other players take turns to guess the word by putting the gray letters on the first line of the sheet.
- The word keeper changes the letter based on the rules below:
 - If other players guess the letter right but in the wrong position, the word keeper changes the gray letter with yellow letter.
 - If other players guess the letter right and in the right position, the word keeper changes the gray or yellow letter with green letter.
- Remember, your group only has 6 attempts to guess the correct word. You win the game if you can guess the word correctly by changing all gray letters into green letters. You lose the game if you cannot guess the word correctly in your 6th attempt.

source: <https://www.thebestideasforkids.com/wordle-for-kids/>
 You can play this game more in this site <https://wordleplay.com>



Section 6 - Your Turn: Reading

Unit 2. This is the way

a. Read the text below.

@in22day

Hello friends. I have so many old books in my room. I no longer read them. What should I do with these books?

Comments:

@shakila commented

: Do you like watching movies? I have some recommendations for you.

@agungibr commented

: Hi! You can make a mini library in your house. First, sort your books based on their types. Then, prepare a mini bookshelf. You can make it from cardboard boxes. Last, keep your books on the shelf orderly based on their types. Now, everyone can read them any time.

@putrihijau commented

: I like books too but I like my phone more!! :D

@titalesta commented

: Hi there! I am from the Bina Karya orphanage. The orphanage accepts old book donations. First fill in the form in the link www.binakaryadonation.com. Then, send the books to our address. The address is provided in the link. Lastly, you will receive an email once the books arrive. Let's help the kids reach their dreams by learning from your donated books.

@zalvafsp commented

: Make money from them! You can sell them. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer the books to the book collectors in Palasari Market. You can buy new books by selling your old ones.



Word Box

cover: lapis
prepare: siapkan
provided: disediakan
receive: menerima

bookshelf: rak buku

orderly: sesuai urutan
no longer: tidak lagi

b. Based on the text, answer the following questions.

1. What is the main problem of the sender's post?

2. How many people give their ideas to the problem?

3. Which idea needs equipment to store the old books?

4. What is the first step when you donate books to the Bina Karya orphanage?

5. How can old books make money?

6. Which comments are not related to the content?

7. Which idea do you recommend to a content sender?

Worksheet 3.14

c. If you have old book that you do not use any longer, what do you do with them?

Worksheet 3.15



Section 7 - Enrichment

Unit 2. This is the way

Write a comment for the post in Section 6.

The screenshot shows a web interface for 'Blog Book'. At the top, there is a navigation bar with the 'Blog Book' logo on the left and three links: 'Home', 'Profile', and 'Discover'. On the far right of the navigation bar is a circular profile icon containing the letter 'A'. Below the navigation bar, there is a comment form. The form consists of two main input areas. The first is a text box labeled 'username:' with a light blue border. The second is a larger text box labeled 'comment:' with a light blue border. The entire form is set against a light gray background within a rounded rectangular frame.

Worksheet 3.16

Unit 3. Act Now

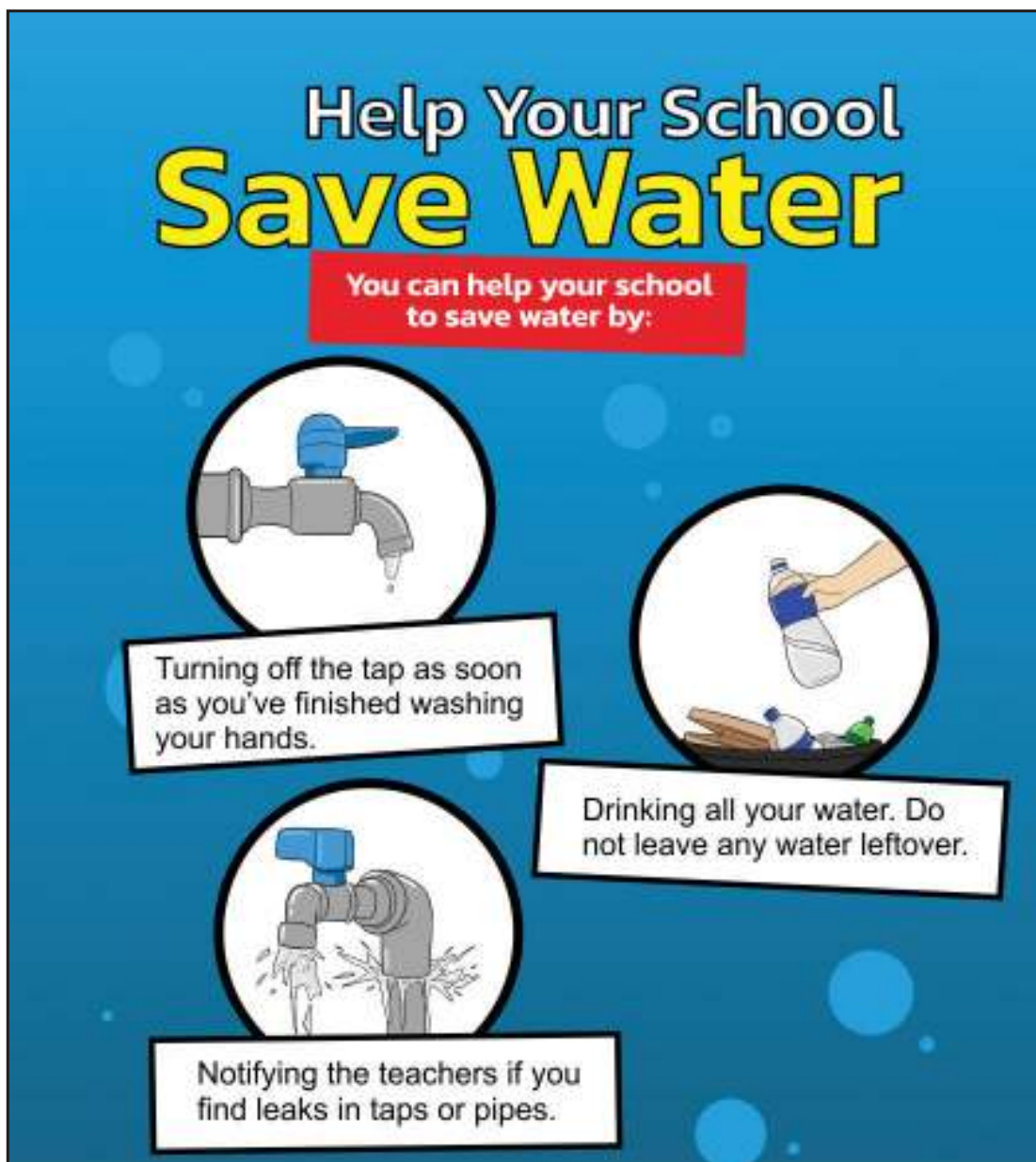




Section 1 - Say What You Know

Unit 3. Act now

Read the posters about saving water and donating old books.



Picture 3.4. Poster about saving water

Let's donate old books

Do you want to help save the environment?
Start by donating your old books!

Bonus:



1.



Find a library that
needs donations.

2.



Identify the types
of the books that the
library needs.

3.



If your old books match
the needs, contact the
library office.

4.



Send the books
to the library.

Picture 3.5. Posters about saving water and donating old books

What are the posters about? What are your reactions towards the posters?

	About	Reactions
Poster 1		
Poster 2		

Worksheet 3.17





Section 2 - Reading

Unit 3. Act now

Read the poster about washing hands.

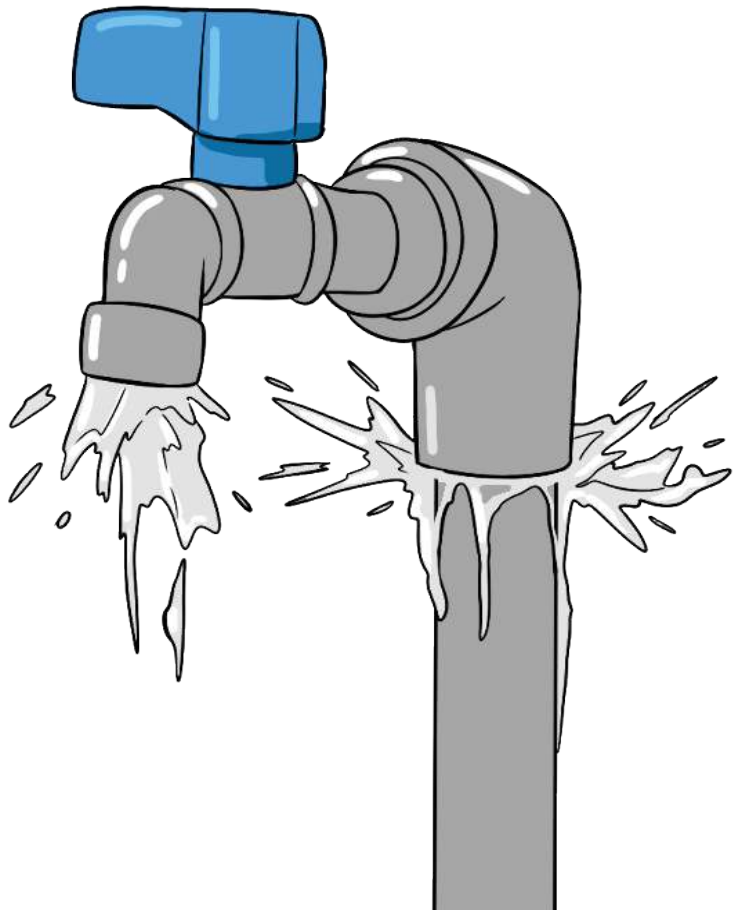


Picture 3.6. Poster about washing hands

Based on the poster, answer the following questions.

1. What is the poster about?
2. What is the purpose of the poster?
3. Where do you usually find the poster?
4. Who are the target audience of the poster?
5. Based on the poster, what should we do before applying the hand soap?
6. Do you like the poster?
7. Do you think people will be interested in the poster? Why? Why not?

Worksheet 3.18

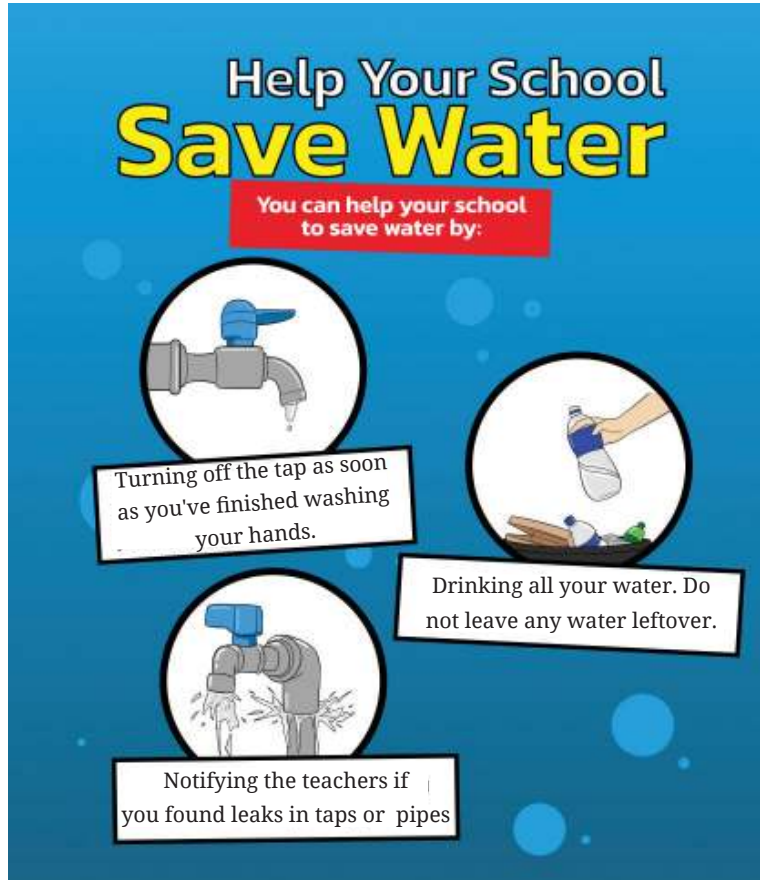




Section 3 - Viewing

Unit 3. Act now

- a. Read the poster from Picture 3.4.

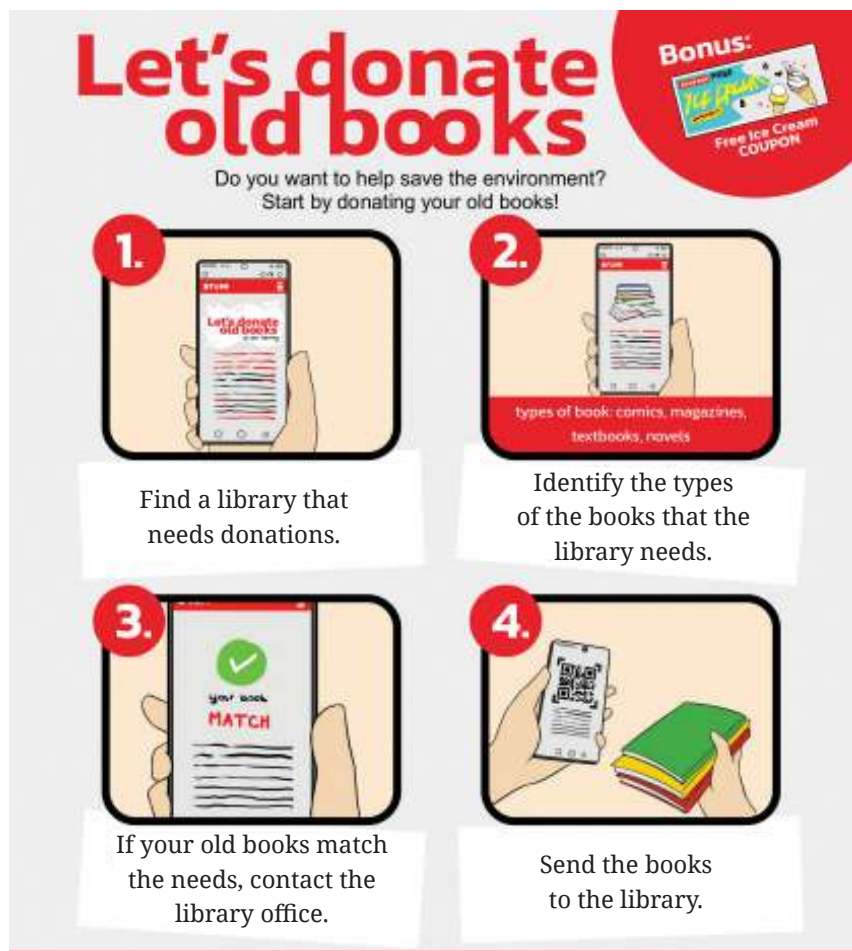


- b. Read the elements of the poster.
The poster above gives instructions to the audience. It pays attention to the goal and steps. Identify the goal and the steps in the poster.

Goal	
Steps	

Worksheet 3.19

- c. Read the poster from Picture 3.5.



- d. Complete the elements of the posters.

Goal	
Steps	

Worksheet 3.20

- e. Will you follow the instructions to wash your hand as stated in the poster? Why?



Section 4 - Language Focus

Unit 3. Act now

Posters are made to engage the audience with the information they share. To make our posters engaging, we can use attractive colors and illustrations.



Word Box



calm: tenang
cold: dingin
friendly: ramah
harmonious: berharmoni
peaceful: damai
quiet: tenang
sad: sedih
sharp: tajam
serious: serius
striking: menyolok
smoother: lebih halus
warm: hangat

come forward: maju ke depan
look larger: terlihat lebih besar
move backward: mundur ke belakang

How to Make a Poster

1. Get a topic for your poster.
2. Think about the purpose for making the poster.
3. Choose the target audience for the poster.
4. Discuss the information and the illustration you want to put on your poster.
5. Choose and combine colors for your poster. See the explanation below for color combination.

Table 3.4. Colors for poster

Colors	Effect
High-keyed colors (pastel colors)	<ul style="list-style-type: none"> • Quiet • Peaceful • Friendly
Low-keyed colors (dark colors)	<ul style="list-style-type: none"> • Cold • Sad • Serious
Warm colors consist of some colors ranging from yellow to reddish violet.	<ul style="list-style-type: none"> • Come forward • Look larger • Suitable for the foreground elements.
Cool colors range from violet to yellowish green. 	<ul style="list-style-type: none"> • Move backward • Look smaller • Suitable for the background elements.
Color combination	
Analogous color You can combine colors that are next to each other on the color wheels. For example, you can combine sky blue, green, and yellowish green. 	<ul style="list-style-type: none"> • Warm • Calm • Harmonious

Complementary color

You can combine colors that are opposite of each other on the color wheels. For example, you can combine yellow and violet.



- Striking

Split complementary color

You can combine a color with two colors next to that color's complementary. For example, you can combine green with reddish violet and reddish orange.






- Sharp
- Smoother than complementary color.

Source: (https://en.wikiversity.org/wiki/Instructional_design/Color_Selection_for_Message_Design/Unit3_Definition)

6. Choose a template for your poster.
7. Make some illustrations. The illustrations must make clear what you want to say in your poster. Here are several illustration examples you can consider.

Table 3.5 Illustrations for poster

No	Illustration	Description
1		<p>"Turn on the faucet and wet your hands"</p> <p>Search for the main idea of what you want to say and picture it in the illustration.</p>
2		<p>"Apply hand soap"</p> <p>Make sure that the illustrations are not too much and give enough idea of what you want to say.</p>
3		<p>"Rub your hands together"</p> <p>Don't forget to pay attention to every new detail of your illustrations so that it can represent your sentence well.</p>

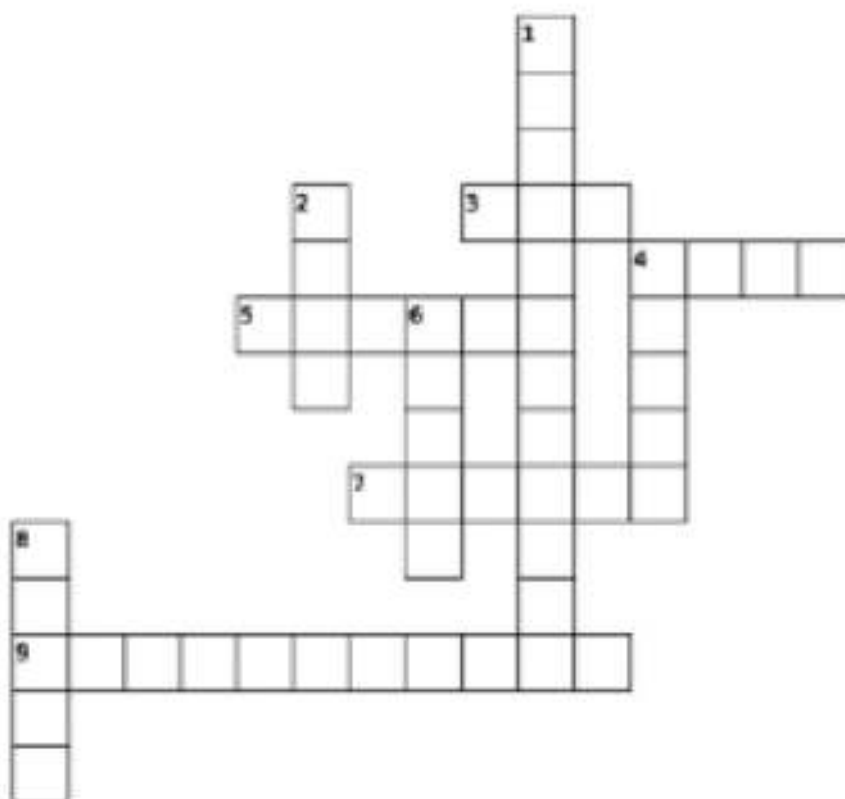
8. Design your own poster.



Section 5 - Fun Time

Unit 3. Act now

Fill in the the squares with words you found based on the clues.



Across	Down
3. something we do after using soap	1. an aspect that represents what you want to say in the poster
4. something we do to our hands before eating	2. the first element of a poster
5. the thing that runs water	4. Something to wash our hands from soap
7. something we put on the wall and contains information	6. an aspect that creates effects on your poster
9. the place we need to save	8. the second element of a poster