

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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Chapter 4: No Littering



4

Chapter 4 No Littering

Unit 1. Did It Rain Last Night?

Unit 2. What Happened to the Sea Animals?

Unit 3. You Can Help



Learning objectives

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

1. talk about past incidents or events;
2. make questions for a short interview about past incidents or events;
3. identify the main idea and detailed information on a series of past incidents or events;
4. write a series of past events.

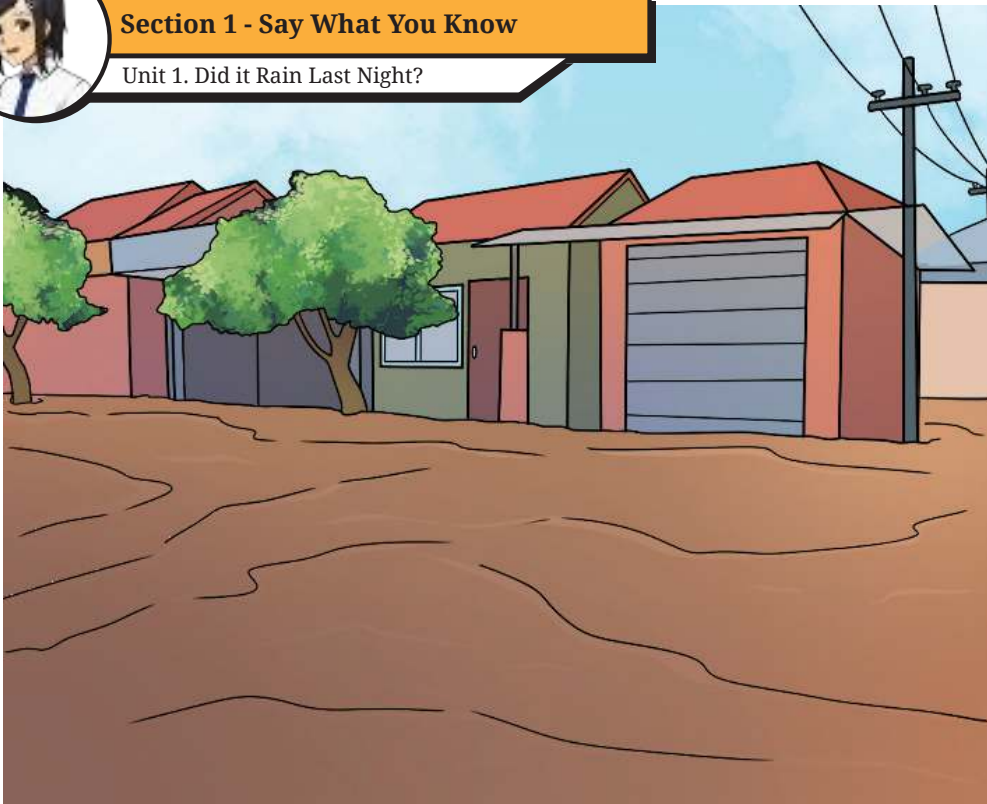
Unit 1. Did it Rain Last Night?





Section 1 - Say What You Know

Unit 1. Did it Rain Last Night?



Picture 4.1 Flood



Picture 4.2. Past Incidences

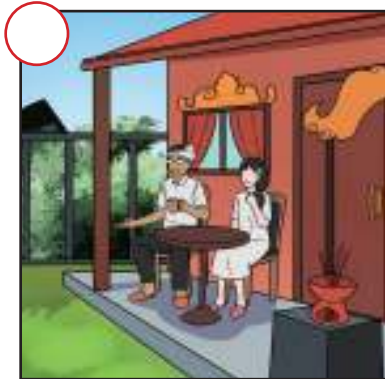
1. Look at Picture 4.2. What happened in each picture? You may use Indonesian.
2. What kind of trash do you see in the pictures?
3. Where do you think the trash will end up? Will it be going to the ocean?
4. Can this trash cause a flood?



Section 2 - Listening

Unit 1. Did it Rain Last Night?

- a. What would you like doing on a Sunday afternoon? Rank the following pictures with number 6 as your least favorite activity and number 1 as your most favorite activity.



Worksheet 4.1

- b. Listen to Audio 4.1. Galang and his family are on a bridge enjoying the view of Sungai Lestari on a Sunday afternoon. Complete the sentences with the Past Tense form of the verbs. See the **Word Box**.

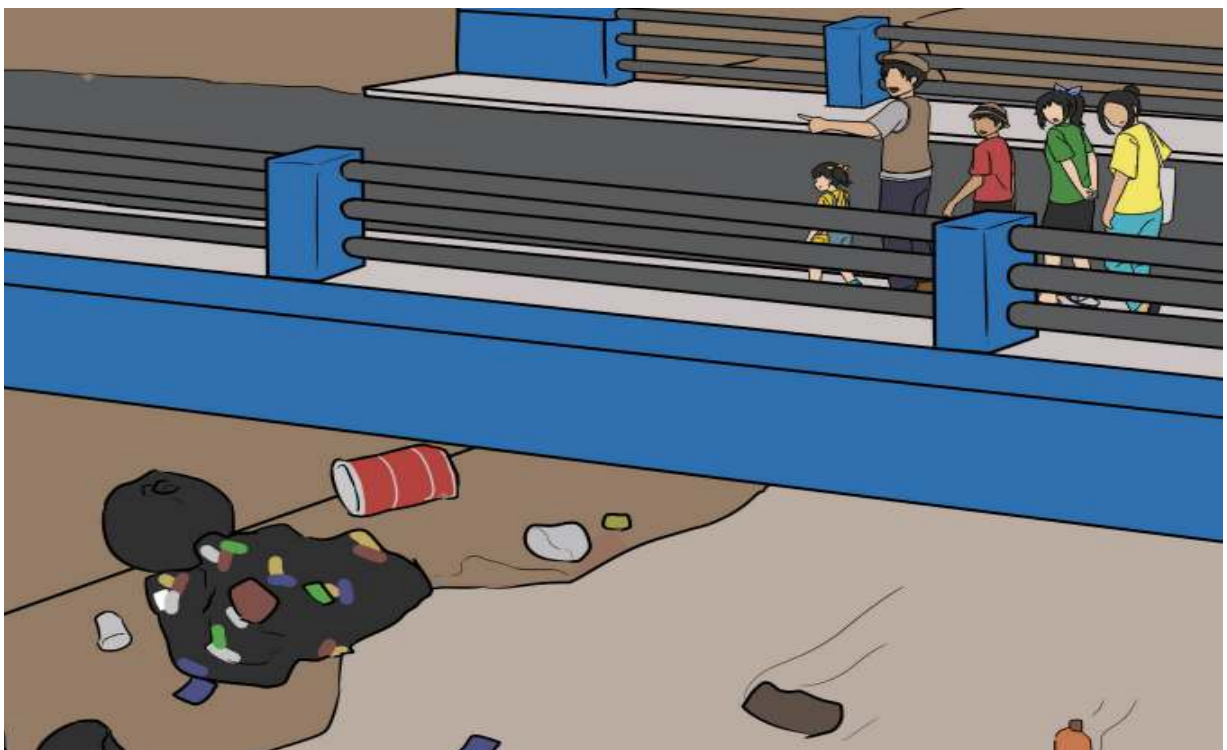


Word Box

decay: membusuk
throw into: membuang
litter: mengotori/membuang sampah sembarangan

flood: banjir
problem: pemasalahan
river: sungai
trash: sampah

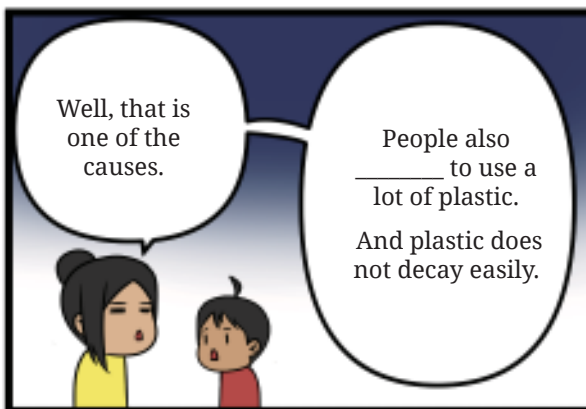
nearby town: kota terdekat
one of the causes: salah satu penyebab
back then: dahulu



Picture 4.3 Plastic waste in the river

Part 1 At Sungai Lestari





Part 1 At Sungai Lestari

Galang: Mom, what's the name of this river?

Posma: It's Sungai Lestari.

Pak Rahmansyah: When I _____ your age, I often _____ down to this river.

Galang: But, it does not look very clean. Was the river this dirty back then?
Did you swim in the river?

Pak Rahmansyah: I did! The river _____ quite clean back then.

Galang: Were there many children in the river?

Pak Rahmansyah: A lot of kids _____ and _____ in the river.

Galang: How did it become so dirty like this? Did people throw their trash into this river?

Bu Posma: Well, that is one of the causes. People also _____ to use a lot of plastic. And plastic does not decay easily.

Pak Rahmansyah: Plastic trash _____ to litter a lot of places. It _____ this river dirty.

Bu Posma: The plastic trash also _____ many other problems, like the flood in a nearby town a couple of days ago.

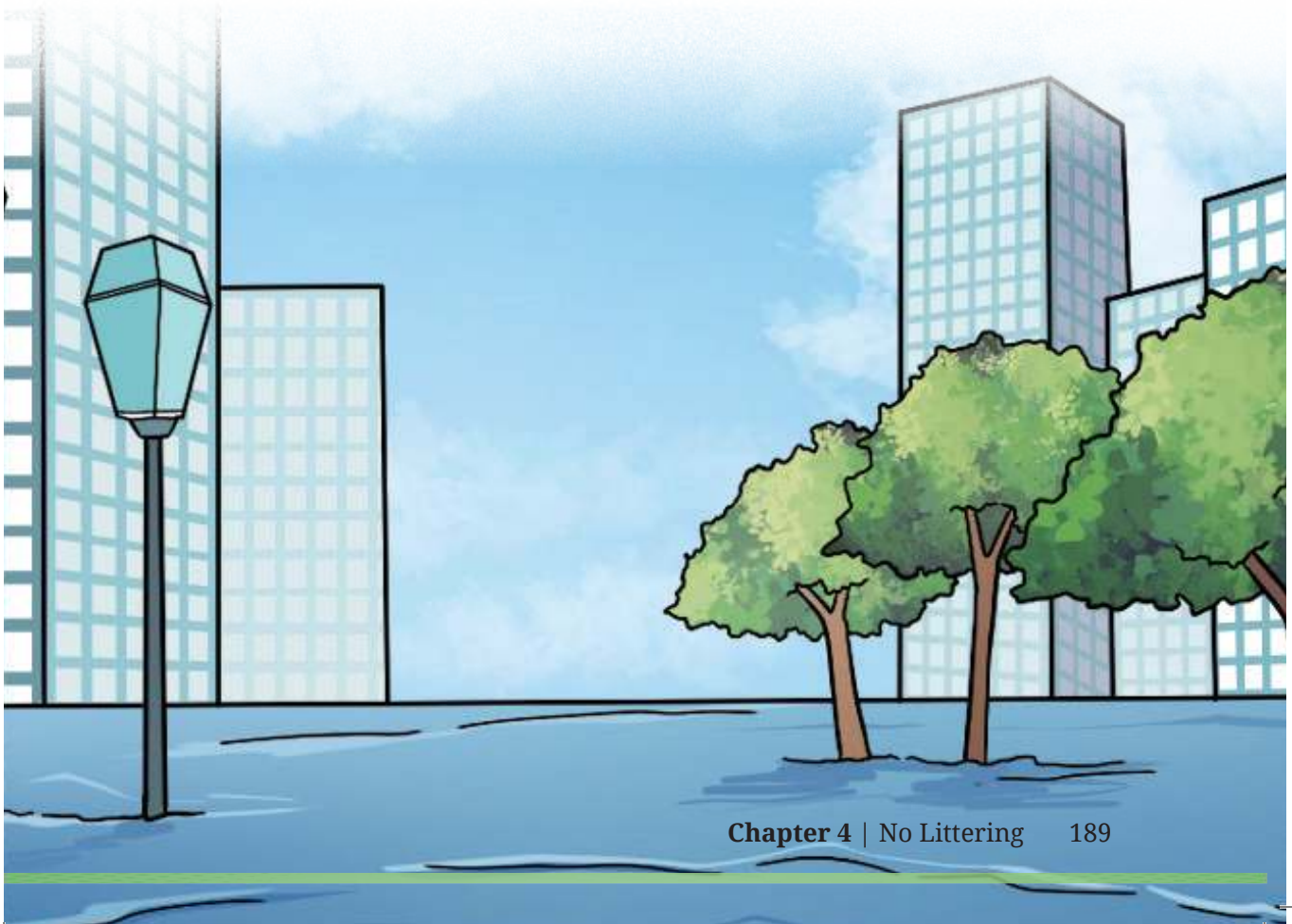
Worksheet 4.2

c. Read the dialogue. Choose the correct answer.

1. When did Pak Rahmansyah like to come down to Sungai Lestari? When he
 - a. was a small boy
 - b. had time
 - c. came home
2. Who used to swim in Sungai Lestari? It was Galang's ...
 - a. best friend.
 - b. Galang's sisters.
 - c. Galang's father.

3. Why were there a lot of children swimming in the river?
 - a. There was no swimming pool.
 - b. Their parents used to swim there.
 - c. The river was clean.
4. What happened to the river?
 - a. It became dirty.
 - b. Nothing happened.
 - c. It became clean.
5. Why is there a lot of plastic trash in the river? Because plastic ...
 - a. is everywhere in Galang's hometown.
 - b. decays easily.
 - c. does not decay easily.

Worksheet 4.3





Section 3 - Listening

Unit 1. Did it Rain Last Night?

- a. Before listening to Audio 4.2, guess what happened during the flood by circling one of the pictures below. You can work with your classmate.



Some children played in the rain happily during the flood.



Firefighters and soldiers worked together to rescue the people.



The rescuers took all the trash out of the gutters.



Some houses were almost under water.



The rescuers put the elderly and young children on rubber boats.

- b. Listen to Audio 4.2. Galang and his family were walking home after enjoying the view of Sungai Lestari. Check your predictions.
- c. Listen again to Audio 4.2 and complete the sentences in the next page. See the **Word Box**.



Word Box

drain: mengering

rain heavily: hujan deras

elderly people: orang tua

firefighters: petugas pemadam kebakaran

gutters: selokan/ parit

rainwater: air hujan

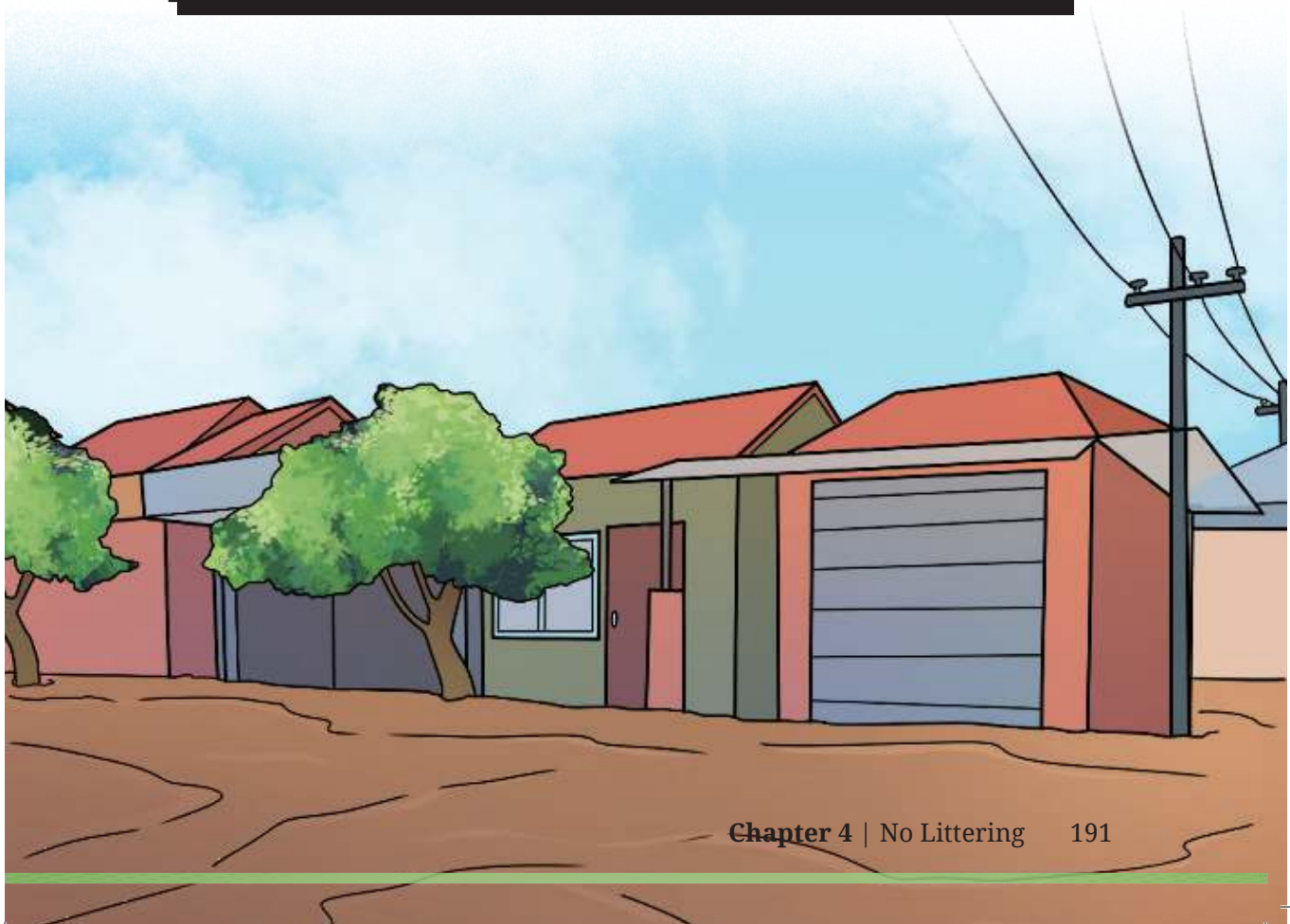
rubber boat: perahu karet

soldiers: tentara

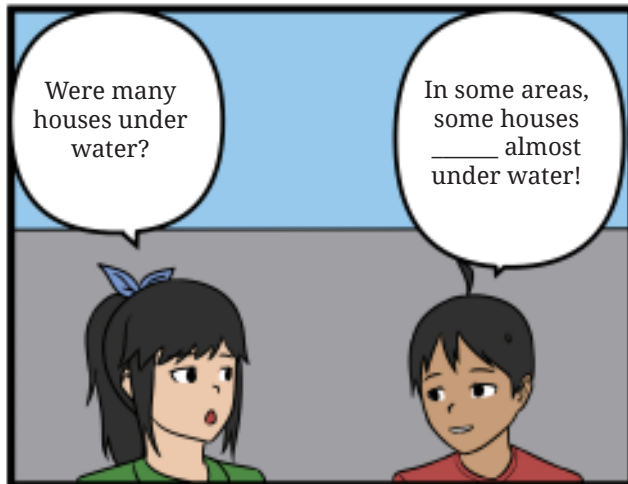
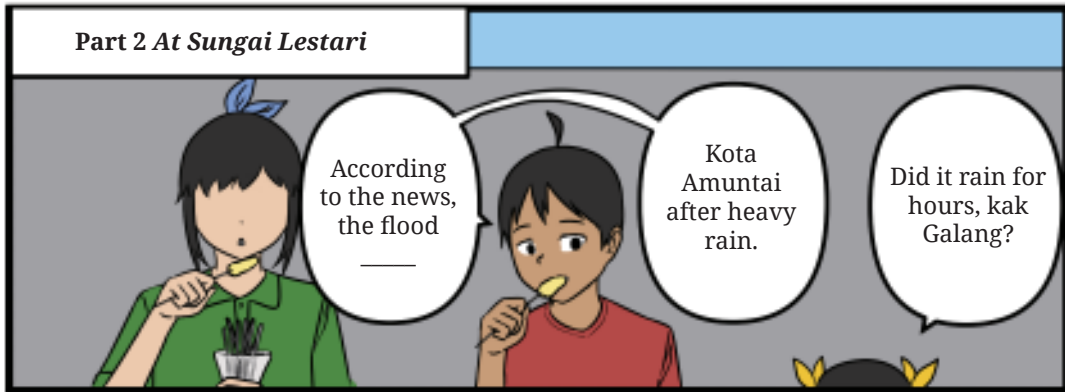
clogged: tersumbat

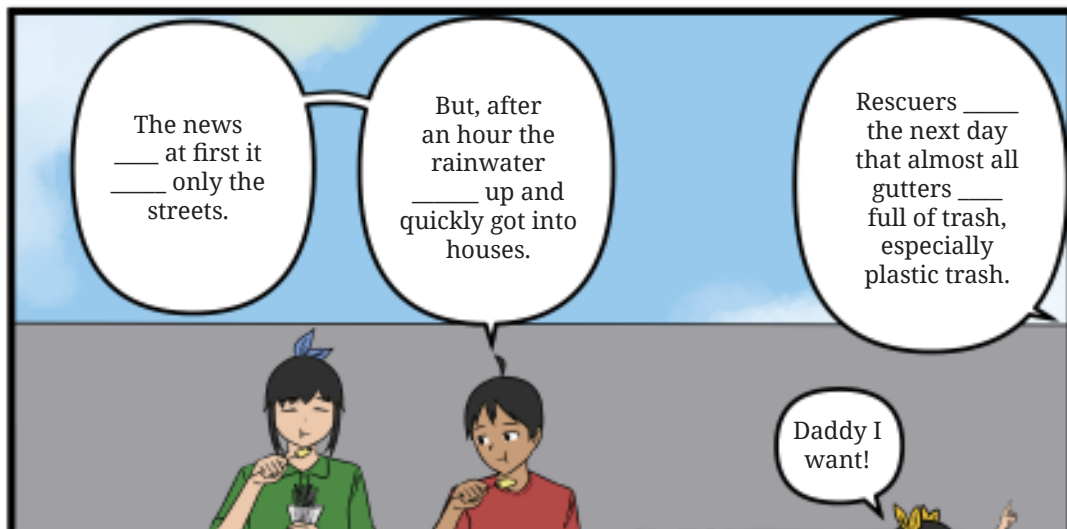
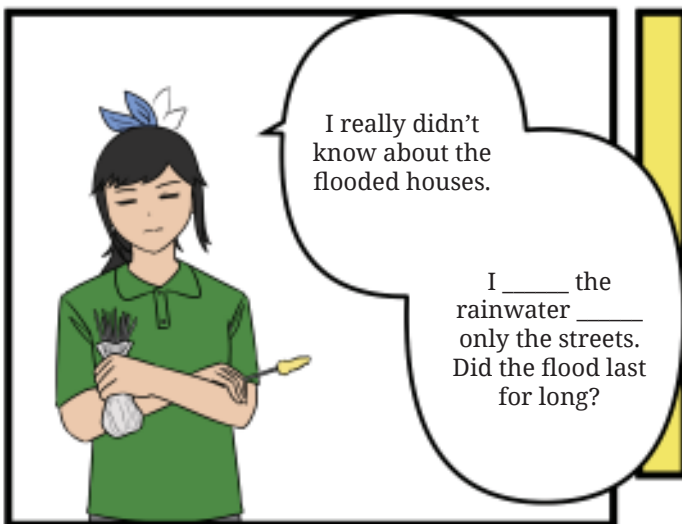
under water: terendam air

according to: menurut



Part 2 At Sungai Lestari





Part 2 At Sungai Lestari

Galang: According to the news, the flood ____ Kota Amuntai after a heavy rain.

Ara : Did it rain for hours, kak Galang?

Galang: It ____ heavily for almost two hours.

Sinta: Were many houses under water?

Galang: In some areas, some houses ____ almost under water!

Sinta: Were the people there safe?

Galang: The news ____ firefighters and soldiers working together to rescue the people there. They ____ elderly people and young children on rubber boats.

Ara : Oh, poor them!

Sinta: I really didn't know about the flooded houses. I ____ the rainwater ____ only the streets. Did the flood last for long?

Galang: The news ____ at first it ____ only the streets. But, after an hour the rainwater ____ up and quickly got into houses.

Pak Rahmansyah: Rescuers ____ the next day that almost all gutters ____ full of trash, especially plastic trash. The gutters got clogged and made the rainwater drain very slowly.

Bu Posma: That's why you must always throw your trash into the bin!

Worksheet 4.5

Did you know?



Picture 4.4 Plastic waste in the sidewalk



Picture 4.5 Recycling

1. 50% of all plastic is used only for just minutes and then thrown away.
2. Annually, approximately 500 billion plastic bags are used worldwide. More than one million bags are used every minute.
3. Less than 9% of all plastic gets recycled.

(Source: <https://plasticoceans.org/the-facts/>)



Section 4 - Language Focus

Unit 1. Did it Rain Last Night?

a. Asking for Details of a Past Incident with Interrogative Questions

Before we can talk about a past incident, we must know details of the incident. We can collect the details by asking questions.. We can ask Interrogative (Yes/No) or Wh- questions. In this unit, we will focus on the Interrogative (Yes/No) questions.

One way to ask the 'Yes/No' questions is to use the auxiliary verb 'Did'. The auxiliary is followed by a subject and the base form of the main verb. The other way to ask the 'Yes/No' questions is by using past tense to be: 'was' and 'were', when there is no main verb in the questions. We use 'was' for 'He, She, It and I', while 'were' for 'They, We and You'.

Look at the examples in the following table. They are taken from the dialogue in Audio 4.1.

Table 4.1 Yes or no questions for past incidents

No	'Yes/No' Questions with 'Did'	'Yes/No' Questions with 'was/ were'
1.	<i>Did you <u>swim</u> in the river?</i>	<i>Was the river this dirty back then?</i>
2.	<i>Did people <u>throw</u> their trash into this river?</i>	<i>Were there many children in the river?</i>
In these examples, the auxiliary verb 'did' is used because there are the main verbs ' <u>swim</u> ' and ' <u>throw</u> '.		In these examples, the past tense 'to be' 'was' and 'were' function as the main verb. ' The river ' represents ' It ', and ' many children ' represents ' They '

b. Find the other 'Yes/No' questions from the second part of the dialogue. Group the questions in the following table.

No	'Yes/No' Questions with 'Did'	'Yes/No' Questions with 'was/ were'
1.		
2.		
3.		
4.		

Worksheet 4.6

- c. What happened last weekend? Make 'Yes/No' questions with the Simple Past tense. Use 'Did' for numbers 1 to 5, and use 'Was' or 'Were' for numbers 6 to 10.

1. you/ stay home

_____?

2. you/ help/ parents/ at home

_____?

3. you/ play/ games

_____?

4. you/ clean/ bedroom

_____?

5. you/ go out with friends

_____?

6. your best friend/ with you

_____?

7. there/ many people in your house

_____?

8. Your brothers or sisters/ at home

_____?

9. they/ nice to you?

_____?

10. you/ happy?

_____?

Worksheet 4.7

- d. After you have finished, ask a classmate the questions and take



Section 5 - Fun Time: Cross The River

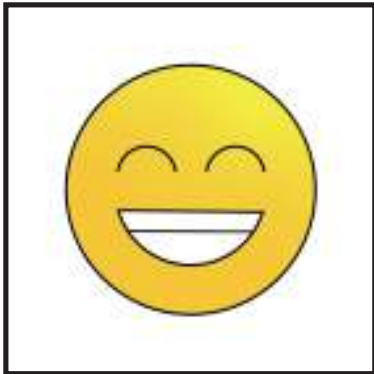
Unit 1. Did it Rain Last Night?

- a. Who crossed the river first? Ask a classmate or your teacher a question related to the flashcard picture.
- b. Follow the instructions.
 1. Three students compete in this game.
 2. Place three sets of flashcards (around 9) on the floor in a winding manner.
 3. Each card represents a stepping stone in a river.
 4. Each card represents a picture.
 5. To step on each stone, you must ask a 'Yes/No' question with 'Did' or past tense 'to be' correctly.

E.g. - Did it rain last night? (Flashcard picture shows rainfall)

 - Were there many children in the river? (Flashcard picture shows children playing and swimming in the river)
 6. The first one who asks the question correctly steps on the stone.
 7. Three cards are in red, meaning you answer the question that your teacher asks based on the picture.
 8. The first person to cross the river, wins!

9. Here are the flashcards:



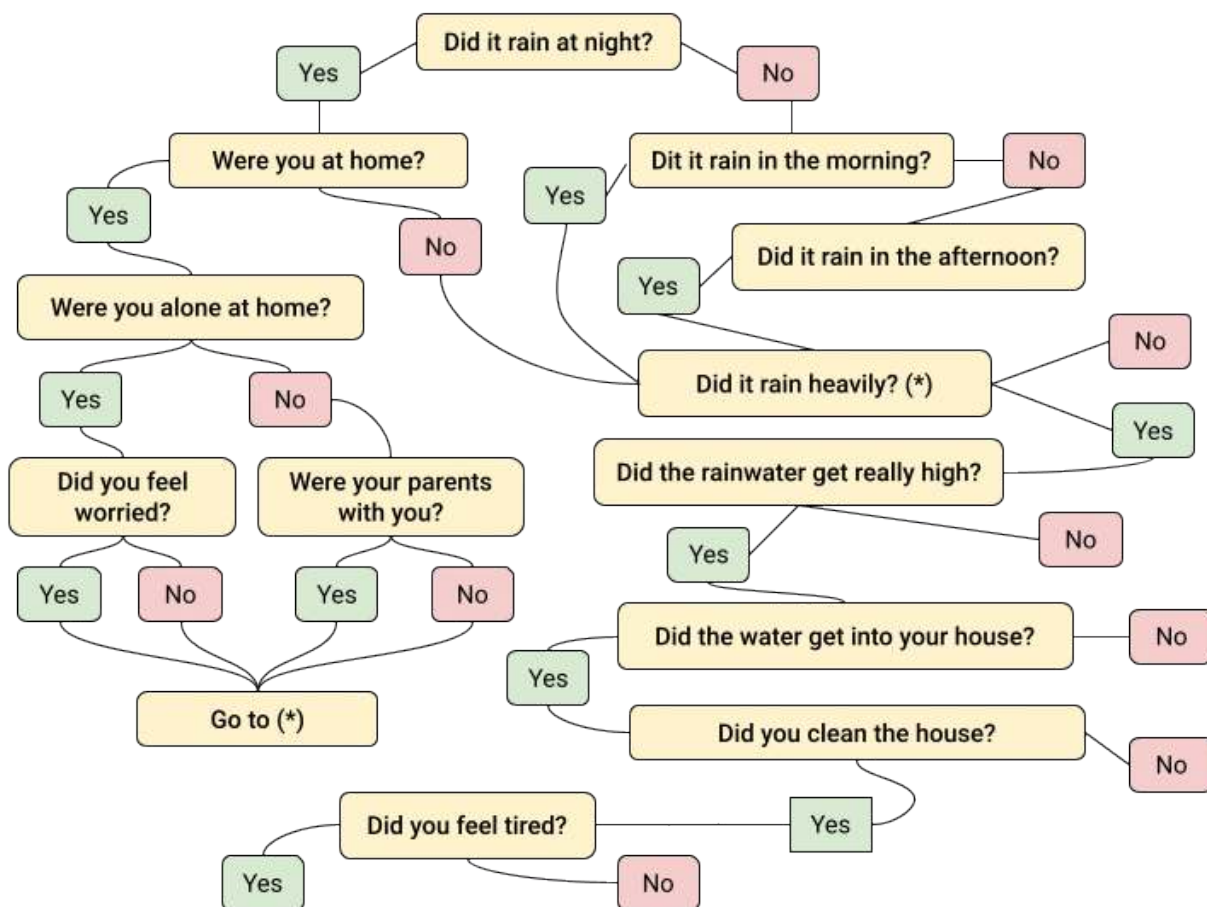


Section 6 - Your Turn: Speaking

Unit 1. Did it Rain Last Night?

Interview a classmate.

- Create up to 10 'Yes/No' questions to ask questions about details of a classmate's past incident in a rainy season. You may use 'Yes/No' Questions with 'Did' and 'Yes/No' Questions with 'was/were'.
- Use the flowchart when asking your classmate.



- c. Retell your classmate's past incident to your class. Use the following note to speak about the incident and its details. The note is only to guide you. You may use it or make changes.

1. (Insert your classmate's name)'s Unforgettable Incident
2. An unfortunate incident happened to (insert your friend's name).
3. Mention when it happened and who she/he was with.
4. Mention how your friend felt and what really happened.
5. Mention what happened next and what your friend did.
6. Give your comment about the flooding incident (optional)

- d. Take turns. Now your classmate interviews you and will recount an incident that happened to you. Follow the same procedure.





Section 7 - Enrichment

Unit 1. Did it Rain Last Night?



Picture 4.6 Unfortunate Incidents

- Find a picture (or some related pictures) of a rather unfortunate incident. The incident can be about a blackout that happened in a whole city or about water that stopped running.
- You can find the pictures of the incident in an online newspaper.
- Use the pictures to recount the incident to your class.

Worksheet 4.8

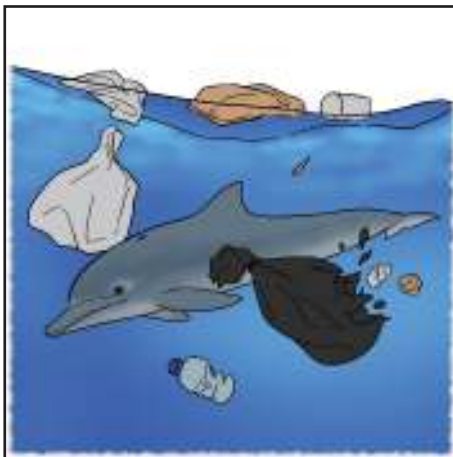
Unit 2. What Happened to the Sea Animals?





Section 1 - Say What You Know

Unit 2. What Happened to the Sea Animals?



- Dolphin
- Sea lions
- Sea turtle

Picture 4.7 Animals and waste

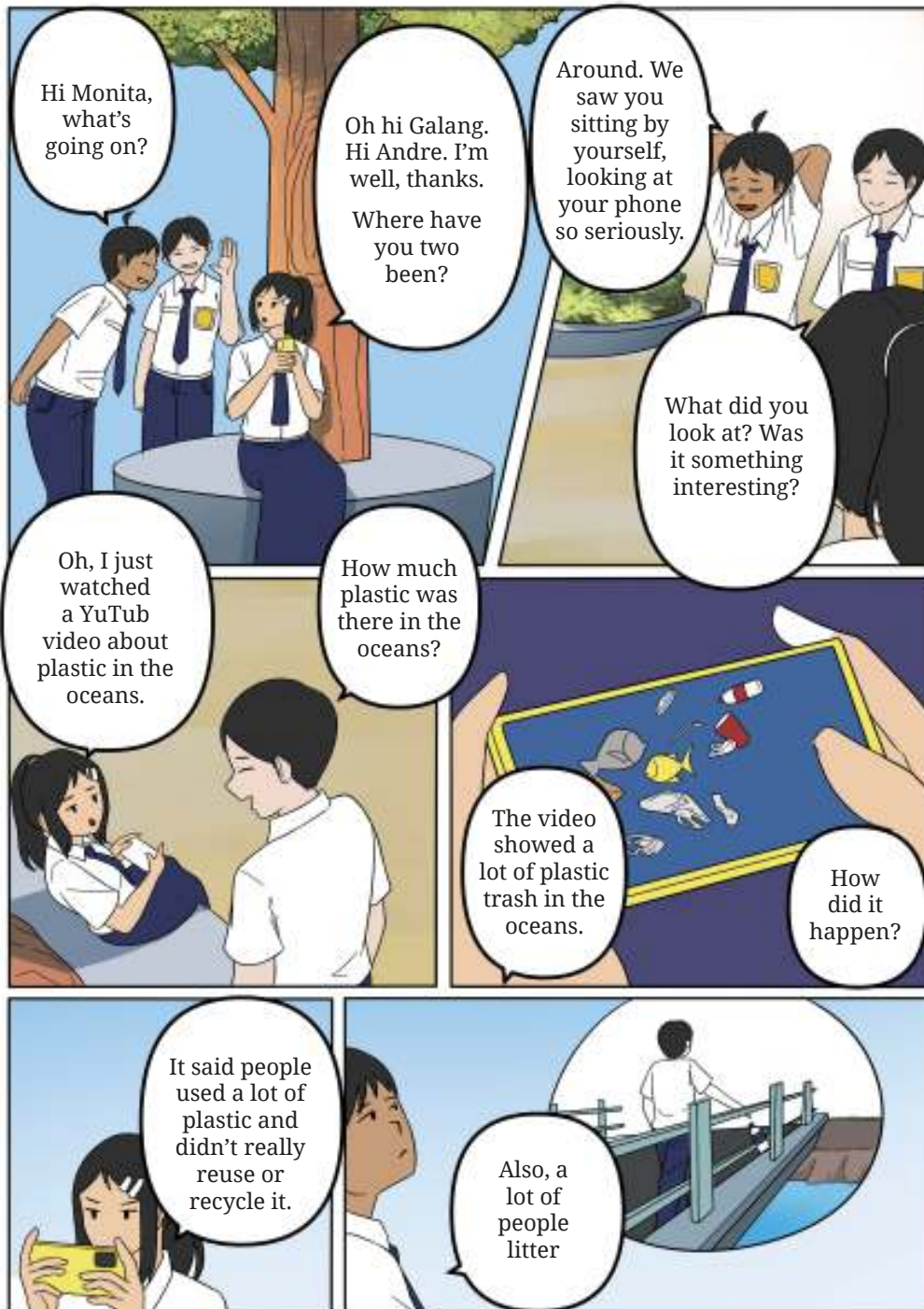
1. Look at the pictures in Picture 4.7. Draw a line to match the sea animals in the pictures with their names.
2. What happened to the sea animals in the pictures?
3. How do you think it happened? You may use Indonesian.

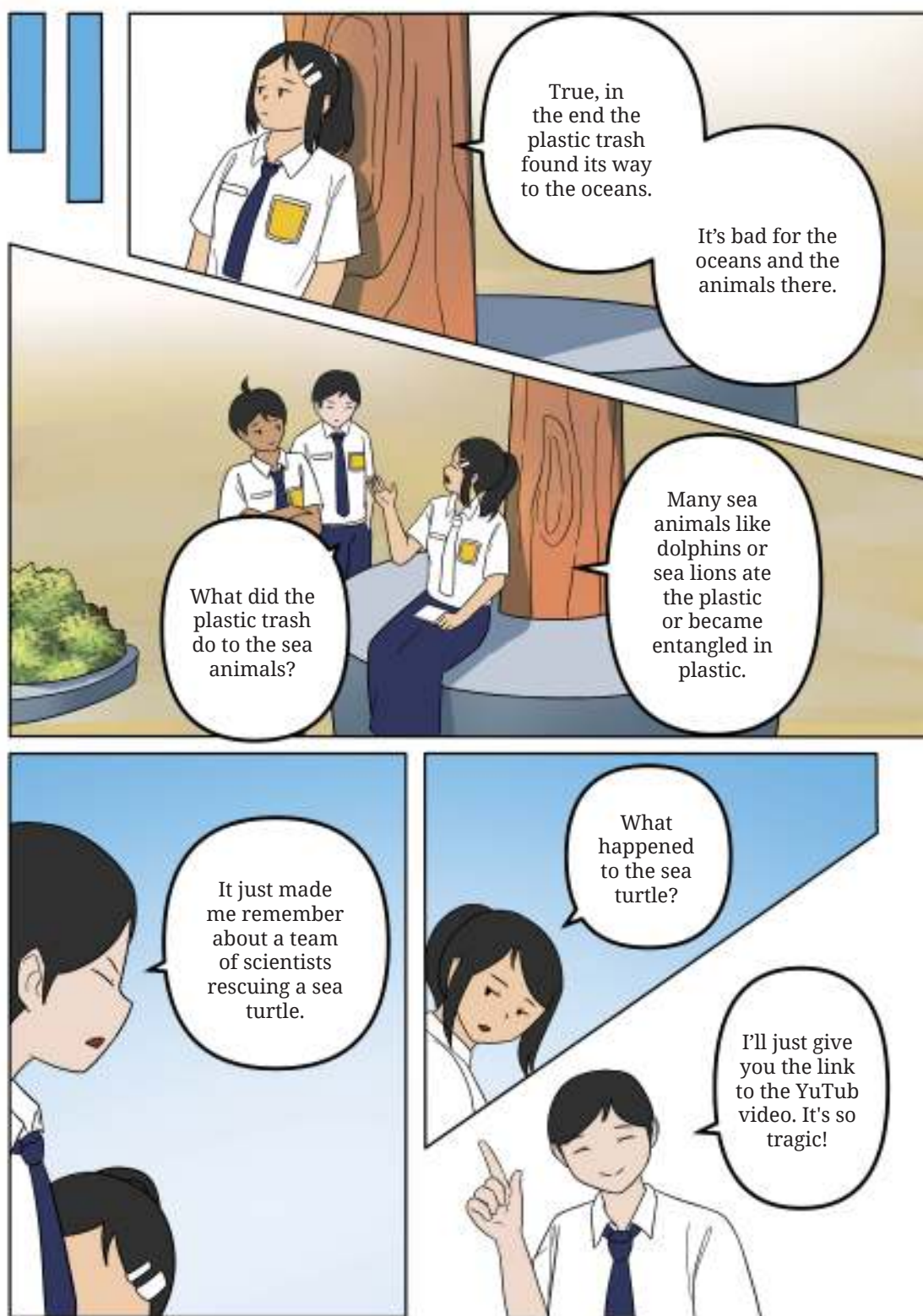


Section 2 - Reading

Unit 2. What Happened to the Sea Animals?

a. Read the following dialogue between Andre, Monita, and Galang.





Comic Strip 4.1

- b. Complete the following table based on the previous dialogue between Andre, Monita, and Galang.



Picture 4.8 Galang and his friends

No	What did the person say/ask?	Who said/asked that?
1.	The person said there was a lot of plastic trash in the oceans according to a video on YuTub.	
2.	The person asked how the oceans contained a lot of plastic trash.	
3.	The person said that many people threw plastic trash anywhere.	
4.	The person said plastic trash in the oceans was a danger to sea animals.	
5.	The person asked a question about an incident that happened to a sea turtle.	

Worksheet 4.9

- c. Can you tell the types of plastic items that troubled the sea turtles in the following pictures? You may use Indonesian.



Picture 4.9 Plastic items that troubled the sea turtles

- d. Circle one of the pictures that shows what happened to the turtle in the YouTube video.



Section 3 - Reading

Unit 2. What Happened to the Sea Animals?

- a. Look at Picture 4.10 and answer the questions. You may use Indonesian.



Picture 4.10 No more plastic

1. Why did both turtles look sad?
 2. Why did one turtle bring a sign 'No More Plastic'?
- b. Read a story of scientists rescuing the sea turtle. See the **Word Box**.



Word Box

bleed (base form)/bleeding (present participle form): berdarah
extract (base form)/extracted (past form): menarik, mencabut
notice (base form)/noticed (past form): melihat
record (base form)/recorded (past form): merekam

nostril: lubang hidung
parasite: parasit
plastic straw: sedotan plastik
pliers: tang

attached: melekat
brownish: kecoklatan

A team of scientists from Texas University helped an injured sea turtle when they sailed in the ocean near Costa Rica.

The scientists were collecting data on sea turtles when they saw the injured turtle. They noticed something in the nose of the turtle when it was swimming near their boat. But, they initially thought it was only a worm.

The scientists were curious. They caught the turtle to examine the object in the turtle's nose. They wanted to make sure it was not a dangerous parasite. They extracted a couple of centimeters of the object with pliers. The object came out. It was wrinkled and brownish.

It was a plastic drinking straw!

The scientists removed the object immediately because they were far away in the ocean. They spent almost ten minutes pulling it from the nostril of a sea turtle. With great difficulty, they succeeded in pulling the straw out of the turtle's nostril. The nostril was bleeding, but the turtle was safe.

The straw incident proved how dangerous plastic was to animals in the oceans.

(Adapted from: <https://www.nationalgeographic.com/animals/article/150817-sea-turtles-olive-ridley-marine-debris-ocean-animals-science>)

c. Which statements are true according to the story? Number one has been done for you.

- | | |
|---|-------|
| 1. A team of scientists found a turtle in the sea of Costa Rica. | TRUE |
| 2. The team was from The University of Costa Rica. | _____ |
| 3. The team saw something in the turtle's tail. | _____ |
| 4. The team found a parasite in the turtle's brain. | _____ |
| 5. The turtle was wrinkled and brownish. | _____ |
| 6. The turtle's body was bleeding. | _____ |
| 7. The team removed a plastic drinking straw from the turtle's nostril. | _____ |
| 8. It took about 10 minutes to remove the plastic straw. | _____ |

Worksheet 4.10

d. Answer the questions based on the story.

1. What is the best title for this story?
2. Where did the group of scientists sail?
3. Why did the scientists sail there?
4. When did they know the turtle was injured?
5. Where did the scientists decide to remove the plastic?

Worksheet 4.11

**Did you
know?**

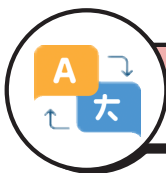


Picture 4.11 Plastic in the oceans

(Source: https://www.youtube.com/watch?v=jQgQ_kQZ_-I)

1. Every minute, two trucks of plastic are dumped into our oceans.
2. Plastic straws contribute to 5.25 trillion pieces of trash pollution in the oceans.
3. Over 1 million sea animals are killed each year due to plastic pollution in the oceans.

(Source: <https://www.earthday.org/fact-sheet-plastics-in-the-ocean/>)



Section 4 - Language Focus

Unit 2. What Happened to the Sea Animals?

Asking for Details of Past Incident with Wh-Questions

Another way to ask for details of a past incident is by using Wh-Questions. In this section we will focus on five Questions.

They are:

1. What (to ask for details about something);
2. When (to ask for details about time);
3. Where (to ask for details about place);
4. Why (to ask for a reason);
5. How (to ask for details about the way something happens or the way something is done).

The following Wh- Questions come with the auxiliary verb 'did'. These questions are from the previous dialogue between Andre, Monita and Galang in Task a.

- **What** *did* the plastic trash do to the sea animals?
- **How** *did* it happen?

In those Wh- questions, 'did' comes with a base form of the main verbs, such as 'do', 'come' and 'happen' must be used. Do you know the past tense forms of 'do', 'come' and 'happen'?

The other way to ask for details of a past incident with Wh- Questions is using 'to be' in its past forms '*was*' and '*were*'. The following Wh - Question is also from the previous dialogue.

- **How** much plastic *was* there in the oceans?

Do you know why 'was' is used?

- a. Complete the following Wh- questions with: (1) a subject (in bold) and (2) a base form of the verb (underlined) to answer the italicized phrases in the answers column.

No	Wh- questions with 'Did' and Base Form Verb	Answers
1.	What did _____ in the ocean?	They <u>saw</u> <i>an injured turtle</i> in the ocean.
2.	What did _____ in the turtle's nose?	They <u>noticed</u> <i>something</i> in the turtle's nose.
3.	What did _____ initially?	They initially <u>thought</u> <i>it was a worm</i> .

Worksheet 4.12

- b. Complete the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) to answer the italicized phrases in the answers column.

No	Wh- questions with 'Did' and Base Form Verb	Answers
1.	___ did _____ ?	The scientists <u>caught</u> <i>the turtle</i> .
2.	___ did _____ the turtle?	They <u>caught</u> the turtle <i>because they wanted to examine the object in its nose</i> .
3.	___ did _____ sure the object was not a dangerous parasite?	They <u>made</u> sure by <i>extracting a couple of centimeters of the object</i> .
4.	___ did _____ to extract the object out of the turtle's nose?	They <u>used</u> <i>a pair of pliers</i> .
5.	___ long did _____ pulling the straw out of the turtle's nostril?	They <u>spent</u> <i>almost ten minutes</i> .

Worksheet 4.13

- c. Complete the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) to answer the italicized phrases in the answers column.

1.	_____ immediately ?	They <u>removed</u> <i>the object</i> immediately.
2.	_____ the object immediately ?	They <u>removed</u> it immediately <i>because they were far away in the ocean.</i>

Worksheet 4.14

- d. Complete each of the following questions with (1) a correct Wh- question, (2) a subject (in bold) and (3) a base form of the verb (underlined) in the answers.

No	Wh- Questions with 'Did' and Base Form Verb, or 'was/were'	Answers
1.	_____ like?	The object was wrinkled and brownish.
2.	_____ it?	It was a plastic drinking straw.
3.	What did _____ in the ocean?	The team of scientists collected data on sea turtles.

Worksheet 4.15



Section 5 - Your Turn: Reading

Unit 2. What Happened to the Sea Animals?

- a. Look at Picture 4.12 and answer the questions. Discuss the answer with your classmates.
1. Why did the swimmer in the first picture look angry?
 2. What do you think is on the man's head in the second picture? Why is it on his head?



Source: Andrea Hall/grampianonline.co.uk



Source: DBAT Team/dontbeatosser.epa.nsw.gov.au

Picture 4.12 Don't litter

- b. Read a story about anti-littering campaigns in Australia. See the **Word Box**.



Word Box

approve (base form)/approved (past form): menyetujui
drive (base form)/drove (past form): mendorong
invest (base form)/invested (past form): menginvestasikan
reduce (base form)/reduced (past form): mengurangi

association: keterkaitan/ hubungan
behavior change: perubahan perilaku
campaigns: kampanye
community groups: kelompok-kelompok masyarakat
effectiveness: efektivitas
evolution: evolusi/ perkembangan
government departments: departemen-departemen pemerintahan
local councils: pemerintahan daerah
prevention: pencegahan
strength: kekuatan
tosser: pembuang sampah sembarangan

anti-littering: anti membuang sampah sembarangan
clear: jelas
core: pokok/ inti

The Tosser! anti-littering campaigns started in 2014 as part of the Litter Prevention Strategy in New South Wales (NSW), Australia.

The NSW government invested over \$17 million to promote the anti-littering campaigns on TV, radio, outdoor billboards or online. The Tosser! campaigns helped reduce litter in NSW from 2014 to 2020 by 43% compared to 19% nationally. Other government departments, local councils, business partners, and community groups across NSW also used the Tosser! creative materials. This showed the strength of the message and the campaign's effectiveness.

The latest evolution of the campaign was Don't be a Tosser!. The Don't be a Tosser! campaign was well-liked, and there was a clear association between 'Tosser' and littering. It was a success because it drove positive behavior change. 95% of the community approved of the "Don't be a Tosser! If it's not in the bin, it's on you" message.

Don't be a Tosser! focused on the core action to 'put your rubbish in the bin'.

(Adapted from: <https://www.dontbeatosser.epa.nsw.gov.au/dont-be-tosser-campaign-put-your-rubbish-bin-dont-be-tosser>)

- c. Answer the questions in the following table based on the story and Picture 4.12.

No	Questions	Answers
1.	When did the anti-littering campaigns start in NSW, Australia?	
2.	How much did the NSW government invest in the campaigns?	
3.	How did the campaigns help reduce litter in NSW?	
4.	Why did the NSW government change the campaigns to Don't be a Tosser! ?	
5.	Do you think the Don't be a Tosser! posters in Picture 4.10 were effective? Why/Why not?	
6.	What is the best title for this story?	

Worksheet 4.16



Section 6 - Fun Time

Unit 2. What Happened to the Sea Animals?

Let's Race with the Questions.

- Make Wh- Questions based on words or phrases written on answer cards.
- Follow the instructions.
 - Four or five groups of six students compete in this race.
 - Each player is given a question card and each group is given one set of shuffled answer cards in an envelope.
 - One student takes an answer card from the envelope and reads it aloud.

4. The players in the group then race to make a past simple 'Wh' question using a question word from their card to elicit the word or phrase read out.
5. The first player to do this correctly takes the answer card and crosses off the question word on their card.

For example, if 'pizza' is read out, a player could use the question word 'What' from their card and make the question 'What did you eat for dinner?'

6. If two players ask a question at the same time, the other players decide which question is the best in terms of grammatical correctness or inventiveness.
7. Then, it's the next student's turn to take an answer card and read it aloud.
8. When a player has crossed off a question word, they cannot use that question word again.
9. The first player to cross off all their question words wins the game.

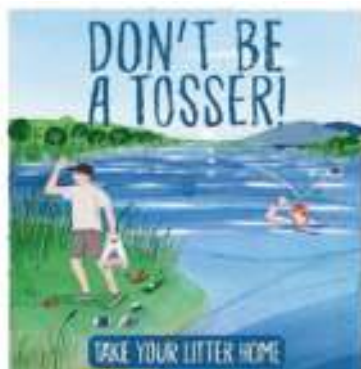
Source: <https://www.teach-this.com/images/resources/past-simple-wh-question-time.pdf>



Section 7 - Enrichment

Unit 2. What Happened to the Sea Animals?

- a. Have a look at public service posters in Picture 4.13. They contain messages to raise public awareness and change behavior.



Source: Andrea Hall/www.grampianonline.co.uk



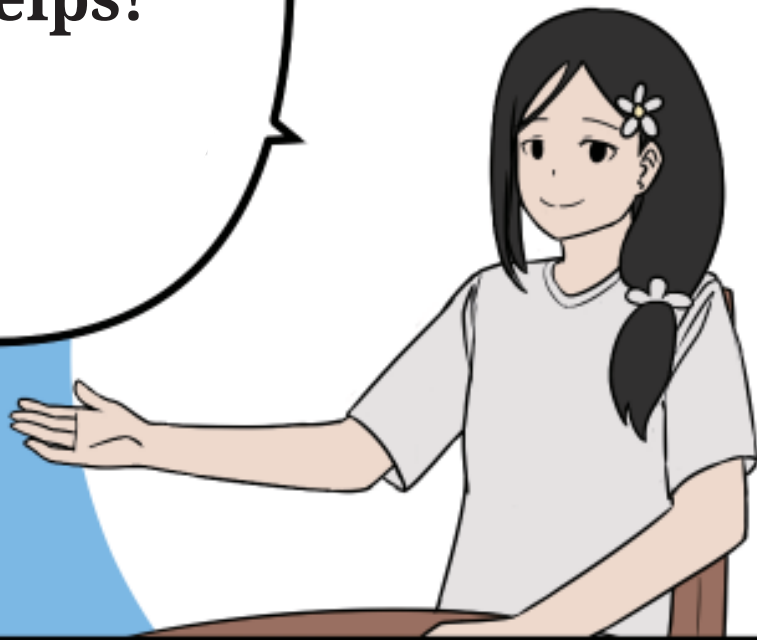
Source: Jackie Maldonado/Behance.net

- b. Observe the words in the images in each poster. Discuss with a classmate how the combination of words and images delivers the message.
- c. Work with a classmate and create a poster about making people aware of plastic pollution.
- d. Present the poster to your class. Or, post your poster in your school's social media.

Picture 4.13 Public service posters

Unit 3. You Can Help

**Every little
effort helps!**





Section 1 - Say What You Know

Unit 3. You Can Help

Read the Following Poem. Then, discuss it with your classmates. You may use Indonesian.

*Buy it, try it, throw the trash away!
Take it, break it, throw the trash away!
Get it, use it, finish it, lose it.
Wear it, tear it, throw the trash away!
Soda pop, box top, once you start you can't stop.
Buy it, show it, nothing left but to throw it!
Throw the trash away! (Oh, no—where is “away”?)*

(Written by Betty Miles, Save the Earth Ecology Handbook for Kids, 1974.)

1. What is the poem about?
2. Can you help with the problem of plastic pollution? How?

Worksheet 4.17





Section 2 - Reading

Unit 3. You Can Help



Picture 4.14 The Danger of Plastic
Source: Muhammad Fadli/Fivemedia.com

- a. Look at Picture 4.14 and discuss the following questions with a friend. You may use Indonesian.
1. What did the people in the pictures decide to do?
 2. Who mainly showed up to help collect the trash in the pictures?
 3. What kind of trash did they mostly pick up?
 4. Do you think many people realize the dangers of plastic to the environment?

Worksheet 4.18

b. Read a story of two teenagers who fought to clean up Bali from plastic trash. See the **Word Box**.

Melati and Isabel Wijsen live in Bali. They spent their teenage years cleaning up the island from plastic.

Melati and Isabel were only 12 and 10 years old when they decided to tackle plastic pollution. They found plastic everywhere in their everyday lives. They saw it when they walked to the rice fields or when they went to the beaches.

They were aware of this growing problem with plastic in places it should not be. They felt the urgency to protect the environment and the natural world.

The sisters began a movement, 'an annual island clean up'. The movement was for everyone in Bali. Early on a Sunday morning they carried megaphones and stood on the back of a flatbed truck. Thousands of children and teenagers with their parents came out to help. Volunteers from local restaurants and hotels also showed up. They collected trash at 115 places around the island. They picked up plastic trash on the beaches, the rivers and the streets.

The two sisters became local heroes, and they won international acclaim for their awareness campaign.

Adapted from:

<https://www.onegreenplanet.org/environment/two-teenagers-who-convinced-bali-to-ban-plastic-bags/>

<https://www.independent.co.uk/climate-change/news/bye-bye-plastic-bags-indonesia-environmental-island-clean-up-a9605651.html>



Word Box

come out (base form)/came out (past form): datang
clean up (base form)/cleaned up (past form): membersihkan
collect (base form)/collected (past form): mengumpulkan
decide (base form)/decided (past form): memutuskan
pick up (base form)/picked up (past form): memungut
realize (base form)/realized (past form): menyadari
show up (base form)/showed up (past form): datang

acclaim: pengakuan
annual: tiap tahun
contributor: penyumbang
flatbed truck: mobil pickup
megaphones: alat pengeras suara
movement: gerakan
reality: kenyataan
teenage years: masa remaja
urgency: urgensi
volunteers: sukarelawan
growing = yang semakin bertambah
tirelessly = tanpa lelah

- c. Answer the questions in the following table based on the story and Picture 4.14.

No	Questions	Answers
1.	How did Melati and Isabel spend their teenage years?	
2.	Why did the two sisters decide to help clean up Bali?	
3.	What did they do to start the annual island clean up?	
4.	Who mostly joined the sisters in cleaning up the island (See also Picture 4.14)?	
5.	Where did they do the island clean up movement?	

Worksheet 4.19

Did you know?

1. Movements to save the earth from plastic trash have been happening in all corners of the world
2. One notable cleanup movement was organized by two teenagers who are sisters, Melati and Isabel Wijsen in Bali, Indonesia.
3. With the 'Bye Bye Plastic Bags' campaign the sisters have managed to convince Bali to ban plastic bags by 2018.
4. Click this link <http://www.byebyeplasticbags.org> to support their cause.

Sources: <https://endplasticwaste.org/en/our-stories/the-clean-up-movement>
<https://www.onegreenplanet.org/environment>



Section 3 - Language Focus

Unit 3. You Can Help

a. Sequencing a series of past incidents or events with ‘when’.

Oftentimes, the past incident we would like to write consists of two or more events. To organize those events logically, we can use ‘when’. We select two events that happened at or around the same time and sequence them with ‘when’. Have a look at the following examples taken from the previous reading texts.

1. *A team of scientists from Texas University helped an injured sea turtle **when** they sailed in the ocean near Costa Rica.*
2. *The scientists were collecting data on sea turtles **when** they saw the injured turtle.*
3. *Melati and Isabel were only 12 and 10 years old **when** they decided to tackle plastic pollution.*
4. *They saw it when they walked to the rice fields or **when** they went to the beaches.*

If you use ‘when’ in the first part of the sentence, use a comma before the second part. Have a look at the following examples.

1. ***When** a team of scientists from Texas University sailed in the ocean near Costa Rica, they helped an injured sea turtle.*
2. ***When** Melati and Isabel decided to tackle plastic pollution, they were only 12 and 10 years old.*

Can you do the same with examples numbers 3 and 4?

3. _____ , _____.
4. _____ , _____.

Worksheet 4.20

- b. Sequence the following sets of series of events with 'when'. Use 'when' both in the first part and the second part of the sentences.

1. Melati and Isabel went hiking to Mount Batur with their parents. They saw some plastic bottles and bags along the way.

Melati and Isabel saw some plastic bottles and bags when _____.

When Melati and Isabel went hiking to Mount Batur with their parents, _____.

2. A team of scientists sailed in the ocean near Costa Rica. They saw an injured sea turtle.

_____ when _____.

When _____, _____.

3. The scientists found a wrinkled and brownish plastic straw. The object came out.

_____.

_____, _____.

4. Melati and her sister called for help to pick up the trash. A storm washed up tons of plastic trash onto Kuta Beach.

_____.

_____, _____.

5. The Tosser! campaigns helped reduce litter in NSW from 2014 to 2020. Other government departments across NSW used the campaign.

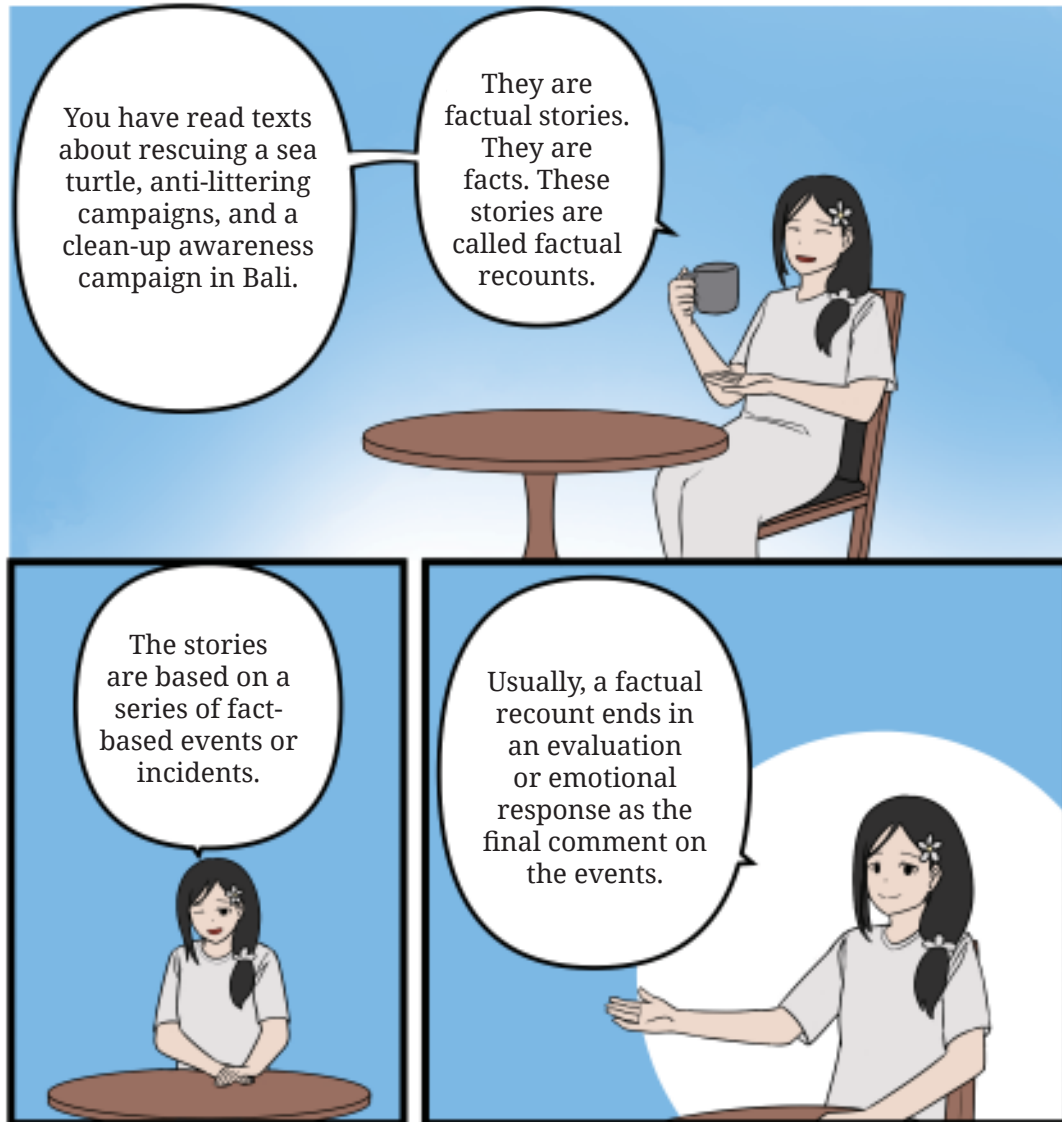
_____.

_____, _____.



Section 4 - Reading

Unit 3. You Can Help



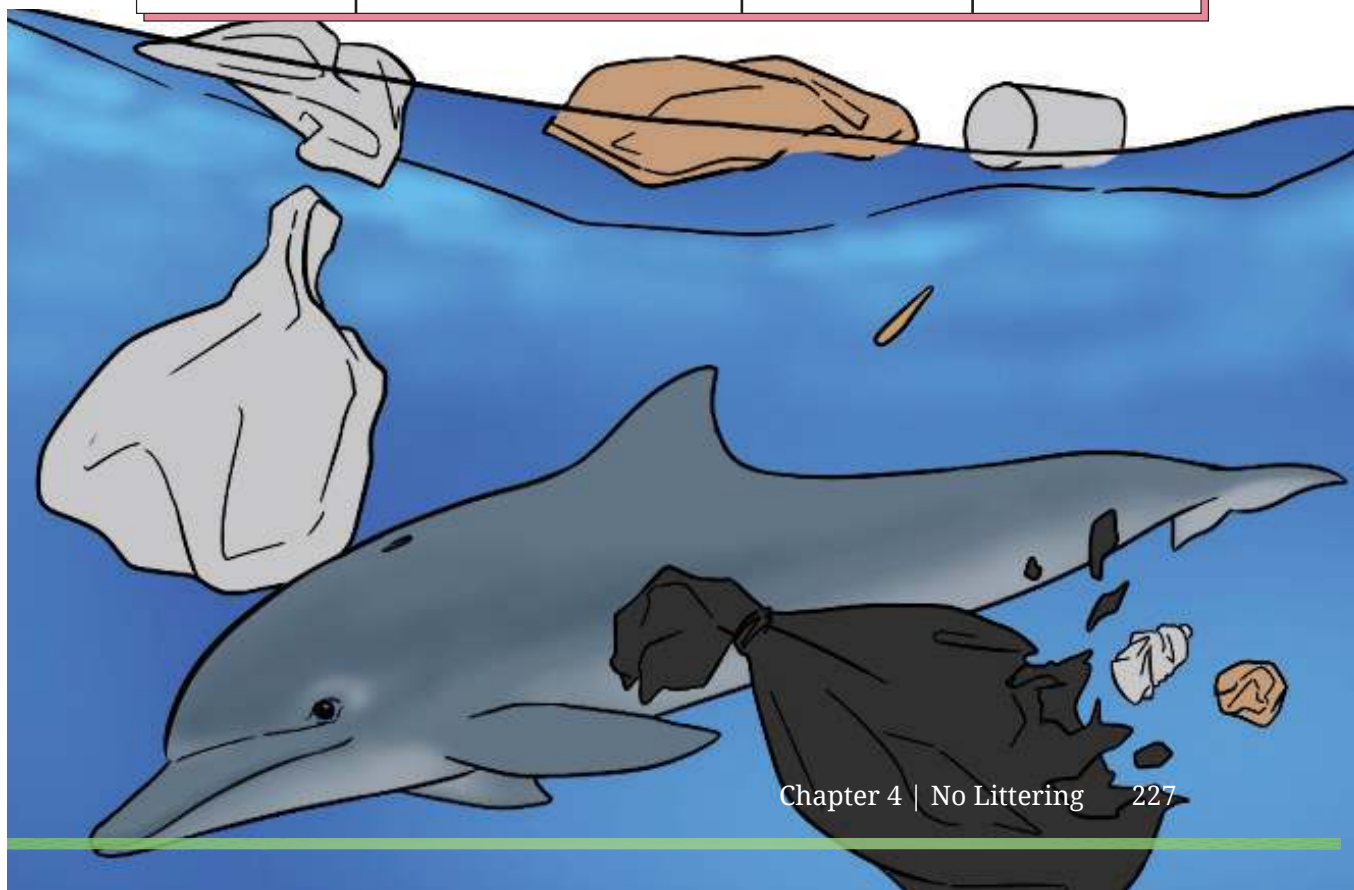
Comic strip 4.2

a. The following table shows you how the first two stories end.

- Can you tell how the last story ends?
- Tick the best column indicating how the last story ends.

Table 4.2 How stories end

Story Title	Story Ending	How the Story Ends (Comment)	
		Evaluation of the Event/Incident	Emotional Response to the Event/Incident
Scientists Rescuing a Sea Turtle	The straw incident proved how dangerous plastic was to animals in the oceans.		✓
Anti-Littering Campaigns in Australia	Don't be a Tosser! focused on the core action to 'put your rubbish in the bin'.	✓	
Two teenagers' Clean-up Awareness Campaign in Bali	The two sisters became local heroes, and they won international acclaim for their awareness campaign.		



- b. Look at the elements of a factual recount in the following table. They are taken from the story of a group of scientists rescuing an injured sea turtle.

Table 4.3 Elements of a story

Orientation Introducing the when, where, who, why and/ or how in the story	Records of Events Recounting what happened in chronological steps			Comment Giving an evaluation or emotional response to the event
	Event 1	Event 2	Event 3	
1. Who: a team of scientists. 2. When and where: when they sailed in the ocean near Costa Rica.	They saw an injured sea turtle swimming near their boat.	They caught the sea turtle to examine it.	The scientists removed the plastic straw from the turtle's nose and saved it.	The straw incident proved how dangerous plastic was to animals in the oceans.

(Adapted from Derewianka & Jones, 2016)

- c. With a classmate, complete the following table with the elements of the story of two teenagers raising people's awareness of cleaning up Bali from plastic.

Orientation Introducing the when, where, who, why and/ or how in the story	Records of Events Recounting what happened in chronological steps		Comment Giving an evaluation or emotional response to the event
	Event 1	Event 2	
1. Who: ____ . 2. Where: ____ . 3. How: spent teenage years working tirelessly to clean up the island.			The two sisters became local heroes and won international acclaim for their clean-up awareness campaign.

Worksheet 4.22



Section 5 - Viewing

Unit 3. You Can Help

- a. The following fact cards contain pieces of the Bye Bye Plastic Bags campaign. Work in a group. Select which pieces of the movement go to every element of the factual recount, including the Orientation, and the Records of Events 1 and 2.

1. Bye Bye Plastic Bags (BBPB) campaign was started in 2013.	2. The campaign educates about the danger of plastic to the environment, animals and health.	3. Two sisters, Melati dan Isabel Wijsen, 12 and 10 years old, started the campaign in Bali.
4. The BBPB team spoke at many local and international events.	5. BBPB empowered the young generation to take action.	6. The team created a plastic bag free village, and lobbied with local and national governments.
7. BBPB shared solutions to the plastic problem.	8. BBPB delivered school presentations and workshops.	9. BBPB cleaned beaches and provided alternative bags.

Source: plasticsmartcities.org

Worksheet 4.23

- b. Decide how you are going to introduce the topic of the event/ incident (the Orientation). Complete the following table.

Orientation Introducing the when, where, who, why and/or how in the story (You can choose only three of them)	
a. Who	:
b. When	:
c. Where	:
d. Why	:
e. How	:

Worksheet 4.24

- c. Write the series of events. Make sure they happen based on the time they happened (chronological steps). Complete the following table.

Records of Events Recounting what happened in chronological steps	
Event 1	
Event 2	

Worksheet 4.25

- d. Think of a final comment for the event. The comment can be an evaluation or an emotional response to the event as a whole. Complete the sentence in the following table.

Comment Giving an evaluation or emotional response to the event	
--	--

Worksheet 4.26



Section 6 - Your Turn: Writing

Unit 3. You Can Help

Recount the Bye Bye Plastic Bags movement based on the information in Section 5.

Handwriting practice lines on a grid background.

Worksheet 4.27



Section 7 - Enrichment

Unit 3. You Can Help

- Share a movement or an action on your Social Media about taking care of the environment.
- Invite your friends to send messages asking questions about and discussing details of the movement.
- Share the results of the discussion on your Social Media.