

ENGLISH TODAY FOR ELEMENTARY SCHOOL

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FEREWORD

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Buku ini membahas Present Tense, The Alphabet and Phonics, Vocabulary Building, Numbers and Counting, Colors and Shapes, Daily Routines, Family and Friends, Animals and Nature, Food and Drinks, Clothing and Accessories, Places in the Community, Telling Time, Seasons and Weather, Emotions and Feelings.

Proses penulisan buku ini berhasil diselesaikan atas kerjasama tim penulis. Demi kualitas yang lebih baik dan kepuasan para pembaca, saran dan masukan yang membangun dari pembaca sangat kami harapkan.

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Penulis

LIST OF CONTENTS

FEREWORD	i
LIST OF CONTENTS	ii
LIST OF FIGURE	vi
LIST OF TABLE	vii
BAB 1 PRESENT TENSE.....	1
1.1 Tenses	1
1.2 Present Tense.....	7
DAFTAR PUSTAKA	12
BAB 2 THE ALPHABET AND PHONICS	13
2.1 Introduction.....	13
2.2 Alphabet and Phonic.....	14
2.2.1 Consonant.....	18
2.2.2 Vowel.....	22
2.2.3 Word for instruction in 44 phonemes	23
DAFTAR PUSTAKA	33
BAB 3 VOCABULARY BUILDING.....	35
3.1 Introduction.....	35
3.2 The Importance of Vocabulary for Children.....	36
3.3 Strategies for Children’s Vocabulary Building	37
DAFTAR PUSTAKA	46
BAB 4 NUMBERS AND COUNTING	47
4.1 Numbers	47
4.2 Counting (Catherine Katuura, 2015)	55
DAFTAR PUSTAKA	60
BAB 5 COLORS AND SHAPES.....	61
5.1 Colors	61
5.2 Shapes	68
DAFTAR PUSTAKA	73
BAB 6 DAILY ROUTINES.....	75
6.1 What is your daily routine?	75
6.2 Grammar Corner.....	75

6.2.1 Adverbs of Frequency in Daily Routines.....	76
6.3 Daily Routines Vocabularies	76
6.4 Tips on Talking about Daily Routines	81
6.5 Common Sentences and Phrases in Daily Routines ...	83
6.6 Talking about Hobby and Interest in Daily Routine...	85
6.7 Exercise.....	87
DAFTAR PUSTAKA	89
BAB 7 FAMILY AND FRIENDS	91
7.1 My Family	91
7.1.1 Vocabulary Building.....	92
7.1.2 Written Activities!.....	94
7.2 My Friends.....	95
7.2.1 Vocabulary building	96
7.2.2 Speak up !.....	98
DAFTAR PUSTAKA	102
BAB 8 ANIMAL AND NATURE	103
8.1 Animals	103
8.1.1 Background Knowledge of the Topic.....	103
8.1.2 Learning Outcomes.....	104
8.1.3 Materials and Preparation	104
8.1.4 Learning Activities.....	104
8.1.5 Material Attachments	106
8.2 Nature.....	109
8.2.1 Background Knowledge of the Topic.....	109
8.2.2 Learning Outcomes.....	110
8.2.3 Materials and Preparation	110
8.2.4 Learning Activities.....	111
8.2.5 Material Attachment.....	115
DAFTAR PUSTAKA	116
BAB 9 FOOD AND DRINKS	117
DAFTAR PUSTAKA	126
BAB 10 CLOTHING AND ACCESSORIES.....	127
10.1 Introduction.....	127

10.2 Formal and Casual Clothes Items.....	129
10.2.1 Kinds of Formal Clothes.....	129
10.2.2 Kinds of Casual Clothes	130
10.3 Example of a dialogue with material clothes and accessories	132
10.4 Games for Clothing and Accessories	134
10.4.1 Bingo	135
10.4.2 Flashcards.....	136
10.4.3 Clothing Game	137
10.4.4 What Should Alex Wear	140
10.4.5 Frequency Game.....	141
10.4.6 Clothes Word Search	143
10.4.7 Clothes Memory.....	144
10.4.8 Clothes picture difference.....	145
10.5 Conclusion.....	145
DAFTAR PUSTAKA	147
BAB 11 PLACES IN THE COMMUNITY	149
11.1 Introduction	149
11.2 Prepositions of Place (I)	149
11.3 Grammar Focus	150
11.4 I Know This Place	154
11.5 Preposition of Place (II).....	158
DAFTAR PUSTAKA	163
BAB 12 TELLING TIME.....	165
12.1 Pendahuluan	165
12.2 Penyebutan Jam.....	165
12.2.1 Telling Time in British English.....	166
12.2.2 Telling Time in American English.....	169
12.3 Ungkapan Waktu	169
12.3.1 Kosakata yang Menunjukkan Waktu.....	169
12.3.2 Kata Keterangan Waktu dalam Kalimat.....	171
12.3.3 Percakapan Asking and Telling Time.....	172
DAFTAR PUSTAKA	174

BAB 13 SEASONS AND WEATHER	175
13.1 What are Seasons?	175
13.2 What is a Weather ?.....	181
13.3 Exercises about Seasons	184
13.4 Exercises about Weather	185
13.5 Answer Sheet.....	186
DAFTAR PUSTAKA	188
BAB 14 EMOTIONS AND FEELINGS.....	189
14.1 Introduction	189
14.2 Vocabulary Building.....	190
14.2.1 How to express our feelings in English language?	196
14.3 Practices make perfect.....	197
14.5 Wrap-up.....	203
DAFTAR PUSTAKA	204
BIODATA PENULIS	

LIST OF FIGURE

Figure 2.1. Alphabet	14
Figure 2.2. Mouth position chart of letter: /d/, /t/, /n/ and /l/.1	9
Figure 2.3. Mouth position chart of letter: /p/, /b/ and/m/.	19
Figure 2.4. Mouth position chart of letter: /k/and/g/	19
Figure 2.5. Mouth position chart of letter: /th/	20
Figure 2.6. Mouth position chart of letter: /f/ and/v/.	20
Figure 2.7. Mouth position chart of letter: ch/, /j/ and/sh/.	20
Figure 2.8. Mouth position chart of letter: /s/and/z/.	21
Figure 2.9. Mouth position chart of vowel	22
Figure 10.1. Picture Bingo.....	135
Figure 10.2. Flashcards	137
Figure 10.3. Clothing Game	139
Figure 10.4. What Should Alex Wear	141
Figure 10.5. Frequency Game.....	142
Figure 10.6. Clothes Search	143
Figure 10.7. Clothes Memory.....	143
Figure 10.8. Clothes picture difference	144
Figure 14.1. Joy character.....	190
Figure 14.2. Sadness character.....	190
Figure 14.3. Riley character.....	191
Figure 14.4. Figure 14.5 Disgust character	191
Figure 14.5. Anger character	192
Figure 14.6. Riley character	192
Figure 14.7. Sadness character	192
Figure 14.8. Crossword Puzzle	201

LIST OF TABLE

Table 2.1. Alphabet.....	15
Table 2.2. The English Phoneme.....	17
Table 2.3. The symbol of Diacritical Marks	18
Table 2.4. The Consonant Sounds	21
Table 2.5. The Vowel Sounds.....	23
Table 2.6. word instruction for consonant	23
Table 2.7. word instruction for vowel.....	30
Tabel 4.1. Cardinal Number	47
Tabel 4.2. Ordinal Number	52
Table 10.1. Kinds of Formal Clothes	129
Table 10.2. Kinds of Casual Clothes	131
Table 14.1. Feelings Vocabulary (Adjective)	193

BAB 1

PRESENT TENSE

By Andri Kurniawan

1.1 Tenses

English is the international language. By mastering English well, we will be able to communicate with other nations in this world. Besides that, we will also be able to add to our insights and knowledge for the betterment of our nation and country, because we will be able to read English literature, listen to foreign radio broadcasts, and watch other scientific films. Thus, in the end we can master knowledge in all fields.

Every language has rules or we often call them by their respective grammatical terms, as well as in English, there are lots of rules that must be considered in its use, especially in the field of writing.

Tenses or what is commonly referred to as sentence tenses in English is a pattern of every sentence in English, so that we will know when a situation or action occurs/is carried out by the subject of the sentence in question even though the sentence is not given a time statement. In English, there are sixteen forms of tense according to their use. Of the sixteen tenses, each is grouped into four major groups (Supono, Cahya, 2004).

English grammar's use of tenses is crucial because they show when an action, event, thinking, or feeling occurred or will occur. A grammar phrase called tense is used to indicate whether an action or situation occurred in the past, is occurring now, or will occur in the future. These are only some of the basic applications of tense.

With the aid of inflections and auxiliary verbs, we may demonstrate several tenses. Now let's look at some brief explanations of these concepts. A morpheme (meaningful set of letters) called an inflection is a form of morpheme that is added to a base word to reflect a grammatical meaning or change. For instance, in terms of tenses, we modify normal verbs with the morpheme "ed" to indicate that the action occurred in the past, so that walk becomes walked.

Tenses are the forms of verbs used in English grammar to indicate the time at which an event has occurred or will occur. Tense essentially indicates the features of the verb in a sentence.

The following is the meaning of tenses according to several sources. The Oxford Learner's Dictionary states: Tense is defined as any of the forms of a verb that may be used to show the time of the action or state expressed by the verb.

The Merriam-Webster Dictionary states that tense is defined as a distinction of form in a verb to express distinctions of time or duration of the action or state it denotes.

The Collins Dictionary states that the tense of a verb group is its form, which usually shows whether you are referring to past, present, or future time.

According to the Cambridge Dictionary, tense is any of the forms of a verb which show the time at which an action happened.

Although there is no clear definition of the category "tense," there is a general consensus on what it generally signifies after 2500 years of investigation. Tenses are employed, in accordance with Wallwork (2011), to support the author's argument. Students must concentrate on the verbs that denote tenses in each sentence when searching for tenses.

According to Verspoor and Sauter (2000), a sentence is a set of words that begins with a capital letter and finishes with a full stop, question mark, or exclamation mark.

According to Celce-Murcia and Freeman (1999), there are twelve different tenses in the English language: simple present, simple past, simple future, present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present perfect progressive, and future perfect progressive.

These "dissenting views are reflected by the fact that linguists have not reached consensus on the number of tenses in English, which vary depending on whether formal or semantic criteria or a combination of both are recognized,". The present perfect, past perfect, and future perfect, in particular, resist simple classification. Four alternative techniques can be used to categorize the various linguistic perspectives on the number of English tenses.

1. Two tense approach

Different tenses must be recognized morphologically, or they must be represented in inflectional morphology, according to linguists who advocate a binary approach. As a result, there are only two tenses—"past" and "non-past," which correspond to the only morphologically reflected distinctions.

- a. He drink-s.
- b. He drink-ed.

One of the two tenses listed above combined with a modal verb or the perfect marker have creates all other categories in the English tense system. By naming them, the proponents of this strategy frequently and conveniently highlight the "combinatorial character" of these individuals.

- a. Present perfect
- b. Past perfect
- c. Future perfect
- d. Rather than
- e. Perfect
- f. Pluperfect
- g. Future ii,

Those linguists who consider these to be "basic" tenses may choose to employ instead. The complete grammar of Quirk et al. (1985) is one of "many structuralist accounts" that use the binary approach.

2. Three tense approach

Some linguists disagree with the notion that a statement like *We will/'ll miss the train* combines the present tense with the verb *will* and the infinitive *miss*. Such an interpretation, according to König (1995), is "untenable and synchronically inadequate" because the word "*will*" no longer solely expresses volition, is no longer limited to human beings, and can freely combine with the progressive and "*have*." It can also be reduced to "*ll*." These advancements make it possible to view *will* as a future tense indicator.

A new grammatical category has emerged as a result of *Will*'s grammaticalization process. Among other writers, this theory of the presence of the three tenses (present, past, and future) is found in Klein (1994) and Hatav (1993).

According to König (1995), the list of tenses in those systems that distinguish six English tenses often comprises the following:

- a. Present
- b. Past

- c. Future tense
- d. Present perfect (= perfect)
- e. Past perfect (= pluperfect)
- f. Future perfect (= future ii)

This model is frequently based on the Latin grammar model and the premise that combinatorial tenses like the last three are only ostensibly compositional, or from a morphological perspective, while being largely non-compositional semantically ("the combinatorial formal make-up of present perfect, past perfect, and future perfect has no parallel in a compositional derivation of their meaning").

Simple phrases like perfect and pluperfect illustrate the more-than-two tense approach.

3. Eight tense approach

The conditional tense and the conditional perfect are two additional tenses that Declerck (1990) adds to the preceding six. Declerck argues against analyzing combinatorial tenses from a compositional perspective. He makes two additional assumptions in order to explain how tenses are used in narrative speech because, in his opinion, they do not fit into any other category: At 6 o'clock, She would have left the restaurant.

The present and past are the only two tenses that can be distinguished morphologically. Auxiliaries are used to create all other tenses. The initial auxiliary (the operator, i.e. either have or will) in these other tenses is morphologically in the present tense or the past tense, respectively (Declerck 2006). These other tenses are known as "complex tenses."

A present time sphere is created by all tenses that display present tense inflection (present perfect, future, and

future perfect). The past time-sphere is created by all tenses that exhibit past tense morphology (past perfect, conditional tense, and conditional perfect; see Declerck 2006).

According to Declerck, the term "time-sphere" means: The split of time into the past and future is reflected in English tenses. The fact that all tenses contain either a past or a nonpast (present) tense morpheme serves as the primary support for this. Future tense morphemes don't exist (2006). The many tenses are located in two time-spheres, which is how Declerck depicts this mental division of time.

Tenses are regarded as the most significant and essential components of speech in the English language. Every statement is illogical without tenses. We must understand the proper way to employ tenses in sentences in order to structure a sentence and clearly communicate the information. We can explain the context of the material and communicate more effectively by using different tenses.

The term "tense" in English is derived from the Latin word "tempus," which meaning "time." Talking about tenses involves discussing the time that denotes the beginning, continuation, and conclusion of an event or events.

Therefore, English tenses primarily discuss the period at which an event or series of events occurred. Generally speaking, an event can take place now, in the past, or in the future. In contrast to Indonesian, the English language bases the verb's use on a description of time. Consequently, the verb might have been referring to the past, the present, or the future. The tense present is used to refer to the present moment. The sentence that refers to the time of the call will be in the future tense, whereas a phrase that refers to previous time is known as past tense.

There are main tense in english:

- a. Present tense
- b. Past tense
- c. Future tense

The third occasion was nonetheless of a generic kind. Each form is broken down into four pieces, namely the simplest form, present participle, perfect form, perfect form, and perfect continuous. The four sections that make up each of the four main tenses in English are as follows:

- a. Simple
- b. Continuous / progressive
- c. Perfect
- d. Perfect continuous / progressive

1.2 Present Tense

1. Simple Present Tense

When speaking generally about anything, the present tense is employed. Additionally, it is employed when referring to recurring events or routine tasks. Adverbs of time like every day, every week, every year, on Mondays, after school, etc. are used in the simple present tense. The simple present tense uses the following frequency adverbs: always, frequently, usually, occasionally, rarely, never, etc.

Pattern
{+} S + V1 + O/C
{-} S + Do/does + not + V1 + O/C
{?} Do/does + S + V1 + O/C

Example :

{+} Sisca Reads book everyday

{-} Sisca does not Read books everyday

{?} does Sisca Read book everyday

Yes He does / No He does not (doesn't)
For I, We, You, They = do
He, She, It = Does

Example in sentences :

- a. (+) She is a new person here.
- b. (+) He plays football every morning (-) She isn't a new person here.
- c. (-) He does not play football every morning. (?) Is she a new people here?
- d. (?) How to play football every morning?

2. Present Continuous Tense

When discussing an event that is currently occurring, we employ the present continuous tense. When discussing an event that is occurring roughly at the moment of speaking but not definitely at the time of speaking, we also use the present continuous tense. The adverbs of time used in present continuous tense are now, right now, tomorrow, etc.

Pattern	Example
{+} S + Be + V1 + ing + O/C	They are playing badminton now
{-} S + Be + not + V1 + ing + O/C	They are not playing badminton now
{?} Be + S + V1 + ing + O/C	Are they playing badminton now?

Yes, They are / no, they are not
For I = am
They, we, you = are
He, She, It = Is

Example in sentences :

- a. (+) He is playing badminton now
- b. (-) He isn't playing badminton now.
- c. (?) Is he playing badminton now.

3. Present Perfect Tense

We often use the present perfect tense to give new information or to announce recent happenings.

Pattern
{+} S + have/has + V3 + O/C
{-} S + have/has + not + V3 + O/C
{?} Have/Has + S + V3 + O/C?

Example :

(+) you have eaten my apple.

(-) she has not been to Rome

(?) have you finished your lunch?

4. Present Perfect Continuous Tense

We frequently use the present perfect continuous tense to announce or offer information about events that have already occurred at a specific moment but are still ongoing as we speak.

Pattern
(+): S + have/has + been + Ving
(-): S + have/has + not + been + Ving
(?): Have/has + S + been + Ving

Example :

(+) She has been going to Malang since evening.

(+) We have been riding a horse for three days

(-) She hasn't been going to Malang since evening.

(-) We haven't been riding a horse for three days.

(?) Has she been going to Malang?

(?) Have He been riding a horse for three days?

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BAB 2

THE ALPHABET AND PHONICS

By Ika Purnama Sari

2.1 Introduction

Language is a symbol system that categorizes, organizes, and clarifies our thoughts. One way to develop language skills is through reading. (de Siqueira *et al.*, 2016) states that one of the most important skills for the children, when they start school is to start learning to read. According (Attwell, 2007) early reading and writing skills for early childhood and kindergarten are important and provide a strong foundation for literacy skills and achievement in school.

One method that we use for teaching people how to read and write was phonic. Phonic is the relationship between the sound of spoken language and the letter or the group of letters or syllable. The phonic is associated with print. Phonics is a method in learning to read and write English in which you learn how to connect the sounds of spoken English letters from the letters of the alphabet, for example the sound of the letter /k/ is read in c-a-t (/k/ /æ/ /t/). The phonics method is a learning method in which it learns the sound of letters and how to combine the sound of letters that make up the word, so that the child is able to read the text and pronounce the word correctly.

By the phonic instruction, the children can understand about the phonic. The students also understand how to apply it when they read. When used in combination with other complementary strategies, it is most effective. (Buckingham, Wheldall and Wheldall, 2019). Phonics instruction involves

teaching the relationship between sounds and the spellings used to represent them. The phonics method teaches: (1) understanding the sound of letters; (2) recognize the names of letters; (3) reading syllables; (4) read the word; (5) reading sentences; and (6) reading paragraphs.

2.2 Alphabet and Phonic

The alphabet is one of the basic materials in English pronunciation. Each letter has a special sound. In Indonesian, the alphabet consists of 26 letters. Where five of the letters are vowels, namely, a, i, u, e, o and the rest are consonants, namely b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z. Just like Indonesian, there are 26 letters in the English alphabet. But, of course, what's different is the way you pronounce them. Here's how to pronounce the alphabet, namely:

A	B	C	D	E	F	G			
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ef]	[dʒi:]			
H	I	J	K	L	M	N	O	P	
[ertʃ]	[aɪ]	[dʒeɪ]	[keɪ]	[el]	[em]	[en]	[əʊ]	[pi:]	
Q	R	S	T	U	V				
[kju:]	[ɑ:]	[es]	[ti:]	[ju:]	[vi:]				
W	X	Y	Z						
[ˈdʌbəlju:]	[eks]	[waɪ]	[zed/zi:]						

Figure 2.1. Alphabet

To understand more, you can see table 2.1. It is showed on the spelling of the alphabet below.

Table 2.1. Alphabet

Alphabet	Spelling
A	[eɪ]
B	bi [bi:]
C	si [si:]
D	di [di:]
E	i [i:]
F	ef [ef]
G	ji [dʒi:]
H	eich [eɪtʃ]
I	ai [aɪ]
J	jei [dʒeɪ]
K	kei [keɪ]
L	el [el]
M	em [em]
N	en [en]
O	ou [əʊ]
P	pi [pi:]
Q	kiu [kju:]
R	ar [ɑ:]
S	es [es]
T	ti [ti:]
U	yu [ju:]
V	vi [vi:]

Alphabet	Spelling
W	dabel yu ['dʌbəl ju:]
X	Eks [eks]
Y	Wai [wai]
Z	Zed [zed] british English
	Zi [zi:] American English

Example:

1. Indonesia : [aɪ] [en] [di:] [əʊ] [en] [i:] [es] [aɪ] [eɪ]
2. Jakarta : [dʒeɪ] [eɪ] [keɪ] [eɪ] [ɑ:] [ti:] [eɪ]
3. Rupiah : [ɑ:] [ju:] [pi:] [aɪ] [eɪ] [eɪtʃ]

The alphabet and phonic has relationship. The alphabeth has some letter that consists of 26 letters. Its mean the letter is the part of the alphabet. The phonic is a learning method that learned the sounds of the letter and how to combine the sound of the letters to form words. A phonic is a sound produced by a letter that does not sound like its letter name, like the “o” in “to” or by a combination of letters, like the “sion” in “expression,” or by a plain letter that sounds like its letter name, like the “o” in “go.” The relationship between alphabet and sounds is phonic words.

To study about the pnonic, we certainly understand about the phonemes. The word phoneme is derived from the root phone which refers to “voice” or “sound”. Phonemes are single sounds in speech that are represented by a single symbol. For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word. Phonemes are generated by the intricate coordination of the lungs, vocal cords, larynx, lips, tongue, and teeth.

In studying English, there are 44 English phonemes. The 44 English phonemes are represented by the 26 letters of the alphabet individually and the other in the combination. The 44 English phonemes can see in table. 2.2

Table 2.2. The English Phoneme

Consonant		vocal	
1.	/b/	26.	/ā/
2.	/d/	27.	/ē/
3.	/f/	28.	/ī/
4.	/g/	29.	/ō/
5.	/h/	30.	/yōō/
6.	/j/	31.	/a/
7.	/k/	32.	/e/
8.	/l/	33.	/i/
9.	/m/	34.	/o/
10.	/n/	35.	/u/
11.	/p/	36.	/ə/
12.	/r/	37.	/â/
13.	/s/	38.	/û/
14.	/t/	39.	/ ä/
15.	/v/	40.	/ô/
16.	/w/	41.	/oi/
17.	/y/	42.	/ou/
18.	/z/	43.	/ōō/
19.	/ch/	44.	/ōō/
20.	/sh/		
21.	/zh/		

Consonant		vocal	
22.	/tʰ/ (voiced)		
23.	/t/ (voiceless)		
24.	/hʷ/		
25.	/ŋg/		

There are some symbols to distinguish between a letter and sound in writing. The diacritical marks can see in table 2.3 below.

Table 2.3. The symbol of Diacritical Marks

Marking	Symbol	Example
Macron	ˉ	/ā/ as in “cake”
breve	˘	/ă/ as in “cat”
tilde	˜	/ñ/ as in “piñon”
Dieresis	¨	/ä/ as in “car”
Circumflex	ˆ	/ô/ as in “ball”

The symbol of macron is used to represent long-vowel sound. The symbol of breve is used to represent short – vowel. Sometime, short vowel also written by only the letter, like /a/. The symbols commonly found in dictionaries. The 44 English sounds can be divided into two catrgories, they are consonants and vowels.

2.2.1 Consonant

There are some consonant. The consonant sounds mouth position chart can be explained below.

1. The tongue presses against roof of mouth behind top teeth.

It is usually use for letter: /d/, /t/, /n/ and /l/.



Figure 2.2. Mouth position chart of letter: /d/, /t/, /n/ and /l/.

2. The both of lips are closed. It is usually use for letter: /p/, /b/ and /m/.



Figure 2.3. Mouth position chart of letter: /p/, /b/ and /m/.

3. The tongue presses against bottom against bottom of the mouth. It is usually use for letter: /k/and/g/.



Figure 2.4. Mouth position chart of letter: /k/and/g/

4. The tongue is between the teeth. It is usually use for letter: /th/.



Figure 2.5. Mouth position chart of letter: /th/

5. The top of the teeth is on the bottom lip. It is usually use for letter: /f/ and/v/.



Figure 2.6. Mouth position chart of letter: /f/ and/v/.

6. The lips are stuck out. It is usually use for letter: /ch/, /j/ and/sh/.



Figure 2.7. Mouth position chart of letter: ch/, /j/ and/sh/.

7. The teeth together. The lips are apart. It is usually use for letter: /s/and/z/.



Figure 2.8. Mouth position chart of letter: /s/and/z/.

The chart below show of the consosnant sounds according to where they articulated. It devided become voiced and unvoiced. It can see on the table 2.4

Table 2.4. The Consonant Sounds

Place of Articulation	Voiced	Unvoiced	Nasal
Lips (bilabial)	/b/ (plosive)	/p/ (plosive)	/m/
Front of the mouth (alveolar)	/d/ (plosive) /z/ (fricative)	/t/ (plosive) /s/ (fricative)	/n/
Back of mouth (velar)	/g/ (plosive)	/k/ (plosive)	/ng/
Lip and teeth (labiodental)	/v/ (fricative)	/f/ (fricative)	
Teeth (dental)	/θ/ (fricative)	/th/ (fricative)	
Foofof of mouth (palatal)	/zh/ (fricative) /j/ (affricative)	/sh/ (fricative) /ch/ (affricative)	

2.2.2 Vowel

There are some vowels. The vowels are a class of speech sounds that are not consonant. Evey syllable in English has a vowel sound. Each vowel is used from a variety of purposes. The vowels sounds mouth position chart can be explained below.

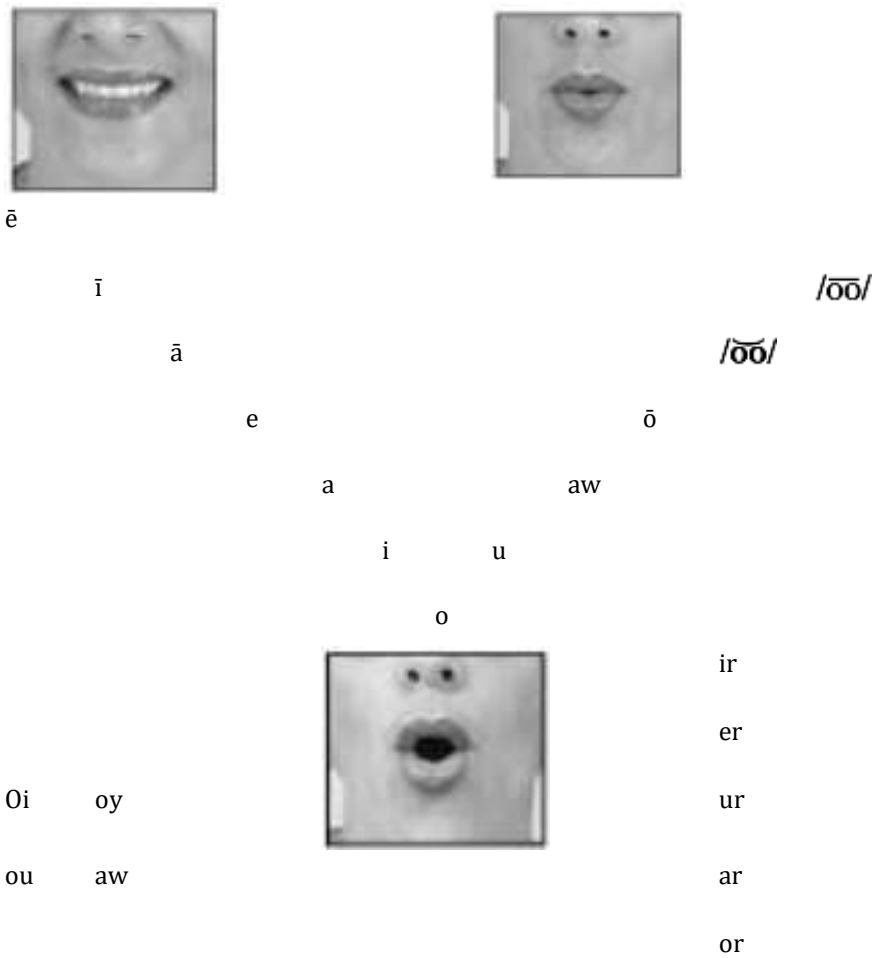


Figure 2.9. Mouth position chart of vowel

The most important distinguishing of a vowel is its place of articulation. The vowels can be produced in the front, central and back.

Table 2.5. The Vowel Sounds

	Front	Central	Back
High	/ē/ /ī/		/ōō/ /ūū/
Mid	/ā/ /e/	/ə/ (schwa) /ər/ (schwar)	/ō/ /ô/
Low	/a/	/u/	/o/

2.2.3 Word for instruction in 44 phonemes

There are 44 phonemes that divided into consonant and vowel.

1. Consonant

These are the word instruction for consonant. It can see in table 2.6

Table 2.6. word instruction for consonant

		How formed	Word for instruction		
			Initial position	Medial position	Final position
1.	/b/	The /b/ sound is a voiced bilabial plosive.	Bad Bank Bell Bird Boat	-	Sub Crab Tub Scrub Rub
2.	/d/	The /d/ sound is	Dad	-	Feed

		How formed	Word for instruction		
			Initial position	Medial position	Final position
	/	a voiced alveolar plosive.	Dark Day Door Doll		Cloud Food Loud Wood
3.	/f/	The /f/ sound is a voiceless labiodental fricative.	Fail False Fish Foot Five	-	Chef Wife If Life scarf
4.	/g/	The /g/ is a voiced velar plosive.	Girl Get Go Guitar Good	-	Bag Big Leg Frog Drug
5.	/h/ /	The /h/ sound is a voiceless glottal (pharyngeal) fricative. The letter /h/ is also silent, when it appears at the end.	Hair Half Hammer House Hurt	-	-
6.	/j/	The /j/ sound is	Joint	Fidget	Badge

		How formed	Word for instruction		
			Initial position	Medial position	Final position
		a voiced affricatives. It is combination of /d/ and /zh/ sounds.	Jacket Jeand Juice June	Gadget	Ridge Bridge Edge wedge
7.	/k/	The /k/ sounds is a voiceless velar plosive. Its voiced counterpart is /g/. Sometimes, /k/ is silent before letter/n/.	Kangaro o Kept King Kiss Kitten	Bucket Rocket Stocking Jacket Locker	Bank Milk Lock Pack Truck
8.	/l/	The /l/ sound is voiced alveolar lateral.	Lack Leaf Lift Lunch Long	-	Pool Heel Sail Well Veil
9.	/m/ /	The /m/ is a voiced bilabial nasal.	Meat Mail Mirror Monkey Mop	-	Room Gram Drum Farm Team
10.	/n/ /	The /n/ sound is voiced alveolar nasal.	Nail Newspa	-	Train Balloon

		How formed	Word for instruction		
			Initial position	Medial position	Final position
			per Net Nest nine		Brain Fan Skin
11	/p/	The /p/ sound is voiceless bilabial plosive.	Pack Pan Pillow Poiny Potato	-	Cap Drop Lip Sheep Top
12	/r/	The /r/ sound is a voiced, resonant consonant sound in most American pronunciation.	Rabbit Rain Room Rose Rule	-	Bear Hammer Finger Spider Letter
13	/s/	The /s/ is a voiceless alveolar fricative.	Safe Sea Sing Six Seven	-	Boss Gas Miss Pass Plus
14	/t/	The /t/ sound is voiceless alveolar plosive.	Table Tall Title Tomato	-	Coat Beat Carrot Meet

		How formed	Word for instruction		
			Initial position	Medial position	Final position
			Time		Put
15	/v/	The /v/ sound is a voiced labiodental fricative.	Van Vase View Voice Very	-	Alive Give Glove Stove Move
16	/w/	The /w/ sound is a voiced semivowel (resonant).	Wagon Warm Wet Window With	-	-
17	/y/	The /y/ sound is a voiced palatal semivowel.	Yacht Yellow Yard Young Year	-	-
18	/z/	The /z/ sound is a voiced alveolar fricative.	Zebra Zoo Zip Zipper Zero	Billiard Dozen Hazy Buzzard	Quiz Snooze Sneeze Fizz Size
19	/ch/	The /ch/ sound is a voiceless palatal affricative.	Chain Chicken Children	-	Beach Bench Crunch

		How formed	Word for instruction		
			Initial position	Medial position	Final position
			Chose Check		Teach Touch
20	/sh/ (voiceless)	The /sh/ is a voiceless palatal fricative.	Shall She Shampo o Short Shop	-	Fish Wash Fresh Rush smash
21	/zh/ (voiced)	The /zh/ is a voiced palatal fricative. Its voiceless counterpart is /sh/	-	Decision Pleasure Measure Vision Treasure	-
22	/θ/ (voiced)	The /θ/ sound is voiced dental fricative.	Them There Than Then Those	Bathe Gather Smooth Together Whether	-
23	/θ/ (voiceless)	The /θ/ sound is voiceless dental fricative.	Thank Theater Thick Third	-	Bath Birth Clothe Growth Thief

		How formed	Word for instruction		
			Initial position	Medial position	Final position
			Thumb		
24	/h w/	The /hw/ sound is rapidly disappearing from the English language. It is represented by the digraph wh.	Wheel What While Which Whistle	-	-
25	/n g/	The /ng/ sound is a voiced velar nasal. It is similar to production of the /g// and /k/. it is also usually come in the middle and end of the word.	-	Wrangler Hunger Finger Longer Strangler	Long Rang Young Ink Sink

2. Vowel

In vowel, its so different from consonant. The vowel usually come after consosnant.

Table 2.7. word instruction for vowel

		How formed	Word for instruction
26 .	/ā/	The / ā/ sound is referred to as the long -a sound.	Bake, race, face, paint, play, paint, mail, save, praise, spray, tape, aim, male, plate.
27 .	/ē/	The /ē/ sound is referred to as the long -e sound	Beefeel, keep, screen, sleep, eat, seal, meal, mean, deal, baby, candy, ninety, slowly.
28 .	/ī/	The /ī/ sound is referred as the long -isound.	Bike, like, lime, rice, nine, kite, side, hike, ice, flies, died, sky, fry, cry, dry, blind, child.
29 .	/ō/	The /ō/ sound is referred to as the long -o sound.	Bold, cold, go, hold, code, sold, alone, phone, boat, coast, float, crow, yellow
30 .	/yōō/	The /yōō/ sound is referred to as long - u sound.	Cube, huge, future, humor, human, community, usual, union, unit, regular, review.
31 .	/a/	The /a/ sound is referred to as the short -a sound	Act, at, clap, has, has, hand, pack, grass, jam, jack, stack, stamp, sack, sand, sat, math.
32 .	/e/	The /e/ sound is referred to as the short -e sound.	Bed, bell, belt, desk, met, wet, left, egg, end, pet, yes, check, mess, get, test, ten, step, well.
33	/i/	The /i/ sound is	Big, blink, clip, dish, drink,

		How formed	Word for instruction
.		referred as the short -i sound.	hid, ink, is, it, lick, kick, kiss, pig, fish, skip, win, skin, zip.
34 .	/o/	The /o/ soun is referred to as the short -o sound.	Box, chop, drop, clock, cod, crop, got, job, jog, lock, lot, pop, mom, mop, slot, stop.
35 .	/u/ /	The /u/ sound is referred to as the short -u sound.	Brush, duck, club, fun, such, sun, us, must, much, hunt, rug, run, shut, trunk, luck.
36 .	/ə/	The /ə/ sound is referred to as the schwa or murmur	About, along, above, ago, agree, ahead, among, appear, await, aside, awake, avoid.
37 .	/â/	The /â/ sound is an r-controlled vowel sound.	Air, chair, fair, stair, hair, flare, share, wear, bear, pear, square, spare, care, scare.
38 .	/û/ /	The /û/ sound is an r-controlled vowel sound.	Blur, church, burn, purple, curve, turkey, curse, turtle, Thursday, spur, burst, nurse.
39 .	/ä/	The /ä/ sound is often an r-controlled vowel sound.	Hard, arm, park, dark, charm, harm, garden, jar, part, large, march, mark, smart, star, car.
40 .	/ô/	The /ô/ is referred to as the broad o sound.	Core, corn, for, fork, forth, horse. More, morning, north, or, score, short, sore, storm.
41 .	/oi/ /	The /oi/ sound is a diphthong.	Avoid, boil, coil, coin, joint, point, poison, rejoice, boy,

		How formed	Word for instruction
			joy, employ, voice, destroy.
42 .	/o u/	The /ou/ sound is a diphthong.	About, cloud, flour, found, house, mouse, sour, round, brow, towel, how, owl, loud.
43 .	/oo/	The /oo/ sound is referred to as the long sound oo.	Balloon, cool, broom fool, room, moon, tool, tooth, zoo, shoot, soon, kangaroo, loop.
44 .	/oo/	The /oo/ sound is referred to as the short sound of oo.	Book, hook, cookie, cook, foot, football, notebook, wooden, wool, good, look.

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BAB 3

VOCABULARY BUILDING

By Hasriani G

3.1 Introduction

English is utilized as a language for expressing ideas, opinions, and feelings. As the first foreign language, it is essential for gaining and increasing knowledge in the fields of science, technology, and culture as well as for maintaining relationships with other countries. Through the first year of university, English is taught as an obligatory subject beginning in the first year of junior high school. As a component of the local subject curriculum, it is currently taught starting in first grade (Risan, Hasriani and Muhayyang, 2021).

English language instruction in elementary schools has been a source of controversy since the end of 2013. The arguments for and against teaching English in primary schools come from a variety of parties and take into account diverse factors. One of them is about the waning of nationalism, which is implanted early on because it was thought that learning a foreign language may hinder the process of learning the mother/local language and the Indonesian language. English is taught in elementary schools in an effort to get kids ready for higher-level English instruction. It makes sense that English is currently becoming a preferred local language in both urban and rural locations. It is seen as crucial for teaching elementary students about English as a foreign language (Milawati, 2019).

According to Rahayu et al., there are four basic issues that EFL learners have when learning English: (1) A lack of vocabulary; (2) Poor grammar; (3) Fear of Reactions from

Others; and (4) A Lack of Confidence in Speaking English (Rahayu *et al.*, 2020).

In line with Rayahu's statement above, it couldn't be denied that vocabulary is one of the important elements in learning English, specially for the elementary students. The success of teaching English in elementary school is greatly influenced by the students' English vocabulary. The more vocabulary a student has, the simpler it is for them to comprehend the contents of other people's thoughts, both verbally and in writing. Of course, there are many words in English that the students do not understand, so expanding their vocabulary will aid in the effectiveness of the efforts to learn English (Syakir and Elihami, 2020).

3.2 The Importance of Vocabulary for Children

The significance of vocabulary growth cannot be overstated because comprehension is the main objective of reading. All aspects of communication — speaking, reading, listening, and writing — are enhanced by a strong vocabulary (Miller, 2023)

According to Miller (2023), for the following reasons, vocabulary is essential to a child's success:

1. The development of vocabulary is directly tied to academic success
2. A kindergartener's vocabulary size is a good indicator of their future ability to learn to read
3. Children's thinking and knowledge of the world are both aided by vocabulary
4. Increasing a child's vocabulary opens up a world of fresh information.

A 2012 study by Harvard Graduate School of Education Associate Professor of Education Meredith Rowe compares the

quantity and quality of speech used with newborns and toddlers. The amount of language used at young ages (between 12 and 24 months) is significant. Consistent word models should be provided by parents and other adults who are responsible for the child's care. The more frequently children are exposed to words, the more likely it is that they will learn that term and add it to their vocabulary. Children need to hear words imitated several times before they start using the words. It is advised that caregivers start using a wider variety of words between the ages of 24 and 36 months in order to help children's vocabulary grow (Miller, 2023).

Vocabulary starts to be more closely associated to quality between 36 and 48 months. A youngster needs narratives throughout this stage, so give them stories. Caregivers can discuss current events as well as those in the future while also explaining them. To help the youngster learn to understand new words based on descriptions linked to words they already know, start using more complex language and give examples. It's crucial to keep up with children's development; modeling words and phrases that are just a little above the child's ability will aid in the development of a stronger vocabulary (Miller, 2023).

3.3 Strategies for Children's Vocabulary Building

Throughout the educational day, there may and should be effective vocabulary instruction. Explicit instruction, which involves more planned activities, using digital tools, or incidental learning, which occurs when students converse with and listen to others, watch films, play games, and read freely, are all possible ways to do this (Peery, 2021).

1. Informal Conversation

Rich interactions with kids are one of the most effective things teachers (and adults in the home) can do. Recent

research on conversational turns (LENA, 2017) shows that a young child's vocabulary and linguistic acuity increase the more turns they take in conversation with an adult. Thus, maintaining a dialogue with students while asking them questions, listening to their answers, adding information, and prompting them to reflect or provide more information is crucial for vocabulary growth. For non-instructional parts of the preschool and elementary school day like snack time, waiting in line for lunch, and bathroom breaks, this idea has a lot of potential. Additionally, it offers promise for older kids.

2. Anchored word learning

Elementary children should use Anchored Word Learning (Beck, McKeown, & Kucan, 2002) since read-alouds are frequently a component of the school day. It can also be used in higher grades, particularly when reading aloud and having class discussions on challenging texts. Picture books are a great place for young children to find sophisticated, higher-level words that are crucial for vocabulary growth. They expose kids to words they might not ordinarily read in books at their reading level or independently. For embedded word learning, older kids can use content-area literature, nonfiction texts of all kinds, and novel extracts.

Every time a teacher reads aloud a picture book or trade book, Isabel Beck advises choosing three broad academic words; these should not be obscure or antiquated phrases, but rather words that are likely to appear in other academic publications. However, teachers are advised not to choose too many words for one lesson. Older students might be able to manage more words during a read-aloud and class discussion. Usually, three to five words are adequate.

Teachers must complete three quick preparation tasks before reading:

- a. Choose a reading aloud. Choose from books by your favorite writers, novels that other people have recommended, brand-new releases, old standbys, picture books, trade publications, and textbooks that are essential for your subject area.
- b. Pick three to five terms to use in your instruction. Choose words that will broaden students' vocabulary and are likely to be used in a variety of contexts, or concentrate on words that are really crucial to the lesson being taught. Words like "nice to know" don't belong in this context. The goal is to introduce students to crucial terms that are likely to come up in a variety of circumstances or words you really want them to be familiar with.
- c. Mark the text's words using a sticky note or, if the text is on paper, a highlighter and notes.
- d. Once this preparation is done, go through the following procedures with your students:
- e. Read the whole thing out loud. Don't linger over the words during the initial reading. In order for students to begin processing the plot or the complex ideas found in many nonfiction and subject-specific works, they need to hear complex materials being read aloud fluently, especially during a first reading.
- f. Once you've read the text through once, go back and highlight any word you want to draw your attention to. Rereading the sentences and/or paragraphs where each word is used may be helpful.
- g. Have students say each word aloud.
- h. Make sure that kids can see every word you write. You could wish to ask the children to write the words down

as well (or to "write" them with their fingers in the air or on their palms). Spell the word as you write it while teaching younger kids. Highlight any unique spelling characteristics, such as double letters, a silent E, prefixes, etc.

- i. Give each word a clear definition that students can understand. This might need to be said multiple times.
- j. Give examples for each term that go beyond the text's context. Encourage kids to give their own examples so they can relate the word to their own context and personalize it. Use of turn-and-talk or think-pair-share is highly recommended at this point.
- k. Post these phrases, if you'd like, on your classroom word wall. If you teach ELA or reading, you might wish to designate a portion of the word wall for words from read-alouds.

3. Tip Chart

This word wall adaptation includes a brief definition along with a graphic. Term, information, and picture is referred to as TIP. A TIP Chart (Rollins, 2014) is essentially a three-column chart that is put up so that students may rapidly use it to refresh their memories of the definition of a key content-area (tier three) term. It functions as a vocabulary anchor chart in essence.

The TIP Chart, in contrast to the well-known Frayer Model, is helpful for words with a moderately simple meaning—not ones with a lot of conceptual weight. Once finished, the TIP Chart functions as a "at a glance" reference for crucial disciplinary terminology; if the tactic is to be most effective, its function must be remembered.

TIP charts are clearly exhibited for the benefit of the entire class, but students are also allowed to retain

private TIP charts in their notebooks or electronic files. The teacher can demonstrate how to make the chart first, and then students can decide what details to record and what illustration to design to go with each term.

Term	Information	Picture
soliloquy	when someone in the play thinks out loud	

The method works best when a new section of teaching, such as a chapter or unit, is introduced. Once the chart is prepared, attract attention to the first word and emphasize its significance in the present lesson to the pupils. In column 1, type the term. The formal and comprehensive description will next be presented, ideally also printed in the text or displayed on a screen or board in the classroom. Together with the pupils, create a succinct, understandable definition or a succinct list that you write in the middle column. Column two should not contain a formal definition in its entirety. In column three, offer or jointly design a straightforward visual.

4. Save The Last Word for Me

An excellent technique to encourage peer discussion, boost engagement, and encourage deeper processing of vocabulary and content is Save the Last Word for Me (Beers, 2003). Despite being frequently used in conversations about literature, its well-defined framework makes it ideal for reviewing vocabulary and deepening understanding of certain topics.

Before a unit test, midterm, or final exam, teachers frequently offer guided review tasks. Let's imagine that there are roughly 25 terms in the instructional unit that students need to be able to recognize and utilize appropriately in a variety of contexts. In order to prepare for an assessment, Save the Last Word for Me offers pupils a fun way to practice speaking last.

The following are the stages to use this approach; the first three must be finished beforehand:

- a. Print several sets of cards—one for each student group—each with a target word on one side and its meaning on the other.
- b. Print the directions for the activity
- c. For each group of students, put the printed instructions and terms in a plastic bag or manila envelope.
- d. Students should be divided into three to five groups. Small groups are crucial so that each student has a chance to participate in discussions. The objective is for students to examine and expand their comprehension of ideas and specific phrases, thus it's crucial that they articulate their thoughts out loud.
- e. One student selects a card at random from the deck, while another student defines the term before continuing. Each student refines and adds to the concept as they go around the circle, providing examples as they go. Before the students agree on a definition, the person who draws the cards has the "last word" and is able to add to or modify it. You might wish to first model the procedure for the entire class or have a small group practice the procedure while the rest of the class observes.

5. Snap Minilessons

Another technique to give explicit training is to set aside a set amount of time every day, every week, or on occasion to teach broad academic terminology explicitly through minilessons (of 5 to 15 minutes each).

The acronym SNAP in the title refers to four essential elements or processes that each minilesson contains:

S: Seeing and saying each word

N: Naming a category or group each word belongs to or noticing connections to related words or word families

A: Acting on the words (engaging in a brief task or conversation about the words)

P: Producing an individual, original application of the words

6. Vocabulary Self-Collection Strategy

The Vocabulary Self-Collection Strategy (VSS) (Haggard, 1986)'s main goal is to assist students in creating a list of terms to learn based on their prior reading and text-reading knowledge and experience. As students read texts and choose language they believe is crucial to understanding the subject, this technique can encourage word growth and independence.

VSS includes the following steps:

- a. Selecting words
- b. Defining words
- c. Finalizing word lists
- d. Extending word knowledge

The technique can be applied to promote vocabulary acquisition from assigned and self-selected literature as well as general word learning from one's surroundings.

7. Word Talks

Word talks are a kind of a technique called book talks, in which students promote a book to their peers for independent reading in a quick (less than five minute) presentation. Similar to word talks, word talks call for students to present briefly on one or more words they believe are crucial for their peers to understand. This tactic is great for academic words that are general in nature rather than highly specialized or domain-specific, like some others in this chapter. Additionally, it is simple to integrate with the earlier stated vocabulary self-collection technique.

Some teachers who employ word talks designate a specific day each week or month when several students come up and present their word talks. Other professors arrange a rotation such that occasionally each week, one student performs a word talk. Students tend to find the times when their classmates are leading discussion much more memorable than when the teacher is; students frequently have a way of saying something that "clicks" with their peers simply because it is said in a kid-friendly way. Because word talks consist of a student teaching their peers, it is important to make time for this.

8. Digital Tool for Independent Practice

The following websites and services provide assistance for you as a teacher as well as opportunities for pupils to practice independently:

a. Flocabulary

This robust program includes hip-hop type videos to help students learn new terminology.

b. Freerice

This site has an addictive vocabulary game with five difficulty levels, with levels one and two being appropriate for students in grades three and up.

c. Vocabador

This game allows students to study SAT vocabulary words, choose an avatar, and “get into the ring” to play against other virtual wrestlers.

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BAB 4

NUMBERS AND COUNTING

By Wakhilah Dwi Khusnah

4.1 Numbers

Numbers dibagi menjadi dua bagian yaitu cardinal numbers dan ordinal numbers.

1. Cardinal Number (Bilangan Pokok)

Cardinal numbers adalah bilangan pokok. Cardinal number menunjukkan jumlah. Cardinal number tidak digunakan untuk bilangan pecahan atau desimal, akan tetapi digunakan untuk berhitung(El, 2021). Perhatikan tabel dibawah ini:

Tabel 4.1. Cardinal Number

1 : One	51 : Fifty one
2 : Two	52 : Fifty two
3 : Three	53 : Fifty three
4 : Four	54 : Fifty four
5 : Five	55 : Fifty five
6 : Six	56 : Fifty six
7 : Seven	57 : Fifty seven
8 : Eight	58 : Fifty eight
9 : Nine	59 : Fifty nine
10 : Ten	60 : Sixty
11 : Eleven	61 : Sixty one
12 : Twelve	62 : Sixty two
13 : Thirteen	63 : Sixty three

14 : Fourteen	64 : Sixty four
15 : Fifteen	65 : Sixty five
16 : Sixteen	66 : Sixty six
17 : Seventeen	67 : Sixty seven
18 : Eighteen	68 : Sixty eight
19 : Nineteen	69 : Sixty nine
20 : Twenty	70 : Seventy
21 : Twenty one	71 : Seventy one
22 : Twenty two	72 : Seventy two
23 : Twenty three	73 : Seventy three
24 : Twenty four	74 : Seventy four
25 : Twenty five	75 : Seventy five
26 : Twenty six	76 : Seventy six
27 : Twenty seven	77 : Seventy seven
28 : Twenty eight	78 : Seventy eight
29 : Twenty nine	79 : Seventy nine
30 : Thirty	80 : Eighty
31 : Thirty one	81 : Eighty one
32 : Thirty two	82 : Eighty two
33 : Thirty three	83 : Eighty three
34 : Thirty four	84 : Eight four
35 : Thirty five	85 : Eighty five
36 : Thirty six	86 : Eight six
37 : Thirty seven	87 : Eighty seven
38 : Thirty eight	88 : Eighty eight
39 : Thirty nine	89 : Eighty nine
40 : Forty	90 : Ninety
41 : Forty one	91 : Ninety one
42 : Forty two	92 : Ninety two
43 : Forty three	93 : Ninety three

44 : Forty four	94 : Ninety four
45 : Forty five	95 : Ninety five
46 : Forty six	96 : Ninety six
47 : Forty seven	97 : Ninety seven
48 : Forty eight	98 : Ninety eight
49 : Forty nine	99 : Ninety nine
50 : Fifty	100 : One hundred

Catatan:

Hundred : ratus

Thousand : ribu

Million : Juta

Billion : Miliar Ribuan dan ratusan tanpa tanda “and”, Sedangkan untuk ratusan yang digabung dengan puluhan atau satuan diberi tanda “and”, Ribuan yang digabung dengan satuan juga ditambah dengan “and”

Contoh:

825 : *Eight hundred twenty five* (Amc)

Eight hundred and twenty five (Brt)

1000 : *One/ a thousand*

9582 : *Nine thousand five hundred eighty two* (Amc)

Nine thousand five hundred and eighty two (Brt)

1,000,000 : One/a million

1,000,000,000 : One/a billion (Amc)

One/a milliasr (Brt)

1,000,000,000,000 : One/a trillion

Untuk menyatakan tahun berikut aturannya:

Untuk tahun di bawah 2000 ada aturan tersendiri, tahun dibaca masing-masing 2 digit angka.

Fira?

Fira : I have 2 pens

(Saya Punya 2 pena)

2) Menyatakan nomor rumah, halaman buku, atau sebagainya.

Teacher : Please, open your book page 12

(Tolong buka buku kalian halaman 12)

Students : Ok, Miss

(Baik, Bu)

Exercise (Galo46, 2011)



Sumber: en.islcollective.com

2. Ordinal Number (Bilangan Tingkat)

Ordinal number adalah bilangan tingkat. Ordinal number adalah angka yang menunjukkan letak atau posisi sesuatu (El, 2021). Perhatikan tabel dibawah ini:

Tabel 4.2. Ordinal Number

1st : First	51st : Fifty first
2nd : Second	52nd : Fifty second
3rd : Third	53rd : Fifty third
4th : Fourth	54th : Fifty fourth
5th : Fifth	55th : Fifty fifth
6th : Sixth	56th : Fifty sixth
7th : Seventh	57th : Fifty seventh
8th : Eighth	58th : Fifty eighth
9th : Ninth	59th : Fifty ninth
10th : Tenth	60th : Sixtieth
11th : Eleventh	61st : Sixty first
12th : Twelfth	62nd : Sixty second
13th : Thirteenth	63rd : Sixty third
14th : Fourteenth	64th : Sixty fourth
15th : Fifteenth	65th : Sixty fifth
16th : Sixteenth	66th : Sixty sixth
17th : Seventeenth	67th : Sixty seventh
18th : Eighteenth	68th : Sixty eighth
19th : Nineteenth	69th : Sixty ninth
20th : Twentieth	70th : Seventieth
21st : Twenty first	71st : Seventy first
22nd : Twenty second	72nd : Seventy second
23rd : Twenty third	73rd : Seventy third
24th : Twenty fourth	74th : Seventy fourth
25th : Twenty fifth	75th : Seventy fifth
26th : Twenty sixth	76th : Seventy sixth

27th : Twenty seventh	77th : Seventy seventh
28th : Twenty eighth	78th : Seventy eighth
29th : Twenty ninth	79th : Seventy ninth
30th : Thirtieth	80th : Eightieth
31st : Thirty first	81st : Eighty first
32nd : Thirty second	82nd : Eighty second
33rd : Thirty third	83rd : Eighty third
34th : Thirty fourth	84th : Eight fourth
35th : Thirty fifth	85th : Eighty fifth
36th : Thirty sixth	86th : Eighty sixth
37th : Thirty seventh	87th : Eighty seventh
38th : Thirty eighth	88th : Eighty eighth
39th : Thirty ninth	89th : Eighty ninth
40th : Fortieth	90th : Ninetieth
41st : Forty first	91st : Ninety first
42nd : Forty second	92nd : Ninety second
43rd : Forty third	93rd : Ninety third
44th : Forty fourth	94th : Ninety fourth
45th : Forty fifth	95th : Ninety fifth
46th : Forty sixth	96th : Ninety sixth
47th : Forty seventh	97th : Ninety seventh
48th : Forty eighth	98th : Ninety eighth
49th : Forty ninth	99th : Ninety ninth
50th : Fiftieth	100th : One hundredth

Contoh penggunaan Ordinal Number dalam Kalimat:

1. The second child
(Anak kedua)
2. The 77th Indonesia Anniversary
(Hari jadi Indonesia yang ke-77)
3. 17 Agustus 1945 (Amc)

(Baca: On the seventeenth of August nineteen forty five)

4. August 17, 1945 (Brt)

(Baca: On August the seventeenth nineteen forty five)

5. My father birthday is on the third of November

(Ulangtahun ayahku 3 November)

Fungsi ordinal number adalah (El, 2021)

Untuk menyatakan angka urutan. Contoh

Aryan : What number are you in your family?
(Kamu anak nomor berapa dalam keluargamu)

Sely : I am first of three

Berikut adalah link Lagu-lagu yang berkaitan dengan tema "Number":

Fill in the blanks with an ordinal number (in word form e.g. "fifth").

1. December is the _____ month of the year.
2. May is the _____ month of the year.
3. August is the _____ month of the year.
4. October is the _____ month of the year.
5. June is the _____ month of the year.
6. November is the _____ month of the year.

3. Difference between Cardinal and Ordinal

Cardinal Numbers	Ordinal Numbers
Semua bilangan asli adalah bilangan pokok.	Bilangan urut adalah bilangan yang mewakili posisi suatu benda atau benda.
Angka kardinal membantu	Angka ordinal membantu

Cardinal Numbers	Ordinal Numbers
anak-anak memahami 'berapa banyak' atau jumlah suatu barang.	anak-anak memahami 'posisi' atau posisi benda atau objek dalam daftar.
Contoh bilangan Kardinal adalah 1, 2, 3, 4, 5, 6 dan seterusnya.	Contoh bilangan ordinal adalah 1st, 2nd, 3rd, 4th, 5th, 6th dan seterusnya

4.2 Counting (Catherine Katuura, 2015)

1. Addition (Penambahan)

Five plus eight is thirteen.

Seven plus two equals nine.

What is three plus twelve?

$$5 + 8 = 13$$

$$7 + 2 = 9$$

$$3 + 12 = ?$$

2. Subtraction (Pengurangan)

Nine minus four equals five.

twelve minus five equals seven.

What is eight minus two?

$$9 - 4 = 5$$

$$12 - 5 = 7$$

$$8 - 2 = ?$$

3. Multiplication (Perkalian)

Two times seven equals fourteen.

Six times three is eighteen.

What is eight times two?

$$2 \times 7 = 14$$

$$6 \times 3 = 18$$

$$8 \times 2 = ?$$

4. Division (Pembagian)

Sixteen divided by two is eight.

Four divided by four equals one.

What is six divided by three?

$$16 : 2 = 8$$

$$4 : 4 = 1$$

$$6 : 3 = ?$$

5. Read the story

My name is Gian. I am 9 years old.

I live in Surabaya with my mother, father, and sister There are 2 children in our family.

We have 12 cows and 8 chickens.

I like taking care of the animals.

Our cows have 7 calves.

The chickens have 5 kids.



Answer the questions!

- How many people are in Gian's family?
- How many cows do they have?
- How many goats do they have?
- How many animals do they have?
- How many calves and kids do they have?

6. Count the classroom object



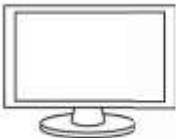
 blue	4	 pink		 orange	
 yellow		 green		 red	

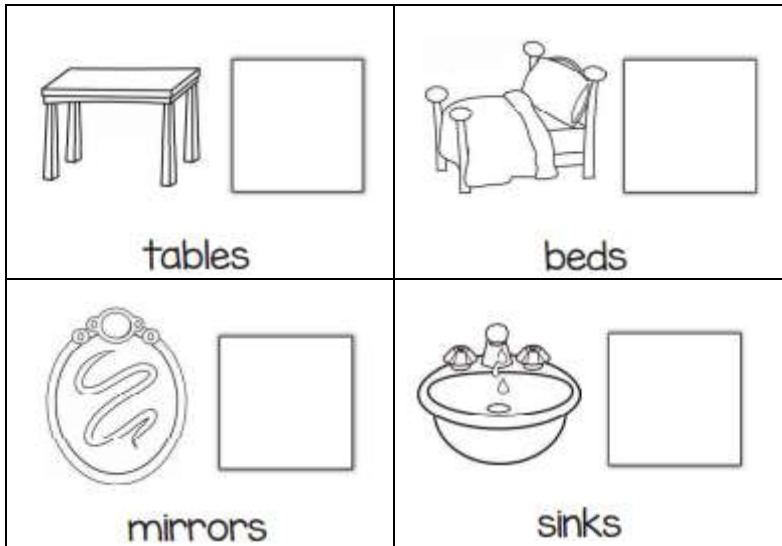
Sumber: English Primary 2 Pupil's Book

7. Count around the house (Jennifer, 2023)

Walk around your house and count each of the items listed.

Write the number in the squares.

  lamps	  chairs
  pillows	  televisions
  trash cans	  boxes of tissues
  doors	  windows



Sumber: earlylearningideas.com

8. Mathematic Path

Work in groups or pairs. The answers to the following questions can be found in your classroom, school and playground.

- My teacher's name is ____.
- There are ____ students in my class.
- There __ boys and __ girls in my class.
- The time is now ____.
- Today is ____.

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BAB 5

COLORS AND SHAPES

By Elizabeth M. M. Lasut

5.1 Colors

Look at the pictures. Complete the conversations with correct answer.



A: What is that?

B: That is a star.

A: What color is the star?

B: It's _____

A: What is that?

B: That is a tree.

A: What color is the tree?

B: It's _____

A: What is that?

B: That is an apple.

A: What colour is the apple?

B: It's _____

A: What is that?

B: That is a mango.

A: What colour is the mango?

B: It's _____

Unscramble the letters to form the COLORS.

edr _____

knip _____

wonrb _____

lolwey _____

htwie _____

eengr _____

kbcsl _____

erplup _____

naoreg _____

regy _____

Look at the pictures. Complete the conversation with **COLOR** words from the box.

BlackBrown

Yellow

Grey

Green

A: What animal is this?

B: This is a horse.

A: What color is the horse?

B: It is _____



A: What animal is that?

B: That is an elephant.

A: What color is the elephant?

B: It is _____



A: What fruit is this?

B: This is a pineapple.

A: What color is the pineapple?

B: It is _____



A: What plant is that?

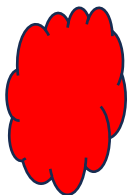
B: That is a Snake plant.

A: What color is the Snake plant?



B: It is _____

Fill in the blanks to make COLOR words of the clouds.



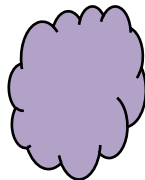
_ _ D



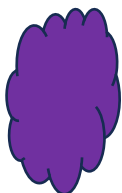
_ L _ _



_ R _ _ _



_ _ _ _ _ W



_ _ _ _ _ E



_ _ A _ _ _

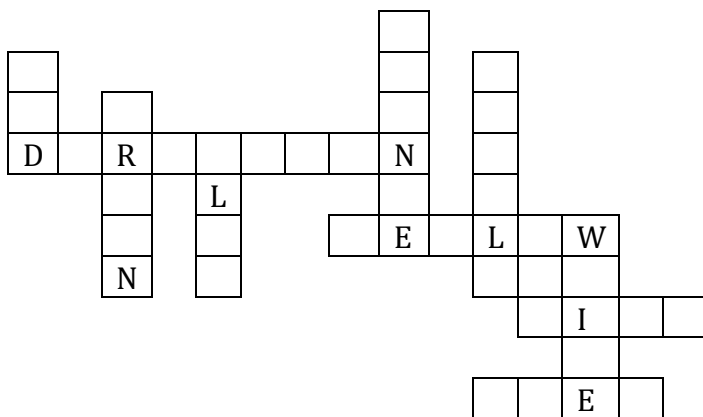


_ _ _ _ _ N

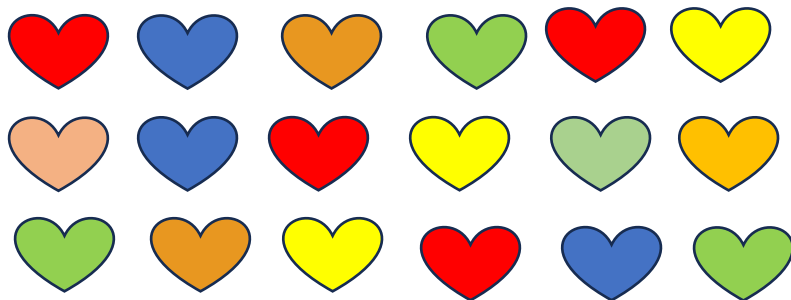


G _ _ _

Do the crosswords about COLORS.



Let us count the **COLOR** hearts. Find out...



How many green hearts? __

How many red hearts? __

How many blue hearts? __

How many orange

hearts? __

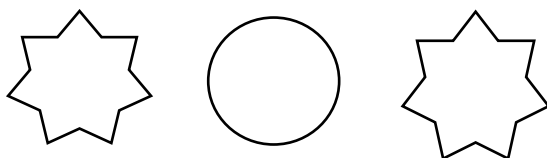
Draw and **COLORS**.

One red umbrella

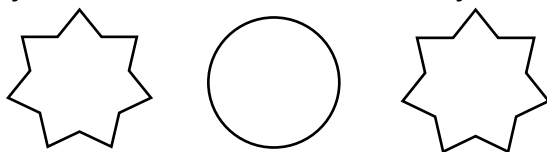
Two yellow stars



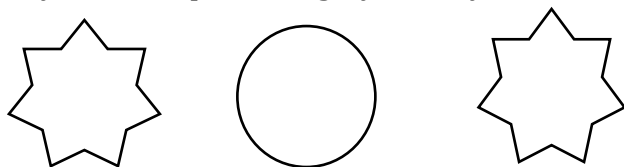
1. My stars are blue and purple, but my moon is pink.



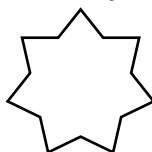
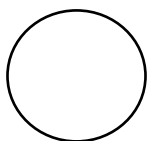
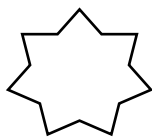
2. My stars are red and brown, but my moon is orange.



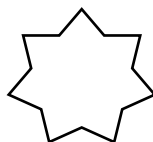
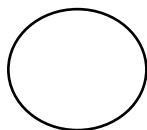
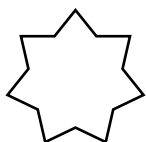
3. My stars are pink and grey, but my moon is light blue.



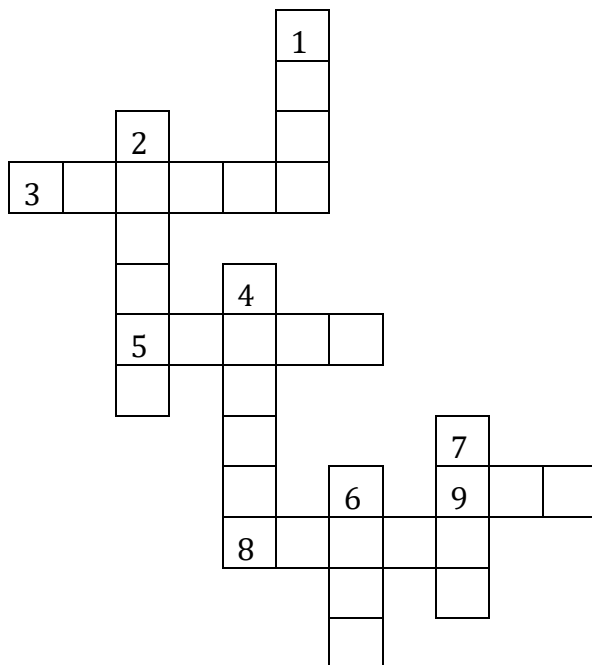
4. My stars are orange and dark blue, but my moon is green.

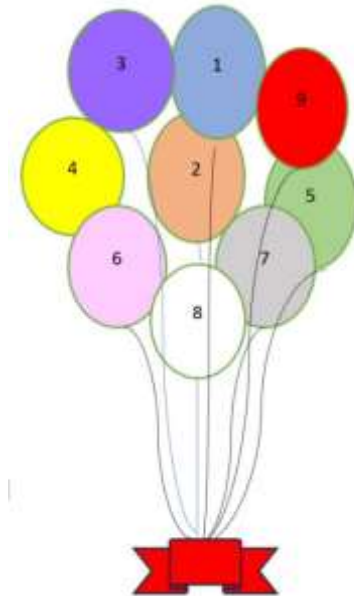


5. My stars are dark green and light brown, but my moon is red.



Complete the crosswords based on the **COLOR** of the balloons.

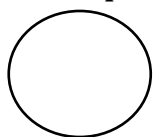




Fill the squares with the **COLORS** you find.

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

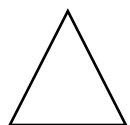
5.2 Shapes
Types of Shapes.



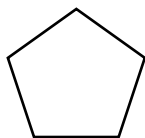
Circle



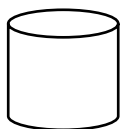
Rectangle



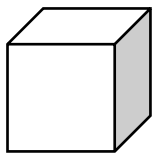
Triangle



Pentagon



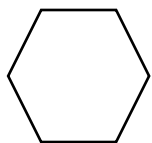
Cylinder



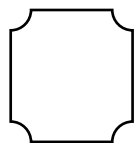
Cube



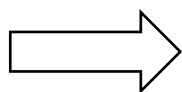
Right Triangle



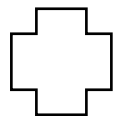
Hexagon



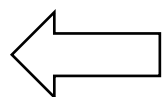
Plaque



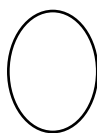
Right Arrow



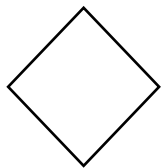
Cross



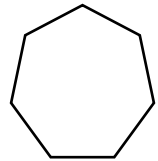
Left Arrow



Oval



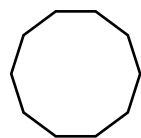
Diamond



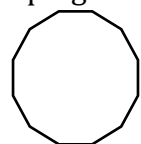
Heptagon



Octagon



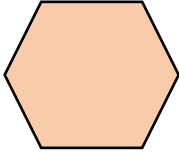
Decagon



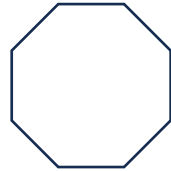
Dodecagon

**Name the Shapes and Color the Rest with Your Favorite
COLORS.**

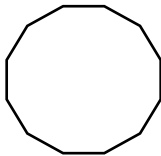
What is this shape?



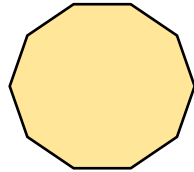
This is _____



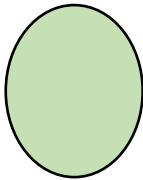
This is _____



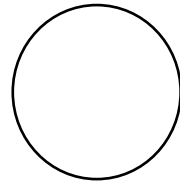
This is _____



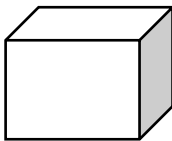
This is _____



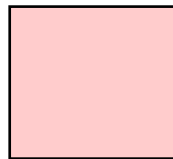
This is _____



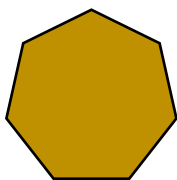
This is _____



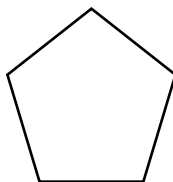
This is _____



This is _____



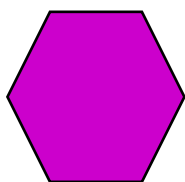
This is _____

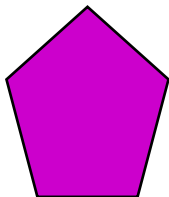


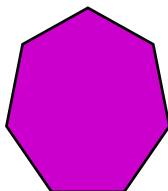
This is _____

Let Us Count the Sides.

How many sides it has?

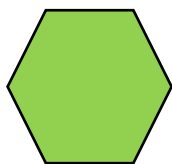


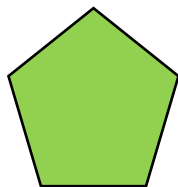


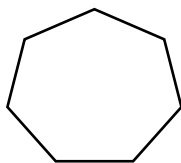


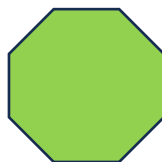


How many corners it has?

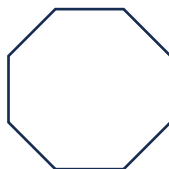
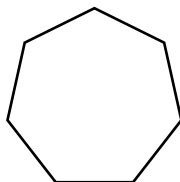
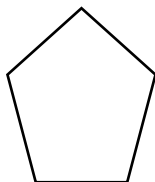
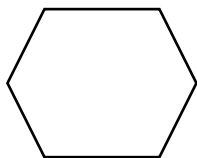




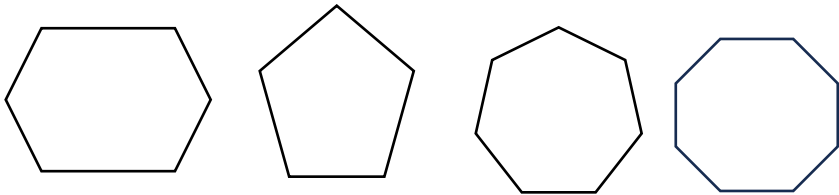




COLOR the shape that has 5 sides.

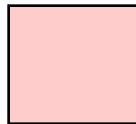


COLOR the shapes that have more than 5 sides.

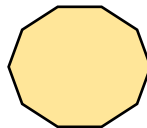


Rearrange the Letters and Draw an Arrow to Match with Its Shape.

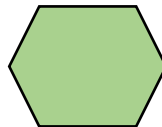
T O N G A P E H _ _ _ _ _



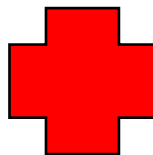
E G L N A E C R T _ _ _ _ _



G E O E X H A _ _ _ _ _

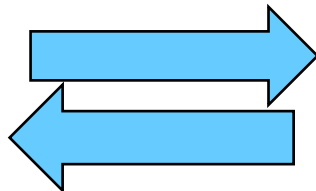


N O E D A C G _ _ _ _ _

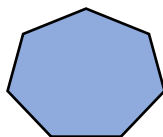


E B U C _ _ _ _ _

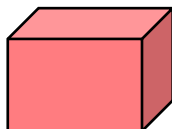
R S O C S _ _ _ _ _



G I R T H W R A R O _ _ _ _ _



I G L H T O R W R A _ _ _ _ _



DAFTAR PUSTAKA

BAB 6

DAILY ROUTINES

Ossa Bodhi Tala Sumanto

6.1 What is your daily routine?

The daily routine can cover what you do first after waking up from your sleep, what you usually do before school, and after that until you go to bed.

6.2 Grammar Corner

When you want to tell about your daily routine, you can use Simple Present Tense.

S + V1 / V (-s/-es) + O

Example: I eat breakfast at 06.30

You can also add some Adverb of Frequency

I *always* eat breakfast at 06.30

When describing your daily routine using the Simple Present Tense, you can include adverbs of frequency to provide more information about how often you do certain activities.

Example:

In the morning, I usually wake up at around 5 a.m. Then, I always brush my teeth and take a quick shower. After that, I sometimes have a glass of milk and bread for my breakfast before go to school. During lunchtime, I often go to the canteen with my classmates and we grab something to eat together. When I get home in the afternoon, I rest for a bit before attending a math tutoring. In the evening, I eat dinner together with my family. Before I study and work on my homework, occasionally I relax for a bit by watching some TV or palying

games. Before going to bed, I need to listen to something so that I can fall asleep. Frequently I listen to some calming music to help me relax and have a good sleep.

Remember that everyone's daily routine is unique and can vary from person to person. Feel free to personalize your routine according to your preferences and habits!

6.2.1 Adverbs of Frequency in Daily Routines

Adverbs of frequency are pretty handy when you want to get specific. You can use them to describe how often you do something, which is why they are called adverbs of frequency. They tell you how frequently something happens or how often you do it. So, feel free to pick any of these for added detail!

Now to show the order of your routine you can use sequences like “before”, “after”, “then”, and “next”. All of these words are useful to help you organize your thoughts in order or in organizing the order of your routine. They serve as great markers to show the sequence of events and keep your thoughts organized. Feel free to use them whenever you need to outline a step-by-step process or any kind of sequential order.

6.3 Daily Routines Vocabularies

1. **Sunrise** is that magical moment when the sun peeks above the horizon to welcome a brand new day, and before that, you have **dawn**, which is like the sneak peek preview of what's to come. The sky begins to paint itself in hues of soft pinks, oranges, and purples, setting the stage for nature's grand performance. It is a magical time when all seems calm and serene before the world wakes up to embrace another beautiful day. Sunrise is the start of a new day filled with endless possibilities! It is that enchanting moment when the sun gracefully rises above the horizon,

casting its warm and radiant light upon everything it touches.

2. If you are talking about doing something for a specific timeframe, you can use the phrase "**from to**" and mention the start and end time of that activity. For example, Dorothy works from 7:00 a.m. to 11:30 a.m.
3. If we are talking about a specific time, like the one Dorothy usually gets to work, we can use "**at**". For instance, Dorothy usually gets to work at 8 a.m.
4. When it comes to mentioning specific days or dates, we use "**on**". For instance, I usually have a tutoring on Mondays, but on the holidays, I won't have to go.
5. Starting from + (month or year): Use "**starting from**" when referring to longer periods like months, years, and seasons. Example: We often start class at 8 a.m., but starting in winter, the school opens at 9. That "winter time" schedule starts in October this year.
6. When it comes to school, most people kick off their day in the morning. During this time, you can say that they are "**at school**" and getting things done.
7. **At school**: If you take any kind of class, you will probably spend some of your morning time at school. In English, you can use the word school for most educational institutions, including universities. But remember if you say "at school," you are probably talking about the general area. You can also mention a specific area in the building, like in the lunchroom, in the gymnasium, or the principal's office.
8. When you **wake up**, it means you stop snoozing and start being conscious. It is like transitioning from being asleep to being awake. On the other hand, when you get up, it is about physically getting out of bed and getting your body moving. It is what most people do when they start their day and begin their regular routines. As we start our day, we all

have our special morning rituals that get us going. Everyone's routine is different, but let's check out some common activities that might give you some ideas for your daily rituals.

9. In bed
10. **In the bedroom**
11. **In the bathroom**
12. **In the kitchen**
13. **Take a shower/bath**
14. **Brush your teeth**
15. **Comb/brush your hair**
16. Time to get your outfit on! After you have completed your morning routine, it is time to put on some clothes and **get dressed**.
17. Time to **have breakfast** and fuel up for the day ahead! Now it is time to head out to school.
18. **Lunch break**, or lunch hour if you want to be formal, is the time when everyone takes a pause from work or studying to grab a bite. It is typically around noon because no one wants to wait too long for food!
19. When it is time for lunch, you have a few options on where to go. You can head to the **cafeteria or canteen**, both of which are popular spots for grabbing a bite. The **lunchroom** is usually found in schools or office buildings and is specifically for the people who study or work there.
20. **Grab some lunch** or head out to eat: When you go out for a meal, it means you are leaving to eat somewhere else.
21. **Time to call it a day**: "Get off work" means you have finished your work for the day and are ready to leave the workplace.
22. **Time to bounce**: Leaving school means you are finally done with your classes and ready to go home.

23. After a long day at work or school, most people just want to **head home**. Whether you call it **going home** or commuting home, the end goal is the same. Once you finally arrive at your house, you can also just say "I'm home!"
24. If you are putting in work for your education, it is safe to say you are **studying**. Whether you are writing an essay, going over what you have learned, or getting ready for a big exam – it all falls under the "I'm studying" umbrella.
25. **Chill time** is all about those sweet moments when you are doing what you love or simply hanging out with your buddies. You can call it a **time to relax** or chill.
26. Get your **homework** done! It is all about working on those assignments from your last class.
27. **Working out** and **exercising** is the same thing—they both involve getting active to stay fit. You have the flexibility to work out in various places, like at a gym, in your own home, or outdoors. You can also use exercise as a verb, like saying "I try to exercise every afternoon before dinner."
28. It is time to get ready for **dinner**! Get ready to have a delicious meal or evening feast with your family.
29. In the **evening**, we usually refer to the time after the sun sets and it starts getting dark. It is that period before you hit the hay for a good night's sleep.
30. **Sunset** is that magical moment when the sun says its final goodbye for the day and disappears below the horizon, creating a stunning display of colors in the sky.
31. **Twilight** and **dusk** are just a couple more words we use to describe when it starts getting dark outside. So, if someone says "from dusk till dawn," they're talking about the nighttime, and if they say "from dawn till dusk," it means during the day. Just some handy phrases to know!

32. Time to chow down! **Dinner**, also known as supper in some places, is the final feast of the day. It is the last serving of food that will satisfy your hunger before calling it a night.
33. Want to **unwind** and **relax**? You can kick back and watch some TV or catch a movie. If you are heading out to watch a film, you can say "I'm going to the movies" or "I'm going to the movie theater." In British English, they often call it a cinema instead of a movie theater and refer to a movie as a film.
34. **Going out** means you are leaving the house to do stuff. It is a general term, like when you go out for dinner or anything else outside of your cozy abode.
35. Time to wind down and **get ready for bed**! This is the opposite of your morning routine. You might want to slip into some comfy pajamas and freshen up by washing your face, brushing your teeth, and perhaps taking a shower. If you are in the mood, grab a book or do something relaxing before calling it a night.
36. If you are more of a **night owl** and not really into early mornings, there are some things you can do at night to get ready for the next day.
37. It is time to **call it a night** or snuggle up in bed! This is when you physically make your way to your comfy sleeping spot. It is the complete opposite of getting up in the morning.
38. Time to **hit the hay**! When you decide to go to sleep, it is like saying, "I'm done for the night" and switching off your awake mode. It is important to let your body rest and catch some Z's.

6.4 Tips on Talking about Daily Routines

Your daily routine is basically what you do every day from the moment you wake up, to your pre-school activities, and everything else until it is time for bed. Having a solid daily routine is the key to having a successful and satisfying day. It helps you stay organized, be more efficient, and make sure you get things done. From the minute you wake up until it is time to unwind, a well-structured routine sets the tone for productivity and accomplishment.

Alright, let's talk about what a regular daily routine looks like. So, when you wake up after a good night's sleep, the first thing you should do is start your day with some positivity. Lots of people like to start their day by doing relaxation techniques like meditation, gentle stretches, or writing in a journal. It helps to clear their minds and get them ready for whatever lies ahead. After that, it is time to tackle those morning activities before heading off to school or work. This could involve simple things like brushing your teeth and taking care of personal hygiene, all while building relationships and taking care of yourself at the same time.

Afternoons are a great time to work on yourself! You can take online courses to learn new skills, dive into informative books, or get creative with hobbies that help you grow personally. It is a perfect opportunity to invest in your improvement and have some fun too! As the evening rolls in, it is important to wind down and relax before we hit the sack. This can involve doing things we enjoy, spending time with loved ones, or pursuing hobbies that bring us peace and happiness. It is all about setting the stage for a good night's sleep!

Before hitting the hay, it is important to create a chill bedtime routine. You can do things like reading a book, jotting down your thoughts in a journal, or trying out some meditation

to help you relax after the day and get ready for a peaceful sleep. Hey, just a friendly reminder that routine is pretty awesome because they give our lives structure and stability. But they also allow us to be flexible and adapt according to our own needs. So, don't be afraid to mix things up and make adjustments when necessary!

The work or school routine is probably quite different. Maybe your day is dynamic and it is always changing or perhaps it is pretty consistent and you do the same thing every day. It depends on individual preferences, job requirements, or academic schedules. Whether it is embracing the excitement of unpredictability or finding comfort in familiarity, there's no right or wrong way to go about it.

Making sure you start your day with a nutritious breakfast is super important if you want to stay energized all morning long. Whether you prefer a big and filling meal or something quick but healthy, fueling yourself properly is key. When you are all set to take on the day, it is time to dive into tasks that need your full attention. Whether it is going to class or working on assignments, staying focused is super important. When it comes to being productive right now, it is all about prioritizing. Focus on what needs to be done urgently and what is truly important. But don't forget to take little breaks in between too! Taking a break from staring at your screens or being glued to your desk can do wonders for your mental well-being and help you avoid burnout. Don't forget to get up and move around a bit! Going for walks or doing some gentle stretches can give you the rejuvenation you need.

Lunchtime is the perfect chance to fill up on good food and catch up with your buddies. It is an important part of a great daily routine, allowing you to refuel both your body and social life. So go ahead, and enjoy a nutritious meal with your peeps!

When talking about our daily routine, there are a few important points to keep in mind. Firstly, it is helpful to mention the activities we do regularly, such as waking up, eating meals, going to work or school, and exercising. These details give a clear picture of how our day unfolds. When discussing our daily routine, it is essential to highlight those activities that we do consistently. These are the things that keep us on track and help maintain a sense of structure in our lives. So, whether it is waking up at the same time every day, going for a walk, or having a glass of milk to start your day, be sure to highlight those consistent activities that make your routine unique and reliable.

Things like waking up (sometimes reluctantly), chowing down on some good food, heading off to school, and squeezing in some exercise are all key aspects of our day-to-day lives. By sharing these little details, we can paint a vivid picture of how our day unfolds. It is all about giving people a glimpse into our world! Additionally, it is great practice for improving English because it allows us to practice using different tenses and vocabulary related to everyday activities. By describing our daily routine in English, we can strengthen our language skills and become more fluent. So do not hesitate to talk about your daily routine when practicing English. It is a simple yet effective way to enhance your language abilities.

6.5 Common Sentences and Phrases in Daily Routines

There are some sentences or phrases that are quite common in speaking about our daily routine. Here are some common sentences and phrases to talk about our daily routine.

1. "I wake up at 5 am every morning."
2. "After getting up, I brush my teeth and take a shower."
3. "I have breakfast around 6 am."

4. "I leave for school at 7"
5. "My lunch break is usually at noon."
6. "In the afternoon, I have classes scheduled."
7. "I finish school at 3 p.m. and head home."
8. "In the evening, I like to relax by watching TV or reading a book."
9. "Dinner is usually around 7 pm in my house."
10. "Before going to bed, I like to check my phone for messages."

Now, let's add some idioms related to daily routine. Remember that idioms can add color and creativity to your conversation about daily routines.

1. "Rise and shine! It is time to start the day!"
2. "Let's hit the ground running and tackle our tasks!"
3. "...and just like clockwork, I begin my daily chores/activities"
4. "Like a well-oiled machine, I go through my routines smoothly."
5. "Bright and early, I jump out of bed and seize the day!"
6. "I dive headfirst into my to-do list, ready to take the bull by the horns."
7. "Without skipping a beat, I breeze through my daily tasks like a pro."
8. "I'm in the zone, ticking off my routine like a boss."

Remember, idioms are great for adding flair and expressing your enthusiasm for tackling daily activities.

6.6 Talking about Hobby and Interest in Daily Routine

In talking about our daily life, we can even add our interests or hobbies. Including our interests or hobbies in our daily routine can make life more enjoyable and fulfilling. It is a great way to incorporate activities that bring us joy and help us relax after a long day. Whether it is reading, painting, playing an instrument, cooking, or even gardening, finding time for our passions can add a special touch to our everyday lives. So why not carve out some time each day to indulge in something you love? It is all about finding that perfect balance between school, responsibilities, and the things that make us truly happy.

Some people think that it is hard to speak about their daily life, not because they cannot express it well, but because they think there is nothing special about it. Here are a few tips to help you talk about your daily life.

1. **Focus on the details:** Even if your routine seems ordinary, there are always interesting little moments that make it stand out. Maybe you have a fun interaction with a colleague or neighbor, discover something new while running errands, or enjoy a delicious meal.
2. **Emphasize emotions:** Do not forget to express how certain activities make you feel. Did that morning breakfast give you an instant boost of energy? Did going for a walk bring you peace? Sharing your emotions adds depth and relatability to your stories
3. **Highlight surprises:** Life has its way of throwing unexpected curveballs at us even during mundane routines. Did something out of the ordinary happen today? Maybe you stumbled upon an old photo album while cleaning or received an unexpected phone call from an old friend

4. Share lessons learned: Reflect on any insights gained from your daily experiences. It could be anything from realizing the importance of self-care to learning how patience can go a long way when dealing with difficult situations
5. Be authentic: Remember, there is no need to exaggerate just for the sake of making your routine appear more exciting than it is. People appreciate genuine stories and connections, so embrace who you are and share honestly. So don't underestimate the power of sharing your daily life. You never know who might relate to or find inspiration in even the simplest aspects of your routine.

There are some common mistakes in describing our daily routine. One of them is by being dishonest of what we actually do everyday. It is totally understandable that sometimes we tend to exaggerate or be a bit dishonest when describing our daily routine. We might want to impress others or make ourselves sound more productive than we actually are. But honesty is always the best policy, right? If we embrace our true daily routine and stay genuine, it can really help us connect with others on a deeper level. Everyone has their own way of doing things and there is no need to pretend otherwise. So let's keep it real!

Maybe you have a question about how to describe my daily routine? From where do I need to start? Here is the answer. To start, you might want to think about the different activities or tasks that make up your typical day. You can begin by describing what time you wake up and how you like to kickstart your morning. From there, you can outline the main activities or responsibilities that fill up your day, such as work or school, any hobbies or interests you pursue, meals and breaks, exercise routines, and any other significant events or commitments. Feel free to add in details about how each

activity makes you feel or why it is important to you. Remember to keep it casual and write in a way that reflects your voice.

6.7 Exercise

A. Speaking

Tell your classmates about your morning routine before go to school!

I get up in the morning at 6, and then I take a shower. After that, I have a breakfast with my mum and dad.

Tell the class about one of your friends' morning routine!

Dorothy gets up and washes her face.

Dean has breakfast and cleans his teeth.

B. Writing

Write about your brother or sister's routine before go to bed!

My sister, Jean, usually sleeps late because she is a senior high school student. She studies hard until night. Before going to sleep, she usually drinks a glass of warm milk to help her sleeps better.

C. Reading

Read the daily routine of someone below and try to answer the questions!

My name is Ron. Each day I go to school with my dad. My school is far from our house. It takes 30 minutes to get there. I usually listen to music in the car. Sometimes, when I feel sleepy, I sleep through the journey from home to school. When I arrive at school, I always say good morning to my friends in class. All of us are so close because we also study and play together. When the teacher comes and begins the lesson, I try hard to focus. Lunch time is my favorite because I and my friends can eat together until we are full. Our school cafeteria's food is really delicious! My

school ends at 3 in the afternoon. I have to be quick to prepare for my math tutoring. Luckily my tutor is a sweet and kind person. So, sometime she allows me to relax for a bit before the tutor starts. At the evening, I always have dinner together with my parents and my siblings. Then, I study and do my assignment. I usually sleep late because after studying I watch online videos for a bit. Before go to bed, I brush my teeth and turn off my lamp to help me sleep better.

Questions:

1. What does Ron do through the journey from home to school?
2. What is his routine at school?
3. What does he do after shool?
4. What is Ron's night routine?

DAFTAR PUSTAKA

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BAB 7

FAMILY AND FRIENDS

By Yogi Rohana

7.1 My Family

Warming up questions!

1. Whom do you live with?
2. Do you have brother or sister?
3. Do you always visit your grand parents?

Read the text below and answer the questions!

Hello! My name is Bara. I am 9 years old. I live in a village with my big family. They are my grandparents, father, mother, brother, and sister. My brother and my sister are twin. Our house has a quite large yard where I usually play with my siblings or friends.



My father is a teacher. He works in an Elementary school near our house. He usually goes to school at 6.30 a.m. We usually go to school together by motorbike. In the afternoon, sometimes my

father helps my grandfather in the field.

My mother is a house wife. She always cooks delicious food for our family. My grandmother often helps her to prepare the food. She does all of the house keeping while we are at

school. In the evening, she helps us to study or to do our homework . She is a super mom ever. I really love my family.

Comprehension questions!

1. How old is Bara?
2. Whom does Bara live with?
3. Where do Bara and his siblings play?
4. What is his father's occupation?
5. What does his father do in the afternoon?
6. What is his mother?
7. Who helps Bara and his brother to do their homework?
8. Why does Bara say the his mother is a super mom?

7.1.1 Vocabulary Building

Look at the picture of family tree below!



Hi! I am Anna. They are my family. My parents have three children. They are my sister, Ellie; my brother, Bob; and me. My grandfather and grandmother have two children. My mother is the first child. She has one brother and I call him Uncle Tom. Uncle Tom got married to Aunt Carla. They have two children, so they are my cousins.

Write the words correctly and translate into Bahasa Indonesia!

1. P _ _ _ NT =
2. G R _ _ D F _ T _ _ R =
3. G _ _ ND M O _ T _ _ =
4. _ NC _ _ =
5. A _ N _ =
6. C O _ S _ _ =
7. N _ E _ _ =
8. N _ P _ E _ =

Complete the statements below with the words in the box!

Grandfather - Niece - Parents - Uncle - Aunt - Nephew
- Siblings - Cousin - Older brother - Younger sister

1. Your mother and father is also called...

2. Your father's mother is your...

3. Your brother and sister is your...

4. Your cousin's father is your...

5. Your parent's son who is older than you is your...

6. Your parent's daughter who is younger than you is your...

7. Your father's sister is your...

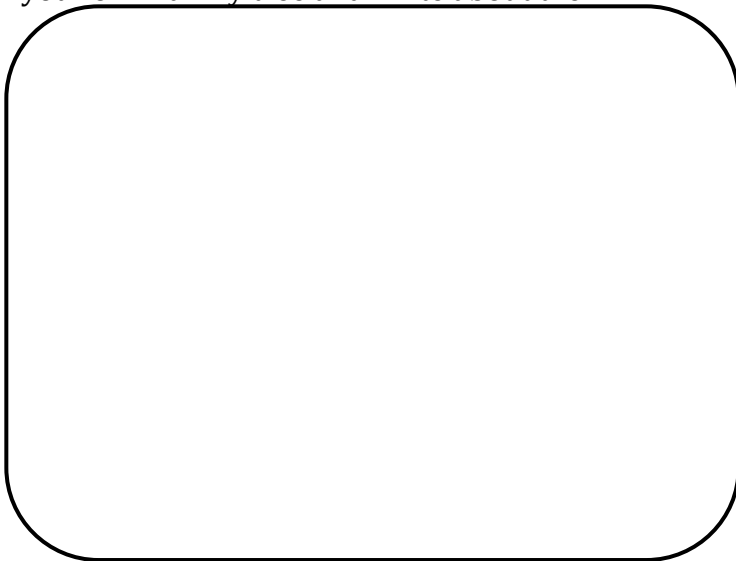
8. Your aunt's daughter is your...

9. Your uncle's son is your father's....

10. Your uncle's daughter is your mother's...

7.1.2 Written Activities!

Draw your own family tree and write about them!



My Family

.....

.....

.....

.....

.....

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.....

.....

7.2 My Friends

Read the text below and answer the questions!



This is my friend Max. He has been my classmate since we were in the first grade. His house is next to our school. He likes sport. He often play basketball, tennis, and football. He also likes swimming. We often swim together on the weekend. Last month we joined a swimming competition.

Surprisingly, Max won the first place. We were very happy.

Comprehension questions!

1. Who is the writer's friend?
2. Where does Max live?
3. What is Max's hobby?
4. When do Max and his friend go swimming?
5. What competition did Max win?

6. Do you have a close friend like Max and the writer? Tell about him or her!

7.2.1 Vocabulary building



Look at the picture!

This is Marry. What is her hobby?
 Her hobby is.....
 What is your hobby?
 My hobby is.....

Find many kinds of activities in the table of letter below!

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

Write the words that you find!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Complete the sentence using the words in the box!

Drawing – Swimming – Camping – Fishing – Cooking – Philately – Surfing – Dancing – Travelling – Play guitar
--

1. My mother likes to cook food. Her hobby is
2. Sally is a picture.
3. Bobby has various postage stamps. His hobby is
4. My friend and I go in the mountains.
5. Dandi goes on the beach.
6. The dancer performs shoe on the stage.
7. His brother goes in the pool every morning.
8. Uncle Tom catches a giant fish when he goes
9. My family loves to visit new place. Our hobby is
10. Budi always likes to sing while

7.2.2 Speak up !

Let's practice to ask about hobby! Here are some expressions:

To ask someone's hobby:

1. What is your hobby?
2. What do you do in your free time?
3. What do you do for fun?

To answer the questions:

1. I like to play tennis or I like playing tennis
2. I really like cooking
3. I kind of like watching movie

Read and practice with your friends!

A: Hi! How are you?

B: Great. Thank you.

A: So, what are your hobbies?

B: Well, I like to go camping. But I don't have time to go this month.

A: My friend asks me to go on camping next month. Would you like to come with us?

B: Next months? That sounds great. I'll do.

A: OK! See you then.

Complete the conversation below with the expression of talking about hobby!

1. Sarah : Hallo Lucy?.....?
Lucy : Hi Sarah. I like to go swimming.
2. Beni : Good Morning! Nino?
Nino : I and my friends go to the field. We
playing football.
3. Andrew: Hallo Lisa!?
Lisa : I gardening. I love flowers.

Grammar Corner

Pronouns is words that you can use to replace nouns such as name, things, or animals.

Example:

Jody is my friend. He likes playing basketball.

Diana is my cousin. She is my uncle's daughter.

Here are some kinds of pronouns:

Personal Pronoun				
	Subject Pronoun	Object Pronoun	Possessive Pronoun	Possessive Adjective
Singular	I	Me	Mine	My book
	You	You	Yours	Your book
	He	Him	His	His book
	She	Her	Hers	Her book
	It	It	Its	Its tail
Plural	We	Us	Us	Our books
	You	You	You	Your books
	They	Them	Them	Their books

(Azar, 1989)

Choose the correct personal pronoun by giving a cross (X) mark on the letter a, b, or c!

1. He is my friend. name is Ali.
 - a. Her
 - b. His
 - c. He
2. Suzy always goes to the pool. hobby is swimming.
 - a. She
 - b. Her
 - c. His
3. are my brother and sister.
 - a. Them
 - b. Their
 - c. They
4. Anne is my aunt's daughter. is my father's niece.
 - a. She
 - b. Her
 - c. Hers
5. We are playing basket ball. team wear blue t shirt.
 - a. We
 - b. Our
 - c. Ours
6. Lisa cooks fried rice and serves on the dining table.
 - a. It
 - b. Its
 - c. It's
7. Ask your parents! What are hobbies?
 - a. They
 - b. Theirs
 - c. Their

8. It is my racket. That is
- a. Yours
 - b. Your
 - c. You
9. The cat catch a mouse and cut tail.
- a. It
 - b. Its
 - c. It's
10. My classmates and I are going on vacation. visit a botanical garden.
- a. We
 - b. Our
 - c. Ours

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BAB 8

ANIMAL AND NATURE

By Yohanes Tuaderu

8.1 Animals

General Topic	: ANIMALS
Specific Topic	: <i>Being Familiar with Pets</i>
Duration	: 2 x 45 minutes
Group of Learner	: Grade Fourth of Elementary School

8.1.1 Background Knowledge of the Topic

Pets are tame animals people like to keep at home. Most of us, whether men or women, children or adults like pets for various reasons. Some like pets because they can become like friends. Some pets are like *bodyguards* who protect and save their owners in dangerous situations. Many people think that pets can be even more loyal and sincere in their friendship with their masters. The story of Hachiko – the faithful dog who waited for his master every day at Shibuya Station even though his master had been gone for 10 years - really moved our hearts and feelings. This is very real and strong evidence that animals can be so closely related to their masters that their loyalty and patience in waiting for their masters to return seems limitless.

Children aged 10 years and over are the subjects who have attention and affection toward pets. The discussion on pets in the fourth-grade Elementary School classroom can be imagined as an interesting meeting that greatly triggers the pupils' attention and interest.

8.1.2 Learning Outcomes

Students are expected to be able to share their own experiences in keeping pets, especially in:

1. Feeding pets
2. Observing skillful animals
3. Treating pets as friends

8.1.3 Materials and Preparation

To develop interesting learning activities, teachers need to prepare the following equipment and objects:

1. List of Pets Worksheet
2. Some Pieces of Pet Pictures or Animal Photographs
3. Clipboards
4. Marker

8.1.4 Learning Activities

1. Introduction (15 minutes)

- a. Inform your students that they are going to have a talk about pets.
- b. Stick the pictures/ photographs of some kinds of pets on the clipboard.
- c. Ask the students to identify the animals.
- d. Instruct them to write down the names of the animals under each of their picture/ photograph.
- e. Give the students the worksheet of the list of pets
- f. Explain what the students should write down in each of the columns.
- g. The list consists of 4 (four) columns: *Kinds of Pets, Kinds of Food, Specific Skill, Personal Experience as Pet's Friend*
- h. Instruct them to write down pets they are familiar with and other things asked in the next columns. They are allowed to write 2 kinds of pets.

2. Explicit Guideline (10 minutes)

- a. Take one of the Worksheets and show the students how it should be filled in.
- b. Column 1 – Kinds of Pets : *Parrot*
Column 2 – Kinds of Food : *Fruit* (papaya and banana)
Column 3 – Specific Skill : *Can imitate human speaking*
Column 4 – Personal Experience : *Being mocked by parrot*
- c. Model this process with a student volunteer. Ask him or her to write like what the teacher did before.

3. Independent Session (15 minutes)

- a. Instruct the students to fill in the Worksheet personally
- b. Tell them that they are free to choose any pets to be included in the sheet
- c. Inform them that after this session they will have a chance to share their work to the class

4. Sharing Session (35 menit)

- a. Let the students know that it is time for them to tell their friends about their experience of raising pets
- b. Choose 6 students to share their findings in 4 to 5 minutes for each.
- c. Tell the students not to interrupt or to question the information told by their friends.
- d. Inform the students that after reporting what they write down on the list, their friends are allowed to ask questions.

5. Assessment (10 minutes)

- a. Ask 4 questions related to the information delivered by one student to others.
- b. Guiding questions:
 - 1) Mention the 2 most popular pets told by your friends in this classroom today!
 - 2) What does a **dog** eat? (The kinds of animals can be replaced with **dungeon, parrot, cat, rabbit, fish, or reptiles**)
 - 3) What skill a dog can perform? (The kinds of animals can be replaced with **dungeon, parrot, cat, rabbit, fish, or reptiles**)
 - 4) What do you think about Bob's experience being mocked by a parrot? (Mention one student's name – for instance, Bob or other who tells funny and impressive experience in making friend with a pet)

6. Review and Closing (5 minutes)

- a. Remind the students that they have learned about pets – special tame animals they keep at home.
- b. Mention all pets every student has presented and motivate them to keep the animals in a well-treated way
- c. Convince the students about the importance of every pet they mention as the animals have the same rights as human beings to live in this world.

8.1.5 Material Attachments

These attachments are the integral and unseparated part of the learning activities. Teachers can use this attachment in accordance with the sequence of learning activities in number D above.

List of Pets Worksheet

Kinds of Pets	Kinds of Food	Specific Skill	Personal Experience of Being Friend of a Pet
1.			
2.			

Pictures of Some Pets

a. Angora Cat



d. Iguana



b. Siberian Husky



e. Fish



c. Smart Parrot



f. Pet Bird



8.2 Nature

General Topic : NATURE

Specific Topic : *Exploring Our Forest*

Duration : 3 x 45 minutes

Group of Learner : Grade Fourth of Elementary School

8.2.1 Background Knowledge of the Topic

Indonesia is located in a tropical region whose forests are relied upon as the lungs of the earth. The tropical forests that Indonesia has are like filters that help the whole world in filtering pollutants originating from factory chimneys, motor vehicle exhaust, etc. which pollute the earth's air. Unfortunately, forest destruction in Indonesia ranks 2nd in the world after Brazil. Ottaviani in her article entitled *The Lungs of the Earth* stated, "... between 1990 and 2015, the world lost 129 million hectares of forest, destroyed by chainsaws, fire, and cement. Deforestation is advancing at an alarming pace: about 10 hectares of forest – the equivalent of 14 football fields – disappear every minute, the result mainly of human activities such as agriculture, the extraction of raw materials and urbanization."

The data from Ottaviani above proves that our forests are in a very critical condition of destruction nowadays. Inviting children aged 10 or over to discuss this real situation

of forest loss is meant to build self-awareness and shared responsibility among the very young generation to think about the future of the earth's forests. Providing awareness to children from an early age about efforts to save forests in particular and nature, in general, is one of the responsibilities of schools as formal educational institutions.

Why forest is chosen as the destination to be explored? Is every school able to access a forest? These questions may disturb English teachers' thoughts, especially those who live in the cities. No matter where the schools exist, learning activities related to forests still can be conducted. Most cities have city forests or city gardens with many big trees growing around. It is easier for schools in rural areas to find forests, and most of their students are very familiar with forests. All those kinds of forests are the destination of students' exploration activity designed by this teaching material.

8.2.2 Learning Outcomes

At the end of this learning activity, students are able to share their findings of forest exploration related to:

1. The experience of being under the shadow of big trees
2. The experience of being exposed to the sunlight
3. The view a forest visualizes to humans

8.2.3 Materials and Preparation

Students must be assisted to experience an enjoyable learning activity when they explore a forest area. So, the teachers are suggested to prepare:

1. Exploring Forest Worksheet
2. Camera device
3. Softboard

8.2.4 Learning Activities

1. Introduction (15 minutes)

- a. Inform the students that they are going to explore a forest not far from their school. (*This information can be announced in advance – a couple of days before*)
- b. Share with the students the Exploring Forest Worksheet
- c. Explain to the students what they are going to do in the forest in detail. Let the students know that they will:
 - 1) Fill in a table in the worksheet using their own words to express their experience of being under big trees compared to being under the direct light of the sun
 - 2) Take photographs of the forest view they consider as the most scenic one.
- d. Tell the students that they will have a special meeting after the forest exploration to share their experience mentioned in b.1) above.
- e. Inform the students that all photos they take in the forest will be shown in the classroom in the so-called *The Most Scenic Forest Photo Exhibition*. Those photos will be stuck on the softboards hanging on classroom walls.
- f. Divide them into smaller groups of 5 accompanied by a teacher before they leave the school.
- g. Remind the students to bring things they may need in this activity, such as hat, small towel, snack and drinking water, etc.
- h. After everything is ready, the students are guided by the teacher (who can be assisted by other teachers) to leave for the forest. (*Time spent on the way to the forest is not included in learning duration*)

2. In the Forest (75 minutes)

- a. Guide the students to explore the forest.
- b. Ask them some questions while they go around:
 - 1) What do you feel?
 - 2) Is it hot or breezy cool?
 - 3) Why? → the teacher must be very patient to wait for the answer to this question because some students will spend more time thinking about the answer.
- c. Ask the same questions of no.3) above when they are exposed to the sunlight:
 - 1) What do you feel?
 - 2) Is it hot or breezy cool?
 - 3) Why? → again, the teacher must be very patient in waiting for the answer to this question because some students will spend more time thinking about the answer.
- d. Take one of the Worksheets and show the students how it should be filled in. Give an example:

Column 1 – *My experience of being under a big tree:*
“It is really fresh and breezy cool when I sit under this tree. The long branches and the dense leaves of the tree protect me from the heat of the sunlight. It makes me really happy.”

Column 2 – *My experience of being exposed to the sunlight:*

“It is very unpleasant to be exposed to the heat of the sunlight. I feel as if there is something pinching the surface of my skin. I become sweating, and the I feel so thirsty.

Column 3 – *The photograph I take:*

“The forest is really scenic. I am interested to take some photos of palm tree, butterflies flying over the grass under a big tree, and some birds singing high above the tops of a tall tree.

- e. Model this process with a student volunteer. Ask him or her to write like what the teacher has shown before.
- f. Independent Session
 - 1) Instruct the students to fill in the Worksheet personally
 - 2) Tell them that they are free to choose any object to take a photograph
 - 3) Inform them that after this session they will have a chance to share their findings to the class.
 - 4) Give the students sufficient time to fill in the worksheet.
- g. After more or less 1 hour in the forest, the students are instructed to go back to school accompanied by the teachers.

3. In the Classroom: Sharing Session (35 menit)

- a. Inform the students that it is time for them to share their experience to their friends related to their visit to the forest.
- b. Choose 6 students to share their findings in 4 to 5 minutes for each.
- c. Tell the students not to interrupt or to question the information told by their friends.
- d. Inform the students that after reporting what they write down on the list, their friends are allowed to ask questions.

- e. 2 (two) photographs of each student are stuck on the softboards provided by the school. All students and teachers of the school can be invited to enjoy the students' photographs.

4. Assessment (10 minutes)

- a. Ask 4 questions related to the information delivered by one student to others.
- b. Guiding questions:
 - 1) Mention the 2 most feelings felt by your friends when they are standing or sitting under a big tree!
 - 2) Why most of your friends are unhappy when they are exposed to the sunlight?
 - 3) What objects did you take for your photos? Why did you choose them?
 - 4) What do you think we must do to the forest? Are you going to cut down the trees and let your land bare, or you must keep the forest green to supply the fresh air in our lives?

5. Review and Closing (5 minutes)

- a. Remind the students that they have learned about forests and enjoyed the benefit of the existence of forest.
- b. Make them aware of the recent condition of forest loss as described in the Background Knowledge of the Topic in No. II.A above.
- c. Encourage the students that they must participate actively in the efforts related to the reforestation program or any other program to save our forest from the more serious destruction.

8.2.5 Material Attachment

Forest Exploring Worksheet

My Experience of Being Under a Big Tree	My Experience of Being Exposed to the Sunlight	The Objects I Photographed

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BAB 9

FOOD AND DRINKS

By Salmon Pandarangga

Food and drinks give us energy for daily activities. We need food and drinks to walk, run, swim, and play. Food and drinks provide nutrients, vitamins, minerals, fats, carbohydrates, and proteins. Food and drinks are important for our growth, immune systems, hydration, health and disease prevention. People cannot survive without food and drinks.

A. There are some expressions and phrases about food and drinks

I like ...	Do you like...?
I don't like ...	Does he like...?
She doesn't like ...	He doesn't like ...
He likes ...	What is your favorite...?
How about you...?	That's my favorite...
It is yummy	It is delicious
What do you like?	What does she like?
I love it	She loves it
Do you want...	Which one do you want?

B. Vocabulary about food and drinks.

1. Food vocabulary

- Rice	- Rawon	- Pineapple	- Seafood
- Bread	- Fish	- Opor Ayam	- Mie Ayam
- Chicken	- Cheese	- Beans	- Salad
- Cake	- Apple	- Pork	- French fries
- Meat	- Rendang	- Ice-cream	- Nugget
- Beef	- Oatmeal	- Eggplant	- Gado-Gado
- Fish	- Bakso	- Mie Ayam	- Pumpkin
- Satay	- Biscuit	- Lamb	- Martabak
- Pizza	- Banana	- Babi Guling	- Soto
- Coconut	- Cereal	- Nasi Goreng	- Lamb
- Corn	- Chips	- Gudeg	- Pancake

2. Drinks vocabulary

- Lemonade	- Tea	- Sekoteng	- Coconut Milk
- Iced-tea	- Coffee	- Lemon Tea	- Coca-cola
- Hot Chocolate	- Es Pisang Ijo	- Wedang Jahe	- Orange Juice
- Es Cendol	- Green Tea	- Fruit Juice	- Jamu
- Milkshake	- Tomato Juice	- Es Buah	- Milk
- Es Teler	- Apple Juice	- Sprite	- Bajigur
- Fanta	-Papaya Juice	- Strawberry Juice	-Banana Juice
- Soda Gembira	-Avocado Juice	- Soy Milk	- Es Kelapa
- Juice	- Es Cincau	- Smoothie	- Mango Juice
- Coca-cola	- Es Kopyor	- Es Timun	- Soda

C. Task

Task I

To complete this task, students unscramble the letters to make a food/drinks word

For example: ecjiu ----- juice

1.	efeb	...
2.	sods	...
3.	yasta	...
4.	unmit se	...
5.	uilngn ibab	...
6.	naaft	...

7.	utnococ imlk	...
8.	mkartaba	...
9.	ujma	...
10.	oij ganips se	...
11.	nanaab	...
12.	gurbaij	...
13.	cspih	...
14.	eta	...
15.	oagd-dgao	...

Task II

To complete this worksheet, students walk around classroom and ask their classmates "What food/drinks do you like?". After getting the answers, the students complete the table with their friends' names and the food/drinks they like and they don't like.

List of food

- Fried Rice - Rawon - Pineapple - Seafood
- Bread - Fish - Opor - Mie Ayam
- Ayam
- Chicken - Cheese - Soto - Salad
- Cake - Pizza - Pork - French
- fries
- Meat - Bakso - Ice-cream - Nugget
- Rendang - Oatmeal - Eggplant - Gado-Gado

No	Name		does not like...
1	Dian	Dian likes <i>Bakso</i>	She doesn't like <i>Pizza</i>
2	Ahmad	...	...

3	Santi	...	...
4	Wayan	...	...
5	Umbu	...	...
6	Matius	...	...
7	Siti	...	...
8	Angel	...	...
9	Yuli	...	...
10	Osward	...	...
11	...	...	...
12	...	...	...
13	...	...	...
14	...	...	...
15	...	...	...

List of Drinks

- | | | | |
|-----------------|------------|---------------|-------------|
| - Lemonade | - Tea | - Sekoteng | - Es Kelapa |
| - Iced-tea | - Coffee | - Lemon Tea | - Coca-cola |
| - Hot Chocolate | - Es Buah | - Wedang Jahe | - Milk |
| - Es Cendol | - Soda | - Fruit Juice | - Jamu |
| - Milkshake | - Juice | - Es Buah | - Milk |
| - Es Teler | - Smoothie | - Sprite | - Bajigur |

No	Name	likes...	does not like...
1	Matius	Matius likes <i>Es Teler</i>	He doesn't like <i>Milk</i>
2	Yuli	...	
3	Santi	...	...

No	Name	likes...	does not like...
4	Wayan	...	...
5	Umbu	...	...
6	Nur	...	...
7	Siti	...	...
8	Angel	...	...
9	Putu	...	...
10	Osward	...	...
11	...	...	...
12	...	...	...
13	...	...	...
14	...	...	...
15	...	...	...

Task III

Students walk around classroom and take turn with their classmates to practice the conversation about food and drinks

Daniel : Do you like french fries?

Nyoman : I love french fries. My favorite ones. How about you? Do you like french fries?

Daniel : No, I don't like french fries. But I like rendang so much. It is really yummy!

Nyoman : I love rendang too...It is one of the delicious foods in the world!

Matius : Hello Nur, do you want to drink? I have got avocado juice, mango juice and banana juice. Which one do you like?

Nur : I don't like mango and banana but I love avocado juice. Thank you

Matius : Well... I like avocado too. Wait a minute!

Mother : Umbu, does your friend, Daniel, like pizza? I can buy him some pizza here.

Umbu : Hi Mom...Daniel doesn't like pizza.

Santi : Ok...what does he like?

Umbu : He likes fried rice.

Santi : Ok sounds great. I can buy fried rice. How about drinks? What does he like?

Umbu : He likes es teler, mom.

Santi : Ok...How about you?

Umbu : I like rawon and es buah. Thanks mom.

Santi : You are welcome... See you soon.

Yuli : Hi Wayan, what is your favorite food?

Wayan : Hei Yuli... My favorite food is mie ayam. How about you?.

What is your favorite food?

Yuli : Well, I like opor ayam. That's my favorite food. It is delicious.

Wayan : It must be yummy! Do you cook opor ayam?

Yuli : I don't know how to cook opor ayam. My mother usually cooks opor ayam. How about you? Do you cook mie ayam?

Wayan : Yes, I do. I love cooking.

Siti : Hi... Angel, do you like hot chocolate?

Angel : No, I am sorry. I don't like it. How about you?

Siti : I love it so much.

Angel : By the way, do you like jamu?

Siti : No... I don't like jamu. And you?

Angel : I love it!

Task IV

Students arrange the words below to create a sentence

1	like – don't-and-cheese-milk-I	...
2	babi – likes – guling – Putu	...
3	delicious – Opor - is -ayam - food	...
4	pancake – cincau – love – and – I – es	...
5	is – favorite – your – food – What - ?	...
6	my – drinks – favorite – That's	...
7	milkshake – She – and – salad - likes	...
8	delicious – Pisang -and – ijo - is	...
9	drink – is – What – favorite – your - ?	...
10	doesn't - Benjamin – like – gudeg	...
11	like – don't – opor – They - ayam	...

12	love- rendang – and – I – cincau - es	...
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BAB 10

CLOTHING AND ACCESSORIES

Oleh Masdianti

10.1 Introduction

“Education is the most powerful weapon which you can use to change the world.”

–(Nelson Mandela)

The quote above implies the importance and influence of education in this world so that a person can change to become a better person than before. The simple sentence is that education is a person's effort to develop his or her personality to change life in the world.

It was also clarified through the explanation of Ki Hajar Dewantara, the father of education in Indonesia, who stated that education is very important to be known to advance perfection in the lives and livelihoods of children so that they are in harmony with society and nature around them.

When we talk about education, of course, we will also talk about the education curriculum in Indonesia. Probably, some people who work in the field of education, are familiar with the curriculum, which sometimes changes as situations and conditions change.

The current curriculum for the 2022/2023 academic year quoted from cnnindonesia.com is the Merdeka Curriculum where this curriculum is an evaluation form of the previous curriculum, namely the 2013 Curriculum. This curriculum was officially launched by Medikbudristek Nadiem Makarim in February 2022. He claims the Merdeka curriculum was

launched to catch up with education during the Covid-19 pandemic.

Changes to the curriculum and to educational policy. It takes time to learn something new. As a result, based on their individual preparation, educational units and teachers are given the chance to adopt an independent curriculum. In the Merdeka curriculum. English subjects are taught in elementary schools because English is a universal language used by most countries in the world as the main language, so the implementation of English subjects in elementary schools mandated by the Merdeka curriculum should be appreciated and supported.

At the elementary school level, new students will learn the most basic English material. For example, an introduction to the English alphabet, as well as its pronunciation. Of course, every English material must cover 4 skills, namely listening, speaking, reading, and writing. Because these four skills are the most basic in starting to learn English, so in this case teachers should be creative at creating fun and interesting English learning for students. Because this is something new for students. In this regard, teachers are crucial in boosting students' media-based motivation to study English. This is because the media is a communication tool to make the learning process more effective (Harmer & Rohimajaya, 2018) in (Dyah and Sari, 2023). Because using media makes it simpler for the instructor to present the material during the teaching and learning process, media plays a significant part in the teaching and learning process.

The summary of English material for grade 3 elementary school students in semester 2 quoted from [visitpare.com](https://www.visitpare.com) is *Human's Body, Clothes and Accessories, Objek di Kolam Renang (Objects in the Pool), Mengenal Nama-nama Hewan (Knowing the Names of Animals), Benda di Dapur (Objects in the Kitchen)*,

Waktunya Makan (Time to Eat), and Objek di Taman Bermain (Objects in the Playground). But in this article, I will only discuss *clothing and accessories*.

Clothes and accessories are basic material in English which is suitable for elementary school students so they can add to and improve the vocabulary around them.

10.2 Formal and Casual Clothes Items

Clothes and accessories are very varied categories of human fashion. Women and men have their clothing characteristics ranging from trends, designs, and colors to motifs. Likewise, the types of clothing according to their function and purpose are formal and casual. We wear formal clothes for important events, while we wear casual clothes for those who are more relaxed.

10.2.1 Kinds of Formal Clothes

Formal attire has certain characteristics such as the purpose of wearing it for formal or official activities such as at weddings, seminars, speeches, meetings, and other types of formal attire. It also tends to look stiff because it prioritizes the value of decency. Usually, these clothes have a collar, front button, and tie smooth and neat. Below is the material for formal attire along with how to read the phonetic letters so you won't go wrong in practicing it. Here's an example of the type of clothing.

Table 10.1. Kinds of Formal Clothes

English	Indonesian	Phonetic Pronunciation
Suit	Setelan	[su:t]
Skirt	Rok	[skɜ:t]
Blazer	Blazer	['bleɪzə(r)]

English	Indonesian	Phonetic Pronunciation
Blouse	Baju blouse	[blaʊz]
Coat	Mantel	[kəʊt]
Uniform	Seragam	['ju:nɪfɔ:m]
Tie	Dasi	[taɪ]
Waistcoat	Rompi	['weɪskəʊt]
Briefcase	Koper	['bri:fkeɪs]
Trousers	Celana	['traʊzəz]
Belt	Sabuk	[belt]
Dress	Terusan	[dres]
Tuxedo	Tuksedo	[tʌk'si:dəʊ]
Gown	Gaun	[gaʊn]

Source: Materi Clothes and Accessories: Vocab dan Contoh Dialog (visitpare.com)

10.2.2 Kinds of Casual Clothes

Casual or non-formal clothing is the type of clothing that is worn every day. Therefore, you are free to wear it at any time, especially at casual events such as when you are at home, at a mall, restaurant, cafe, or tourist spot. Most people look comfortable wearing it because they feel freer. Casual clothes tend to be made from soft and absorb sweat easily. As for the characteristics of the pattern and color, the color also varies. For example, women like me like to wear brightly colored floral negligees. Men like to wear T-shirts, shorts and so on. There are also additional accessories such as hats, watches, socks, scarves, gloves, or jewelry. Casual clothing items are very diverse, from head to toe. The following is an example of a vocabulary for casual clothing.

Table 10.2. Kinds of Casual Clothes

English	Indonesian	Phonetic Pronunciation
Pullover	Seperti jumper tanpa kancing namun dilengkapi tudung kepala	['pʊləʊvə(r)]
Polo Shirt	Kaos polo berkerah dan berkancing tiga.	['pəʊləʊ ʃɜ:t]
Pajamas	Baju tidur	[pə'dʒɑ:məz]
Jeans Pants	Celana jeans	[dʒi:nz pænts]
T-Shirt	Kaos	['ti: ʃɜ:t]
Slacks	Celana panjang yang longgar	[slæks]
Slippers	Sandal	['slɪpə(r)]
Floral dress	Dress bunga-bunga	['flɔ:rəl dres]
Undershirt	Kaos dalam	['ʌndəʃɜ:t]
Short	Celana pendek	[ʃɔ:t]
Hawaiian shirt	Baju atau kemeja Hawaii	[hə,waiən ʃɔ:t]
Tank top	Singlet atau kaos tanpa lengan	['tæŋk tɒp]
Shirtdress	Dress berbahan kaos	[ʃɔ:t dres]
Leggings	Celana ketat dan elastis	['legɪŋz]

Source: [Materi Clothes and Accessories: Vocab dan Contoh Dialog \(visitpare.com\)](http://visitpare.com)

10.3 Example of a dialogue with material clothes and accessories

When learning English, don't just memorize the English vocabulary for clothes. But apply the vocabulary in the form of a complete sentence. When the word is in the form of a sentence, it will be easier for you to use it when communicating directly. Thus, practice in English conversation every day so that you get more proficient. Practical makes perfect right?

The following are some examples of simple sentences about clothes and accessories along with the adjectives that describe the noun, learners can practice it with their friends to improve speaking and pronunciation.

1. Ika is wearing a **red floral dress**, so she looks very beautiful.
2. This **gray hat** belongs to my father.
3. I bought a **purple T-shirt** this afternoon.
4. Miss Lina gave me a pair of **new shoes** because today was my birthday.

The following is an example of a simple conversation about clothes and accessories, you can practice it as well.

Ano: Hi, An. good morning!

Anti: Good morning. How do I look today?

Ano: wow. You are very beautiful in a **white gown**.

Anti: Really? I am also wearing a **pearl bracelet** and **small earrings**

Ano: Good on you, An! Perfect.

Anti: Thank you

Hence, tips for fluency in English is to increase the number of vocabularies with various topics. One is with clothes and accessories because we encounter these materials every day, everywhere, and for everyone.

Apart from that, you can also arrange your class with an atmosphere like in a clothing store so that later students can play role-play between sellers and buyers. I always use role-play activities with my students because it is just great. I create an atmosphere like in a clothing store in my class where students can later play role-play between sellers and buyers, as I always define In the role-playing technique of learning, students assume the roles of several characters in predetermined, frequently realistic, scenario. (Bawa, 2022) in (Collins, Winardy, and Septiana, 2023). Moreover, Bawa (2022) also explained that for educational role-play to be effective, there needs to be a scenario that supports the learning aim, a role for each participant to play, and a relationship between different roles. Facilitators also need to make sure that the activity has rules to keep it on topic.

You can either bring multiple clothing items or just print pictures of them and display them on a board. Let your students participate in hands-on activities like cutting and gluing to help them visualize the learning materials (Diyanti, no date). Another benefit also stated by (Anis, Mohd, and Masnan, 2020) in their research was that teachers' motivation during the activity plays a big role in influencing the children to speak English. The teachers' encouragement towards the children's reaction and participation during the role-play incited the children to join the activity and learn the language while participating in the role-play. So, the purpose of this activity is to practice vocabulary, practice listening, and speaking at the Beginner to Elementary student level.

DIALOG 1 (Is it on Sale?)

Baco: Is this shirt **on sale**?

Becce: Yes, it is.

Baco: Can I **try** it on?

Becce: Sure! There's a **change room** over there.

DIALOG 2 (size)

Becce: How does it **fit**?

Baco: It's a little too **small**.

Becce: Would you like to try a larger **size**?

Baco: Yes, thanks!

DIALOG 3 (color)

Becce: Is it okay?

Baco: It fits **well**, but the color...

Becce: We also have it in **blue**.

Baco: Could I **see** it, please?

I prepare dialogues for students to practice. I remove some words to help them listen and provide answer options for each dialogue. After they filled in the blanks, I instructed them to work in pairs, one to be the seller, the other to be the buyer. In this case, they were very enthusiastic and excited to immediately perform in front of the class. But remember, before instructing students in any activity, the teacher should demonstrate an example before teaching an activity. If they are enthusiastic, students will be too. Conversely, if the teacher is sluggish, the students will also be sluggish because children imitate well. So as a teacher who teaches elementary school children, you are a model, you are a role model for your students. It may be that a teacher has problems from home, but when meeting his students, the teacher must look enthusiastic and cheerful because that will rub off on his students.

10.4 Games for Clothing and Accessories

There are no children who do not like to play. When learning looks boring, students look tired and lack enthusiasm. Don't forget to play games first because playing games is a

great way to uplift students and regain their focus when learning appears dull, and they seem tired and disinterested. Furthermore, playing different games throughout the session boosts students' passion for learning science, motivates apathetic pupils to actively participate in the lessons, and fosters healthy rivalry and teamwork among the students. Additionally, it raises pupils' regard for their teachers. (Allaberdievna, 2023). Games can be used to warm up the class before you begin the lesson, to offer pupils a break in the middle of the lesson when you are covering a challenging topic, or at the end of the course when you have a few extra minutes to kill.

10.4.1 Bingo

Do you have any Bingo experience? So, I hope. In my classroom, I have used bingo for a variety of themes. It is an excellent game for picking up new words. This activity aims to review the material as well as listen and practice the names of Clothing and accessories. This can help Beginning English language students.



Figure 10.1. Picture Bingo
(Source: [Bingo Game for Clothes - English Daisies](#))

Here is the to play it. Firstly, one game board per player is required. For the boxes, they will also require some form of markers, pens, or pencils. Paper was generally torn into pieces by my pupils. You might also utilize objects you already have around your house, such as figurines of animals, candy, stones, and other game pieces. Another choice is to print out the game boards, which you can then ask your pupils to annotate with a pen, marker, or pencil. If you only want to utilize the board game once, do this. Second, as a teacher or parent, you can call out the word "clothing" or write it on the board so that the students can read it. Students mark an article of clothing, if it is on their board. The last, the game is won by the one who acquires four items of clothing in a row before the other player. They can line up four in a row diagonally, down, or across.

10.4.2 Flashcards

Flashcards could be used as a learning tool to teach vocabulary to primary school children. There are different kinds of flashcards e.g., paper flashcards, digital flashcards (virtual), and Augmented Reality (AR) digital flashcards. These conventional paper flashcards are not only efficient, but they also help students learn and master the reading of high-frequency words (Joseph et al., 2012) in (Ilmiah *et al.*, 2023). Flashcards allow them to connect the meaning of new words with simple images.



Figure 10.2. Flashcards

(Source: [Flashcards for Basic Clothing - English Daisies](#))

As for the stages of how to play it, the teacher sits down/ stands up in a circle and goes through the cards but hides the words and requests that the learner identify the English word from the image. Or the Teacher hides the words and students write the English word for each picture. Students also with a partner, can race to guess the English word first on each card. Another way, students to go through the cards. Then without looking, they write down as many clothing words as they can remember. After all, students create a sentence for each clothing word.

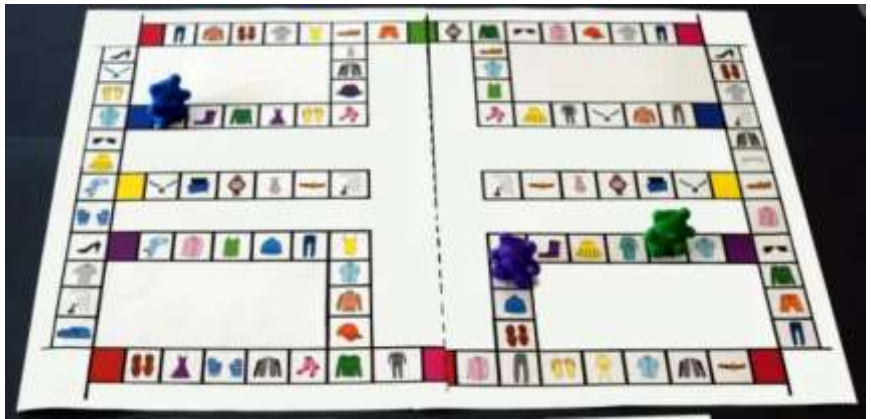
10.4.3 Clothing Game

Before playing this game, you must prepare the game's equipment, including a dice and one game piece for each participant. Any game components that the students can find can be used. To complete this game, pupils must collect every item of clothes on their card. Whoever gathers all of their

clothing first wins. Players must then match the names of the clothing items on their cards to the images on the game board.

For English language learners, here are the instructions for the clothes game. (1) Each participant chooses a card. Each card has a brief explanation of the player's destination at the top. Then, each card has a list of five various pieces of clothes; (2) Every player positions a piece of the game on one of the four corners; (3) The player who is the youngest starts. A player moves that many places across the board after rolling the die. A player may advance in any direction; (4) When they land on an item of clothing, a player may cross that item off their card. A player might occasionally miss their target. The person who ticks off or collects all of the items on their list first wins the game. Players may only move when it is their turn.

There are several ways to play this game of clothing: (1) Players can build their own scenarios and cards; (2) You can flip the game and play what you aren't wearing. Race around the board to gather the five items of clothes you would not wear in each scenario; (3) Move around the board and describe each item of clothes in turn. Who would put it on? What time of year would you wear it? (4) Roll the dice while moving around the board in order to collect the clothing you are wearing; (5) Try to incorporate a synonym for the item of clothing you are looking at into a sentence when you land on it; (6) Move around the board and tell about a time in the past when you wore that particular style of clothes; (7) Try using the adverbs of frequency in a sentence with an item of clothing, for example, "I always wear a T-shirt."



2.4.3 Clothing Game



Figure 10.3. Clothing Game

(Source: [The Clothing Game for English Language Learners - English Daisies](#))

10.4.4 What Should Alex Wear

There are a lot of ways of making suggestions including using *should* for making *suggestions*. Here below are the examples. A boy named Alex is the subject of each card. Alex needs to prepare for the weather because he has somewhere to go. Teachers will need to read the card and students will reply with a suggestion using *should* or *should not*. Examples of positive sentences: You *should* use a raincoat when it is raining; Students *should* wear a helmet when riding a motorbike. Examples for negative form: You *should not* wear a swimsuit to the school/ you *shouldn't* wear a swimsuit to the school; and example for question form: *Should* we wear these boots?

Teachers can also revisit previous material with the cards. such as weather, seasons, and months and then make a suggestion for what to wear after checking the forecast for tomorrow. You can use these cards as samples when creating your conversation card. You also can use the clothes flashcards and the questions to discuss *when* should you wear them. Besides, the cards can be sorted into the *present continues*, and *future* for *going to*, respectively. Finally, you can create a weather forecast, offer advice on what to bring or dress, and go through all the other uses of *should*.



Figure 10.4. What Should Alex Wear

(Source: [Using Should for Making Suggestions - English Daisies](#))

10.4.5 Frequency Game

The goal of this game is to get familiar with the frequency adverbs. (never, rarely, sometimes, and always) with the names of clothing and accessories. Additionally, students can practice using the adverbs in positive, negative, or question form.

According to the guidelines for using this adverb of frequency in a sentence (1) Put the adverb of frequency before the main verb, as in "I always get up at five in the morning" or "I rarely wear a swimsuit,"; (2) After the verb to be, add the adverb of frequency, such as "I occasionally arrive at school early" or "He was never late for class." (3) To give an adverb greater meaning, place it at the front or conclusion of the sentence. I occasionally wear the bracelet. Useful for two to three players is this game. Each participant needs a game piece.

You can either make one yourself or use a game component from another. First, place the game piece at the start, you can move one by one or use a dice. Second, use an adverb of frequency to describe the clothing and accessories as you touch down on a box. Last, keep going till the final box.

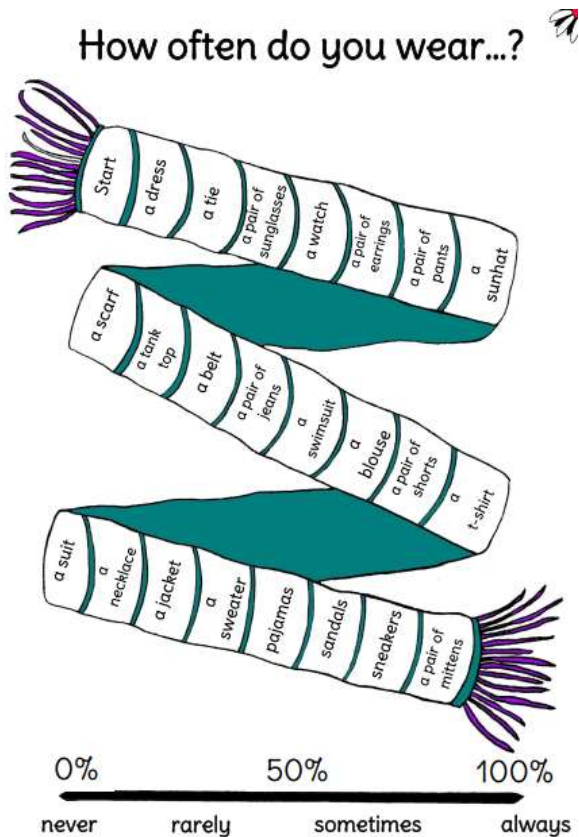


Figure 10.5. Frequency Game
(Source: [Adverbs of Frequency Game - English Daisies](#))

10.4.6 Clothes Word Search

Students scramble to find a photo of anything as soon as the teacher calls out a piece of clothing or accessories. You can do this by using magazines, textbooks, or on the internet. The teacher tries to describe the clothes in more detail, for instance: “a red shirt” or “a green pants”



Figure 10.6. Clothes Search
(Source: Pixel)

Students compete to find the best match to what the teacher says in a situation similar to the clothing search described above, for example: “the shortest skirt” or “the biggest hat”

10.4.7 Clothes Memory

The teacher asks a student to close his or her eyes and is evaluated based on the attire worn by his or her teacher and peers. This can be done using the teacher's inquiries or by a partner or team. If the teacher can not trust students to cover their eyes, ask questions regarding those people's attire after sending one or two students outside the classroom or hiding in the back, then verify their responses when those students return.



Figure 10.7. Clothes Memory
(Source: Wordwall)

Additionally, similar activities like Clothes Memory with a photo are also available to teachers. Before being assessed on the image, students are given some opportunity to examine what the people in the photo are wearing. This works best if the image depicts a scenario in which they might actually try to

remember what people were wearing. For instance: shortly before a criminal act or the catwalk of a fashion show.

10.4.8 Clothes picture difference

The instructor creates two parallel images and distributes them to the pupils, but part of the attire is different e.g., five items. There may be variations in apparel, color, or length. (e.g., the young boy is wearing a bowler hat in picture A but a cap in picture B). After that, Without revealing their respective pictures to one another, each pair of students describes the attire on their worksheets, and they keep going until they have identified all the differences.



Figure 10.8. Clothes picture difference
(Source: Bamboozle)

10.5 Conclusion

It is not easy to become an extraordinary teacher whose presence is loved and awaited by their students. Besides teaching, the teacher must think hard about what media will be used to teach this and that material. In addition, the teacher

must think about what teaching strategy should be suitable and understood by students who in one room there are various kinds of characters, levels of intelligence, and different backgrounds. The teacher's indifference to the needs of his students will result in boring classes and the end, students will hate their lesson.

On the other hand, sometimes the teacher prepares learning media A, but not all students like the media so in the end the students do not participate in learning activities. Thus, as a good educator, the teacher must be very clever in advising his students to want to participate or even make learning more creative and interesting for students.

For teachers who are not very experienced in teaching, or in making teaching media, now there are many available on the internet, all you have to do is modify it a little according to the circumstances of the class and the circumstances of our students, of course. The most important thing is that there is a willingness from the teacher to design the material and present it to students.

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BAB 11

PLACES IN THE COMMUNITY

By Wahyu Adri Wirawati

11.1 Introduction

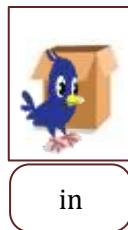
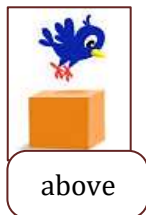
In this lesson, students learn words and phrases for describing places in the community. Students also learn how to use the prepositions of place.

11.2 Prepositions of Place (I)

Do you know where the bird is? Read this preposition out loud.

Source:

<https://www.dreamstime.com/illustration/preposition->



11.3 Grammar Focus

1. If the subject is only one thing

When you ask where an object is, you use “**Where is/was the object?**”

When you show the location of an object, you use ‘**It + is/was + preposition of place**’.

Example:

- a. Question : Where **is** my **laptop**?
Answer : **It is** on the desk.
- b. Question : Where **is** the mother’s **car**?
Answer : **It is** in the garage.
- c. Question : Where **was** her **book**?
Answer : **It was** beside her bag.

2. If the subject is more than one thing

When you ask the location of the objects, you use “**Where are/were the objects?**”

When you show the location of an object, you use ‘**They + are/were + preposition of place**’.

Example:

- a. Question : Where **are** my **clothes**?
Answer : **They are** in the wardrobe.
- b. Question : Where **are** Andi’s **glasses**?
Answer : **They are** behind the TV.
- c. Question : Where **were** his **cats**?
Answer : **They were** under the tree.

3. Fill in the blank with “Where is/are the ...” “It is/They are + preposition of place”.

1.



Question : Where my book?
Answer : the table.

Source :

<https://www.slideshare.net/KairuuKamaruddin/preposition-y4-sk>

2.



Question: Where my books?
Answer : the table.

Source :

<https://media.istockphoto.com/id/1189072436/idd/vektor/>

3.



Question: Where the clothes?
Answer :the washing machine.

Source :

<https://applianceexpressstx.com/washer-repair/why-is-your-washer-leaving-marks-on-your-clothing/>

4.



Question: Where the tiger?

Answer :the tree.

Source :
[https://applianceexp
reshttps://cdn4.vect
orstock.com/i/](https://applianceexpress.com/stock.com/i/)

5.



Question: Where Mom and Dad?

Answer :the car.

6.



Question: Where the dog?

Answer :the chairs.

7.



Question: Where the cloud?

Answer :the house.

Source :
[https://fineartam
erica.com/feature
d/](https://fineartamerica.com/featured/)

8.



Question: Where the swan?

Answer :the ducks.

Source :

<https://www.freepik.com/premium-photo/>

9.



Question: Where the children?

Answer :the tree.

Source :

<https://lovepik.com/image-501440577/>

10.



Question: Where the cars?

Answer :the house.

<https://www.pinterest.com/pin/547398529687242605/>

11.4 I Know This Place

1. Can you mention the name of these places? Fill your answers in the white boxes.



Source:

<https://www.freepik.com/free-vector/>



Source:

<https://www.freevector.com/>



Source::

<https://www.freepik.com/free-photos-vectors/>



Source:

<https://www.freepik.com/vectors/>



Source: <https://freepik.com/macrovector>



Source:

<https://www.pinterest.com/pin/>



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<https://www.freepik.com/premium-vector/>



Source:<https://www.vectorstock.com/royalty-free-vector/>



Source:
<https://www.istockphoto.com/id/vektor/>



Source:
<https://www.pinterest.com/pin/>



<https://www.istockphoto.com/id/vektor/>



<https://timesofindia.indiatimes.com/city/>



<https://www.istockphoto.com/id/vektor/>

<https://www.freevector.com/vector/>

2. Where can you get these things?

- a. Cold pills :
- b. Apples :
- c. Postage stamps :
- d. Books :
- e. A sandwich :
- f. High heels :
- g. Bread :
- h. Traveler's checks :

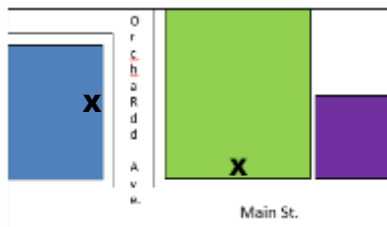
3. Fill in the blanks with appropriate answers.

- a. Jeannete : Romy, are you going to come to the mountain with us next week?
 Rommy : Yes, but I need a new jacket. I'm going to go to a this evening. Maybe, I can buy one.
 Jeannete : Great. Can I go with you? I need to get some things, too.
 Rommy : Yes, sure. I'll pick you up at seven p.m.
 Jeannete : OK.

- b. Michael : Are you going to look for some dress, sis?
Megan : Oh, no. I'm going to go to the
Michael : What do you need?
Megan : I just need some eggs, butter, and flour. I'm going to make bread for our breakfast.
Michael : Oh, good. Can you get apples and banana for me?
Megan : Sure.
- c. Deborah : What's wrong, Ed?
Eddy : I have a terrible pain in my head.
Deborah : Oh, that's too bad.
Eddy : Do we have any aspirin?
Deborah : No, we don't. Sorry.
Eddy : I need some right now. Can you get me the aspirin at the now?
Deborah : Yes, of course.
Eddy : Thank you.
Deborah : No problems.
- d. Jonathan : Where are you going, Lucy?
Lucy : To the
Jonathan : What for? Is there any problem?
Lucy : No. I want to visit my friend who had surgery.
Jonathan : Are you going to get taxi?
Lucy : No. I'll ride my motor cycle. Where is my motorcycle key?
Jonathan : It's on your book shelf.
Lucy : Oh, you're right. I'm off now. Bye.
Jonathan : Bye.

11.5 Preposition of Place (II)

1. There are several prepositions that can be used to show a location of a place. Here are some of them.



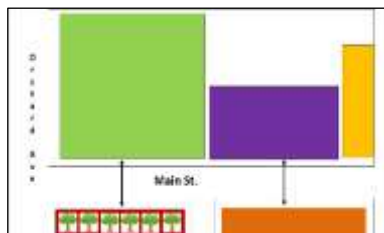
a. ON

- The green building is **on** Main Street.
- The blue building is **on** Orchard Avenue.



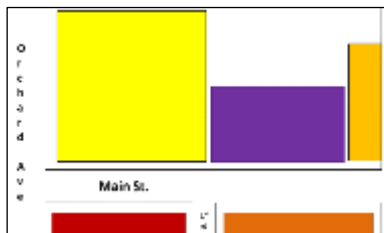
b. ON THE CORNER OF

- The green building is **on the corner of** Orchard Ave and Main Street.
- The orange building is **on the corner of** Main Street and First Road.



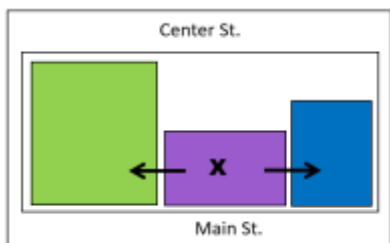
c. ACROSS FROM

- The green building is **across from** the park.
- The orange building is **across from** the purple building.



d. BESIDE/NEXT TO

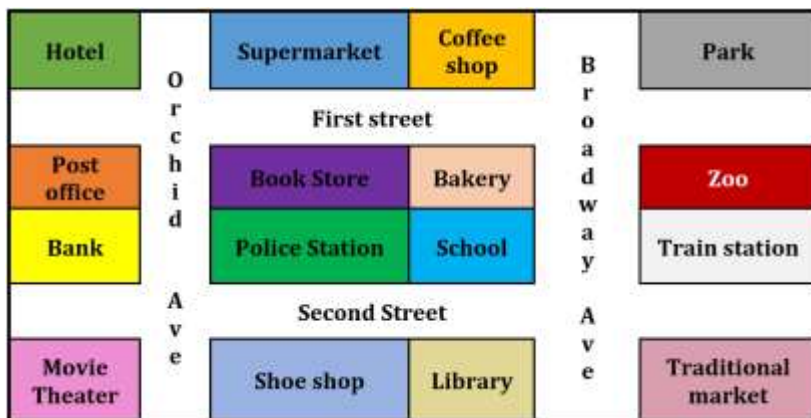
- The yellow building is **beside** the purple building.
- The orange building is **next to** the red building.



e. **BETWEEN ... AND ...**

- The purple building is **between** the green building **and** the blue building.
- The buildings are **between** Center Street **and** Main Street.

2. Look at the map and complete the sentences.



- Police station is the school. It's the zoo.
- The bank is Second Street. It's Second Street and Orchid Avenue.
- The zoo is Orchid Avenue and First Street. It's the park.
- The bakery is the coffee shop. It's First Street.
- The buildings are First Street and Second Street.

- f. The train station is the traditional market. It's the school.
- g. Shoe shop is Second Street. It's the library.
- h. The movie theater is Second Street and Orchid Avenue. It's the shoe shop.
- i. The supermarket is the coffee shop. It's First Street.
- j. The police station and the school are Orchid Avenue and Broadway Avenue. They are Second Street.

3. Where are these places on the map? Ask and answer the questions.

- a. the hotel b. the park c. the post office
- d. the library e. the bakery

- 1) Question : Where is the hotel?
Answer : It's on Orchid Avenue, across from the post office.
- 2) Question :
Answer :
- 3) Question :
Answer :
- 4) Question :
Answer :
- 5) Question :
Answer :

4. Look at the map again and read the conversations.
Where are the people going?

- 1) Joana : Hmm. I think it's on First Street.
Chris : Is it near the book store?
Joana : Yes, it is. It's right beside the book store.
Chris : Oh, yeah. There is a store that sell bread there.
Joana : You're right. It's right across the coffee shop.
Answer :.....
- 2) Derreck: Is it near the library?
Jessica : Yes, it is. It's on the corner of Second Street and Broadway Avenue.
Derreck :Is it beside the police station?
Jessica :Yes, it's on the Second Street.
Derreck : OK. Thank you very much.
Answer :.....
- 3) Roger : Where is it?
Tim :Well, it's across from the park.
Roger :So, is it on the second street?
Tim :No, it's on the First Street, across from the bakery.
Roger :Is it on the corner of First Street and Broadway Avenue?
Tim : Yes, it is.
Roger :Thanks.
Answer :.....
- 4) Linda : Is it on First Street?
Lauren :No, it isn't. It's on Second Street, across from the bank.
Linda :On the corner of Second Street and Orchid Avenue?

Lauren :Yes, that's right. It's across from the shoe shop.

Linda :Ok, Thanks.

Answer :.....

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BAB 12

TELLING TIME

Oleh Rabiatul Adawiyah

12.1 Pendahuluan

Waktu adalah hal yang selalu disebutkan dalam kehidupan, oleh karena itu orang-orang yang mempelajari Bahasa Inggris perlu mengetahui bagaimana penyebutan waktu dalam Bahasa Inggris. Di sekolah, memberitahukan waktu/ *telling time* diajarkan sejak tahap *elementary school*.

Pada umumnya, dalam menyebutkan waktu orang-orang merujuk kepada jam/ *clock* yakni alat untuk mengukur waktu (Patricia J. Murphy, 2007). Anak-anak pada masa sekolah dasar mempelajari waktu melalui jam digital dan analog (Lambert, Wortha and Moeller, 2020). Pembelajar bahasa Inggris mempelajari kosakata satuan jam, menit, detik, tentunya penyebutan waktu yang tertera pada jam digital maupun analog.

Penyebutan waktu yang merujuk pada jam dapat dipelajari dengan dua gaya bahasa Inggris, *American* dan *British English*. Sehingga dalam bab ini, pembaca akan mempelajari *Telling Time in British English*, *Telling Time in American English*, Kosakata yang Menunjukkan Waktu, Kata Keterangan Waktu dalam Kalimat, serta Percakapan *Asking and Telling Time*.

12.2 Penyebutan Jam

Pembelajar Bahasa Inggris perlu mempelajari kedua variasi Bahasa Inggris *British* dan *American* karena terdapat beberapa perbedaan dalam penggunaannya (Mammadzada, 2022). Salah satunya dalam *Telling Time*. Disamping adanya

perbedaan tentu ada persamaan. Contoh dalam penyebutan waktu, penggunaan kata *o'clock* sama-sama digunakan pada Bahasa Inggris *British* dan *American*.

1. O'clock

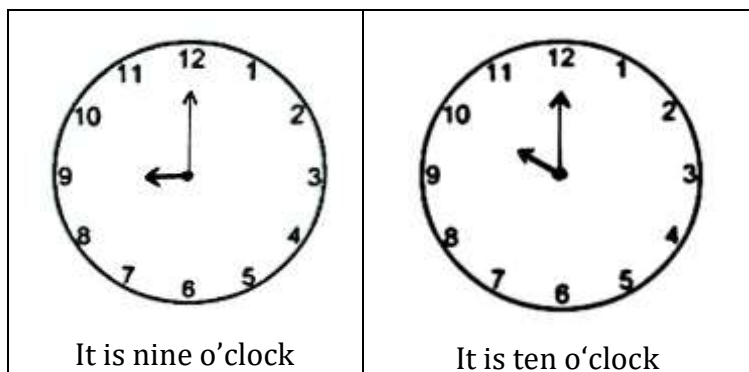
Jika jam menunjukkan waktu tepat atau jika pada jam analog jarum panjang menunjuk ke angka 12 maka kata yang digunakan adalah *O'clock*.

Contoh:

04.00 dibaca *four o'clock*

07.00 dibaca *seven o'clock*

Lihat jam berikut:



Berikut akan dijelaskan lebih lanjut cara penyebutan waktu pada jam dengan menggunakan *British* dan *American English*.

12.2.1 Telling Time in British English

Pada Bahasa Inggris *British*, ada penggunaan kata *past* dan *to* untuk penyebutan waktu.

1. Past

Kata *past* digunakan untuk menyebutkan jika jam lewat atau lebih beberapa menit.

Contoh:

01.05 dibaca *five past one*

Kenapa terbalik? Ya memang menyebutkannya diawali dari menit terlebih dahulu. Seperti berikut:

01.10 dibaca *ten past one*, 03.10 dibaca *ten past three*

Kemudian jika angka menit bukan angka kelipatan lima maka kata *minute/ minutes* perlu disebutkan.

Contoh:

01.01 dibaca *one minute past one*, 02.06 dibaca *six minutes past two*

Penyebutan menit juga memperhatikan kata berikut:

A quarter untuk 15 menit atau seperempat

Half untuk 30 menit

Contoh:

It is a quarter past seven untuk jam 07.15

It is half past seven untuk jam 07.30

Namun, *past* digunakan sebelum melewati 30 menit (Abduh, 2016). Maksudnya hanya untuk rentang dari 1 menit sampai 30 menit.

Beberapa contoh tambahan:

10.07 dibaca *seven minutes past ten*

10.10 dibaca *ten past ten*

10.15 dibaca *a quarter past ten*

10.20 dibaca *twenty past ten*

10.25 dibaca *twenty five past ten*

10.30 dibaca *half past ten*

2. To

Kata *to* digunakan untuk menyebutkan jika jam kurang beberapa menit.

Contoh:

03.55 dibaca *five to four* (jam empat kurang lima menit)

03.57 dibaca *three minutes to four* (jam empat kurang tiga menit)

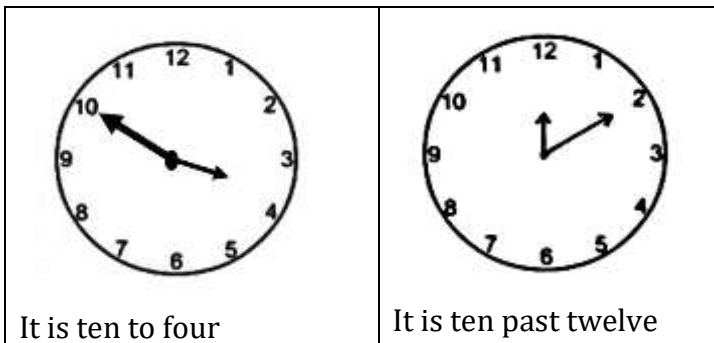
03.45 dibaca *a quarter to four* (jam empat kurang lima belas menit)

Perhatikan jam berikut untuk membedakan penggunaan *past* dan *to*!



Jika **jarum panjang** penunjuk menit berada di rentang angka 1-30 menit maka yang digunakan adalah kata *past*. Kemudian, jika ia berada di rentang 31-59 maka kata yang digunakan adalah *to*.

Contoh:



12.2.2 Telling Time in American English

Sekarang Anda mempelajari bagaimana penyebutan jam dengan gaya *American*. Caranya lebih sederhana yakni sebutkan jam kemudian menit.

Contoh:

07.02 dibaca *seven o two*

08.05 dibaca *eight o five*

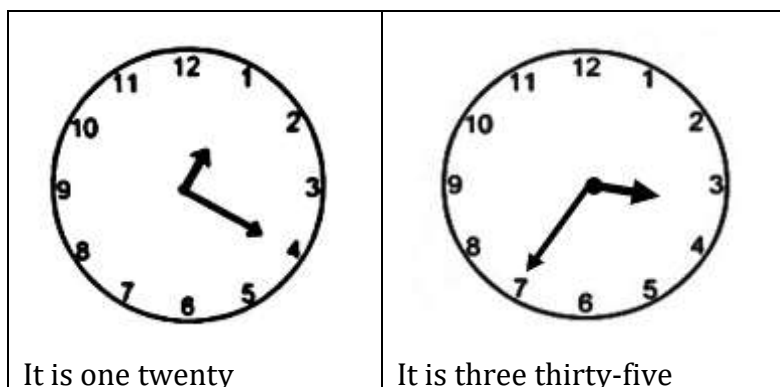
09.10 dibaca *nine ten*

11.15 dibaca *eleven fifteen*

12.30 dibaca *twelve thirty*

02.50 dibaca *two fifty*

04.57 dibaca *four fifty-seven*



12.3 Ungkapan Waktu

12.3.1 Kosakata yang Menunjukkan Waktu

1. *Midday* atau *noon* digunakan untuk menyebutkan waktu tepat jam 12.00 siang.
2. *Midnight* digunakan untuk menyebutkan waktu tepat jam 24.00 atau 00.00 malam.
3. AM dan PM

Jam dalam Bahasa Inggris menggunakan format 12 jam sehingga ada penggunaan AM dan PM. Misal, jam empat sore tidak dikenal dengan 16.00, tetapi dikenal dengan 4.00 PM untuk membedakannya dengan jam empat pagi 4. 00 AM.

AM (ante meridiem) adalah perhitungan waktu sebelum tengah hari dan PM (post meridiem) adalah perhitungan waktu setelah tengah hari atau sebelum tengah malam (Musyaffa, 2014). AM digunakan dari jam 12.00 malam sampai jam 11.59, sedangkan PM digunakan dari jam 12.00 siang hari sampai jam 11.59 malam hari.

Contoh:

Jam tujuh pagi tertulis 7.00 AM

Jam tiga sore tertulis 3.00 PM

Jam satu siang tertulis 1.00 PM

Jam sembilan malam tertulis 9.00 PM

Jam sembilan pagi tertulis 9.00 AM

4. Berikut beberapa kata yang juga menunjukkan waktu

English	Arti	English	Arti
Second	Detik	Now	Sekarang
Day	Hari	Later	Nanti
Week	Minggu	Today	Hari ini
Weekend	Akhir pekan	Yesterday	Kemarin
Month	Bulan	Morning	Pagi
Year	Tahun	Afternoon	Siang, Sore
Century	Abad	Dusk	Petang
Hour	Jam	Evening, night	Malam
Tonight	Malam ini	Dawn	Subuh

12.3.2 Kata Keterangan Waktu dalam Kalimat

It is twelve past two, kalimat tersebut merupakan penyampaian tentang waktu pada jam. Biasanya dalam penyampaian waktu, pembicara juga dapat menyampaikan kalimat dengan keterangan waktu misalnya *We will meet tomorrow*.

Contoh:

My uncle arrived last night. (Paman saya tiba tadi malam)

I have to go now. (Saya harus pergi sekarang)

Adapun penempatan kata keterangan waktu tidak hanya di akhir kalimat, namun dapat di awal kalimat untuk penegasan waktu.

Contoh:

Next week all students are going to have examination.

(Minggu depan semua siswa akan melaksanakan ujian)

Ungkapan waktu juga biasanya disertai preposisi waktu seperti *in, on, at, before, after, etc.*

Contoh:

My party begins at seven o'clock in the morning.

(Pestaku mulai pada jam tujuh pagi)

The party will be in December.

(Pestanya akan diadakan di bulan Desember)

We attend the ceremony on Monday.

(Kita menghadiri upacara pada hari Senin)

The conference participants will be ready before 6.30 a.m.

(Para peserta konferensi akan bersiap sebelum 06.30 pagi)

Kata-kata *for, during, when, while, until* (Maxine Guin Phinney, 1993) juga digunakan untuk mengungkapkan jangka waktu.

Contoh:

They studied for two hours. (Mereka belajar selama dua jam)

They studied during the evening. (Mereka belajar pada malam hari)

They studied when they needed to. (Mereka belajar ketika mereka perlu)

They studied while I slept. (Mereka belajar saat saya tidur)

They studied until the rain stopped. (Mereka belajar sampai hujan berhenti)

12.3.3 Percakapan Asking and Telling Time

Kalimat-kalimat di bawah ini adalah ungkapan untuk menanyakan waktu (*asking time*).

1. *What time is it?* (Jam berapa sekarang?)
2. *What is the time?* (Jam berapa?)
3. *What's the time please?* (Jam berapa ya?)
4. *What time do you study?* (Jam berapa Anda belajar?)
5. *Could you tell me what the time is it?*
(Bisakah Anda memberitahu saya jam berapa sekarang?)

Pertanyaan seperti di atas maka dapat dijawab dengan kalimat yang menginformasikan waktu.

Contoh:

1. *What time is it?*
It's five fifty.
2. *What is the time?*
It is twenty five to ten
3. *What's the time please?*
It is seven o'clock.
4. *What time do you have lunch?*
I have lunch at 12.30 p.m.
5. *Could you tell me what the time is it?*
It is four minutes past four

A conversation about time. (Sebuah percakapan mengenai waktu).

Adam : *Excuse me, What time is it?*

Danis : *I am sorry, I don't know what time it is.*

Adam : *What's the time please?*

Lucy : *It's ten thirty.*

Adam : *What time will the English course begin?*

Lucy : *It will begin soon, at 11.00 a.m.*

Adam : *I will be there on time. Thanks for the information.*

Lucy : *You are welcome*

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BAB 13

SEASONS AND WEATHER

Oleh Citra Prasiska Puspita Tohamba

13.1 What are Seasons?

Seasons are specific periods of the year that have distinctive weather characteristics, temperatures and environmental conditions. Seasons occur due to changes in the Earth's position in relation to the Sun, which causes variations in the amount of sunlight received by different regions of the Earth.

Musim adalah periode tertentu dalam tahun yang memiliki karakteristik cuaca, suhu, dan kondisi lingkungan yang khas. Musim terjadi karena perubahan posisi Bumi dalam hubungannya dengan Matahari, yang menyebabkan variasi dalam jumlah cahaya matahari yang diterima oleh berbagai wilayah di Bumi.

These changes in sunlight lead to differences in temperature and weather patterns, resulting in the four main seasons: spring, summer, autumn, and winter. Each season has its own unique features and is associated with different activities and natural phenomena.

Perubahan-perubahan dalam sinar matahari ini menyebabkan perbedaan suhu dan pola cuaca, yang menghasilkan empat musim utama: musim semi, musim panas, musim gugur, dan musim dingin. Setiap musim memiliki keunikan tersendiri dan berhubungan dengan aktivitas dan fenomena alam yang berbeda.

There are four main seasons recognized in most areas of the world:

Ada empat musim utama yang dikenal di sebagian besar daerah di dunia:

Spring (Musim Semi)



https://media.istockphoto.com/id/1132264290/photo/walking-path-under-the-beautiful-sakura-tree-or-cherry-tree-tunnel-in-tokyo-japan.webp?b=1&s=612x612&w=0&k=20&c=fGD8HKrwGAimK_X8vml4Ei-hGargzS1fK62Z2VevZdY=

Spring occurs after winter and before summer. During this season, temperatures begin to rise, snow melts, and plants begin to grow again after a period of dormancy during the winter.

Musim semi terjadi setelah musim dingin dan sebelum musim panas. Selama musim ini, suhu mulai meningkat, salju mencair, dan tanaman mulai tumbuh lagi setelah periode dormansi selama musim dingin.

Summer (*Musim Panas*)



<https://wallpapersafari.com/w/JgVUzR>

Summer is a period of warm to hot weather, usually followed by spring. In many regions, summer is characterized by longer days and higher temperatures.

Musim panas adalah periode cuaca hangat hingga panas, biasanya diikuti oleh musim semi. Di banyak wilayah, musim panas ditandai dengan hari yang lebih panjang dan suhu yang lebih tinggi.

Fall (*Musim Gugur*)



<https://pixabay.com/id/photos/musim-gugur-daun-daun-berguguran-2882733/>

Fall occurs after summer and before winter. During this season, tree leaves change color and fall, and plants prepare to enter dormancy again.

Musim gugur terjadi setelah musim panas dan sebelum musim dingin. Selama musim ini, daun-daun pohon berubah warna dan berguguran, dan tanaman bersiap untuk memasuki masa dormansi.

Winter (*Musim Dingin*)



<https://www.haibunda.com/parenting/20171119173827-61-9416/tips-menikmati-liburan-di-musim-dingin-bareng-si-kecil>

Winter is a period of cold weather, often with rainfall or snow. Days tend to be shorter and temperatures lower than other seasons.

Musim dingin adalah periode cuaca dingin, sering kali disertai hujan atau salju. Hari-hari cenderung lebih pendek dan suhu lebih rendah daripada musim lainnya.

However, seasonal differences may vary depending on geographical location. In tropical climates, for example, the difference between seasons can be less pronounced and there may only be a rainy season and a dry season.

Namun, perbedaan musim dapat bervariasi tergantung pada lokasi geografis. Di daerah beriklim tropis, misalnya, perbedaan antar musim bisa jadi tidak terlalu terasa dan mungkin hanya ada musim hujan dan musim kemarau.

In addition to these main seasons, some regions also recognize spring seasons, such as "dry season" or "wet season," which refer to more specific changes in rainfall or dryness.

Selain musim-musim utama ini, beberapa daerah juga mengenal musim semi, seperti "musim kemarau" atau "musim hujan", yang mengacu pada perubahan yang lebih spesifik dalam curah hujan atau kekeringan.

In Indonesia, there are only two seasons: summer and rainy season.

Di Indonesia hanya mengenal dua musim yaitu musim panas dan musim hujan.



<https://www.portalkelas.com/2019/02/3-macam-iklim-di-indonesia.html>

Summer (*Musim Panas*)

Summer in Indonesia generally occurs during the dry season, which is between April and September. During this time, temperatures tend to be higher and rainfall lower compared to the wet season. This hot and dry weather can make the air temperature in some areas reach quite high levels, especially in coastal and lowland areas.

Musim panas di Indonesia umumnya terjadi selama musim kemarau, yaitu antara bulan April hingga September. Pada saat ini, suhu udara cenderung lebih tinggi dan curah hujan lebih rendah dibandingkan dengan musim hujan. Cuaca panas dan kering ini dapat membuat suhu udara di beberapa daerah mencapai tingkat yang cukup tinggi, terutama di daerah-daerah pesisir dan dataran rendah.

Rainy Season (*Musim Hujan*)

The rainy season in Indonesia generally occurs between October and March. During this period, the weather becomes wetter and rainfall increases significantly compared to the dry season. The rainy season is usually caused by the movement of monsoon winds, which bring moist air from the Pacific Ocean and cause rain in various parts of Indonesia.

Musim hujan di Indonesia umumnya terjadi antara bulan Oktober hingga Maret. Selama periode ini, cuaca menjadi lebih basah dan curah hujan meningkat secara signifikan dibandingkan dengan musim kemarau. Musim hujan biasanya disebabkan oleh pergerakan angin monsun, yang membawa udara lembab dari Samudra Pasifik dan menyebabkan hujan di berbagai wilayah Indonesia.

13.2 What is a Weather ?

A weather is the condition or state of the atmosphere in an area at a given time. It includes elements such as air temperature, humidity, air pressure, wind speed and direction, and the presence of precipitation (rain, snow, hail, etc.). Weather can change over time and from one location to another. Different weather can affect human activities, the environment and the ecosystem as a whole. Weather monitoring involves measuring and analysing various atmospheric factors to predict and understand possible weather changes.

Cuaca adalah kondisi atau keadaan atmosfer di suatu wilayah pada suatu waktu tertentu. Hal ini mencakup berbagai unsur seperti suhu udara, kelembaban, tekanan udara, kecepatan dan arah angin, serta keberadaan presipitasi (hujan, salju, hujan es, dsb.). Cuaca dapat berubah dari waktu ke waktu dan dari satu lokasi ke lokasi lainnya. Cuaca yang berbeda dapat mempengaruhi aktivitas manusia, lingkungan, dan ekosistem secara keseluruhan. Pemantauan cuaca melibatkan pengukuran dan analisis berbagai faktor atmosfer untuk memprediksi dan memahami perubahan cuaca yang mungkin terjadi.

Weather can vary in many different forms. Here are some common types of weather (*Weather Conditions Wiki | 13 Weird Facts About Weather*, n.d.):

Sunny

Sunny weather is characterized by clear, bright skies. The sun is clearly visible without many clouds. Sunny days are most common in Spring and Summer, but they can also happen in Autumn and Winter, but usually they are less warm in these seasons. Sunny days are great for playing outside, going for days out, and enjoying the outdoors. They are also good for plants, as sunny days bring heat and energy that plants need to

survive. It is important to wear sun cream on sunny days to prevent sunburn, and when temperatures are high it is important to drink lots of water and spend some time in the shade.

Cuaca cerah ditandai dengan langit yang jernih dan cerah. Matahari terlihat jelas tanpa banyak awan. Hari yang cerah paling sering terjadi pada Musim Semi dan Musim Panas, tetapi bisa juga terjadi pada Musim Gugur dan Musim Dingin, tetapi biasanya cuaca tidak terlalu hangat pada musim-musim ini. Hari yang cerah sangat bagus untuk bermain di luar, jalan-jalan seharian, dan menikmati alam bebas. Hari-hari cerah juga bagus untuk tanaman, karena hari yang cerah membawa panas dan energi yang dibutuhkan tanaman untuk bertahan hidup. Penting untuk memakai krim matahari pada hari-hari cerah untuk mencegah sengatan matahari, dan ketika suhu tinggi, penting untuk minum banyak air dan menghabiskan waktu di tempat teduh.

Cloudy

Cloudy weather is when clouds cover most of the sky, making the sun not clearly visible. These can be thin or thick clouds. Cloudy days can be cold, because there is not much sunlight, but they can also be warm if there is lots of humidity. Sometimes clouds can completely cover the sky, this is called overcast weather. Rain will often happen on cloudy days, but not always. Cloudy days are common in Autumn and Winter, but can also happen in Spring and Summer. Usually, cloudy days in the summer are warm, whilst cloudy days in the winter are very cold.

Cuaca mendung adalah ketika awan menutupi sebagian besar langit, sehingga matahari tidak terlihat dengan jelas. Awan ini bisa berupa awan tipis atau tebal. Hari berawan bisa terasa dingin, karena tidak ada banyak sinar matahari, tetapi

juga bisa terasa hangat jika ada banyak kelembapan. Terkadang awan dapat menutupi langit sepenuhnya, ini disebut cuaca mendung. Hujan akan sering terjadi pada hari mendung, tetapi tidak selalu. Hari berawan biasanya terjadi pada musim gugur dan musim dingin, tetapi bisa juga terjadi pada musim semi dan musim panas. Biasanya, hari berawan di musim panas terasa hangat, sementara hari berawan di musim dingin terasa sangat dingin.

Rainy

Rainy weather occurs when water droplets fall from clouds and reach the earth's surface. The intensity of the rain can be light, medium, or heavy. There are some parts of the world where rainy days happen almost every day for weeks at a time, and other parts of the world where rainy days are rare.

Cuaca hujan terjadi ketika tetesan air jatuh dari awan dan mencapai permukaan bumi. Intensitas hujan bisa ringan, sedang, atau lebat. Ada beberapa bagian dunia di mana hujan terjadi hampir setiap hari selama berminggu-minggu, dan ada juga bagian dunia lain yang jarang terjadi hujan.

Snowfall

Snowfall is a weather phenomenon in which ice crystals called snow fall from the sky and reach the earth's surface. Snow crystals form in frozen clouds by developing a unique crystal structure as water vapor freezes at very low temperatures. Snowfall often occurs in areas with cold temperatures, especially during winter.

Hujan salju adalah fenomena cuaca di mana kristal es yang disebut salju jatuh dari langit dan mencapai permukaan bumi. Kristal salju terbentuk di awan yang membeku dengan mengembangkan struktur kristal yang unik saat uap air membeku pada suhu yang sangat rendah. Hujan salju sering

terjadi di daerah dengan suhu dingin, terutama selama musim dingin.

Remember that weather can vary greatly and can change quickly. The type of weather in an area can be affected by various factors, including geography, time of year, and climate change.

Ingatlah bahwa cuaca dapat sangat bervariasi dan dapat berubah dengan cepat. Jenis cuaca di suatu daerah dapat dipengaruhi oleh berbagai faktor, termasuk geografi, waktu dalam setahun, dan perubahan iklim.

13.3 Exercises about Seasons

Match the seasons to the pictures (*The 4 Seasons*, n.d.) :



Summer



Spring



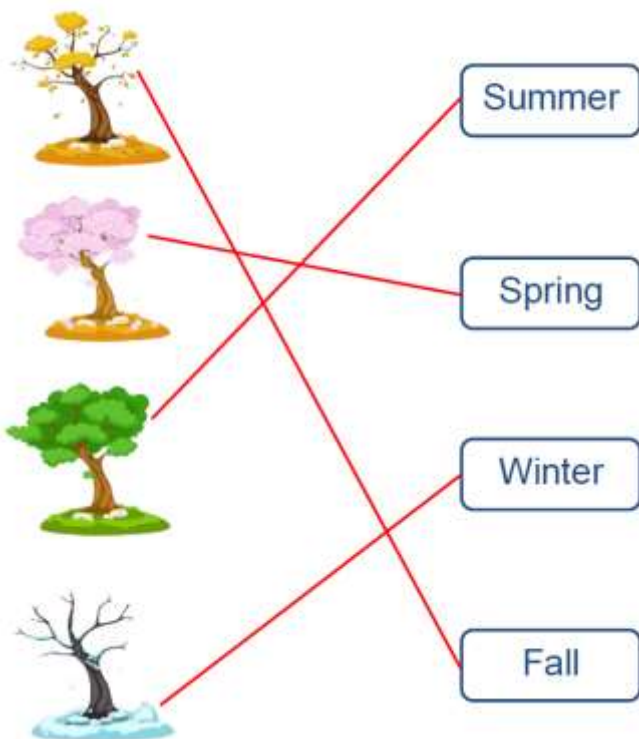
Winter



Fall

13.4 Exercises about Weather

Match the picture to the weather (*Types of Weather*, n.d.):



13.5 Answer Sheet

A. Seasons



Sunny



Rainy



Cloudy

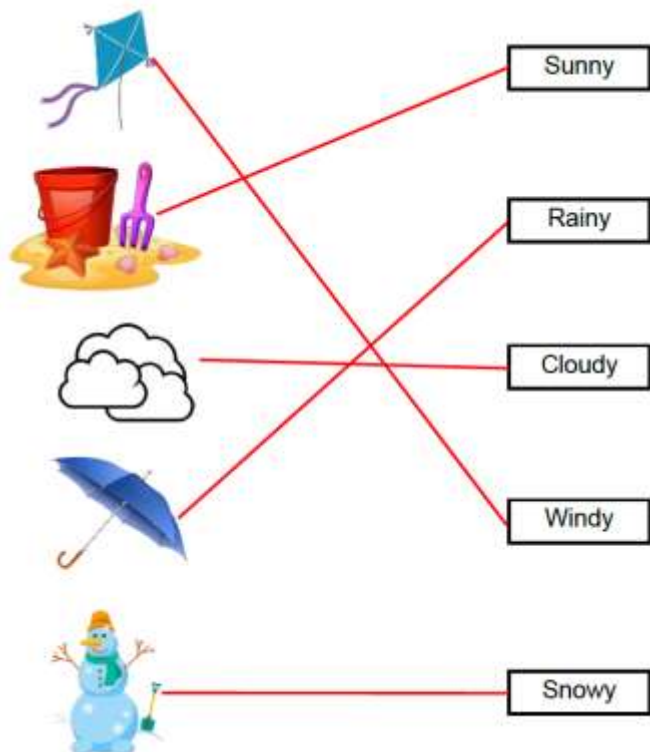


Windy



Snowy

B. The Weather



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BAB 14

EMOTIONS AND FEELINGS

Oleh Dewi Listia Apriliyanti

Hi, how are you feeling today?

14.1 Introduction

Emotions and feelings are closely related but distinct experiences. Emotions are multi-faceted experiences that involve internal subjective experiences, facial expressions, and physiological reactions (Kaneko, et al., 2018; Palmer & Alfano, 2017). They are intense and often short-lived, lasting only seconds to minutes. Emotions originate as sensations in the body and are triggered by external stimuli (Perrotta, 2021). Emotions are universal and have corresponding facial expressions and body language, for instance, exhilaration, terror, and despair.

Feelings are more specific and conscious experiences that are generated from our thoughts about emotions (Stein & Levine, 2021). They are our interpretations and reactions to emotions. Feelings are self-contained and can be judged as either pleasant or unpleasant experiences (Stark, et al., 2022). They can vary from person to person and are subjective. Feelings can have a longer duration compared to emotions. In a nutshell, emotions are intense, short-lived experiences that originate from external triggers, while feelings are more specific, conscious interpretations of emotions that can last longer and vary from person to person. Understanding the distinction between emotions and feelings can help improve our relationships, and communications.

However, how can you express that in English language setting? This chapter will provide the English vocabulary related to emotions and feelings as well as how to express them.

14.2 Vocabulary Building

EMOTIONS

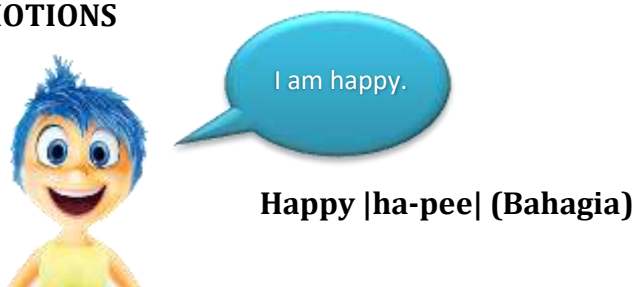


Figure 14.2. Joy character (*Source:*

<https://www.pngegg.com/en/png-vebrv>)

Sad |sad| (Sedih)

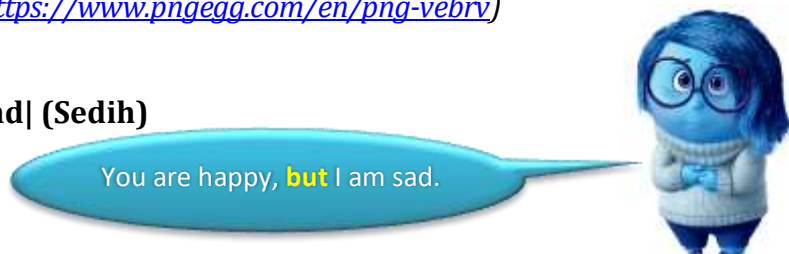


Figure 14.2. Sadness character (*Source:*

<https://www.pngwing.com/en/free-png-bznva>)

Anxious |angk-shus| (Cemas)



This bad news made
me anxious.

Figure 14.3. Riley character (Source:
<https://www.pngwing.com/en/free-png-zwbbe>)

Disgust |dis'gúst| (Jijik)



Eww! I don't want to
meet Anger again! So
disgusting!

Figure 14.4. Figure 14.5 Disgust character (Source:
<https://www.pngwing.com/en/free-png-avkqu>)

Angry |ang-gree| (Marah)

She **mocked** me, and I
was angry with her.



Figure 14.5. Anger character (Source:
<https://www.pngwing.com/en/free-png-bbycx>)



I saw him angry,
and I was scared.

Scared |skehrd| (Takut)

Figure 14.6. Riley character (Source:
<https://www.pngwing.com/en/free-png-zwbbe>)

He **stole my ideas**,
and it hurts.



Hurt |hurt| (Terluka)

Figure 14.7. Sadness character (Source:
<https://www.pngwing.com/en/free-png-bznva>)

FEELINGS

Table 14.1. Feelings Vocabulary (Adjective)

HAPPY (Bahagia)		
○ Thankful/ Grateful	thangk-ful / greyt-ful	Bersyukur
○ Content/ Satisfied	['kón,tent / /'sa-tis,flɪd	Puas
○ Comfortable	kúm-fu-tu-bul	Nyaman
○ Excited	ik'sl-tid	Bersemangat
○ Relieved	ri'leevd	Lega/ Plong
○ Confident	kón-fi-dunt	Percaya diri
○ Proud	prawd	Bangga
EMBARRASSED (Malu)		
○ Self-conscious	self kón-shus	Sadar diri
○ Isolated	['l-su,ley-tid	Tersisihkan/ terkurung
○ Inferior	in'feer-ee-u(r)	Rendah diri
○ Ashamed	u'sheyɪmd	Memalukan
○ Guilty	gil-tee	Bersalah/ Berdosa
○ Confused	kun'fyoozd	Bingung
ANXIOUS (Cemas)		
○ Afraid	u'freyd	Takut/ Khawatir/ Gamang
○ Nervous	nur-vus	Gugup/ Gelisah
○ Skeptical	skep-ti-kul	Skeptis
○ Worried	wú-rid	Khawatir/ risau
○ Cautious	ko-shus	Berhati-hati
○ Insecure	,in-si'kyûr	Merasa

		kurang/ tidak aman
SAD (Sedih)		
○ Disappointed	,dis-u'poy-n-tid	Kecewa (pada sesuatu)
○ Regretful	ri'gret-ful	Menyesal
○ Depressed	di'prest	Murung
○ Disillusioned	,disi'luzənd	Kecewa (tidak sesuai ekspektasi)
○ Pessimistic	,pe-su'mi-stik	Pesimis
○ Tearful	teer-ful	Berkesan (konotasi negatif)
ANGRY (Marah)		
○ Frustrated	'frús,trey-tid	Frustrasi
○ Grumpy	grúm-pee	Marah-marah
○ Annoyed	u'noyd	Kesal/ merasa terganggu
○ Irritated	'i-ru,trey-tid	Jengkel
○ Offended	u'fen-did	Terhina
○ Spiteful	spIt-ful	Iri hati/Dengki
HURT (Terluka)		
○ Jealous	je-lus	Cemburu
○ Betrayed	bi'trey	Terkhianati
○ Shocked	shókt	Kaget
○ Victimized	'vik-ti,mIzd	Merasa menjadi korban
○ Deprived	di'prIvd	Merasa kekurangan/ kehilangan/

		terampas
○ Abandoned	u'ban-dund	Merasa terbuang
Feelings condition vs Physical conditions		
Sickness [Sick→ the feeling or fact of being affected with] [Illness → a disease or period of sickness affecting the body or mind.]	Homesickness (['howm,sik-nus]) →Rindu rumah	He passed away after a long illness → Dia meninggal dunia setelah lama sakit
Home vs House [Home → related with feeling (belongings)] [House → related with building]	You are my home →Kamu adalah 'rumahku' (expressing 'love')	My house is located in Cimindi Street.
Express your emotion using colors		
Blue	Sadness emotions	I am feeling blue → Saya sedang bersedih
Yellow	Happy emotions	I am feeling yellow today →Hari ini aku bahagia sekali
Pink	having a good feeling or a rosy glow	I met my crush, I was in the pink → Aku bertemu pujaan hatiku, hatiku sedang

		berbunga-bunga.
Red	Very angry	I am red → Saya sangat marah

Sentence Example:

1. I am **relieved** because the school work is all done. (Saya **lega** karna Tugas sekolahku sudah selesai semua.)
2. I feel **guilty** for throwing candy wrappers on the street. (Saya **merasa bersalah** karna membuang bungkus permen dijalan.)
3. This evening I will perform singing on stage, and I'm **nervous**. (Hari ini saya akan tampil bernyanyi diatas panggung, dan saya **gugup**.)

14.2.1 How to express our feelings in English language?

Expressing our feelings in English can sometimes be challenging, especially for non-native speakers. However, there are various ways to effectively communicate our emotions in the English language. Here are some tips and phrases to help you express your feelings:

1. Asking about Feelings:
 - a. How are you feeling today?
 - b. You look sad/upset. Are you okay?
 - c. Is everything alright?
 - d. What's wrong?
 - e. Are you happy/angry?
2. Expressing Feelings:
 - a. I feel a little sad/happy/angry.
 - b. I am a little sad/happy/angry.
 - c. To be honest, I'm feeling a bit sad/happy/angry.
 - d. It's been a difficult day.

- e. The thing is, I am angry/sad/...
3. Sentence Structures to Use When Expressing Feelings:
- I am [*adjective*]. (e.g., I am tired, I am sad)
 - I feel [*adjective*]. (e.g., I feel tired, I feel sad)
 - This makes me feel [*adjective*]. (e.g., This makes me feel happy)
 - I'm [*adjective*]. (e.g., I'm tired, I'm sad)

14.3 Practices make perfect

Practice 1

Direction: Find and circle the feelings contained in the wordsearch figure below!

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

Hint box:

happy

angry

nerveous

embarrassed

disappointed

confused

excited

sad

Practice 2

Direction: Read each question and observe its picture carefully, and then circle the answer that best fits the question.

1. How are you, Juki?

- (a) I am sad.
- (b) I am proud.
- (c) I am angry at you.
- (d) I am dizzy.



2. Hi, how are you doing, Kevin?

- (a) I am hurt.
- (b) I am scared.
- (c) I am sleepy.
- (d) I am nervous.



3. How do you feel, Siti?

- (a) I am great.
- (b) I am tired.
- (c) I am shy.
- (d) I feel depressed.



4. How does he look?

- (a) He looks happy.
- (b) He looks sad.
- (c) He looks sleepy.
- (d) He looks proud.



5. How's life, Ana?
- (a) It's great.
 - (b) Never better.
 - (c) I am sad.
 - (d) I am shy.



Practice 3

Direction: Match the description on the left with the feeling on the right by drawing a line.

1. When you feel like you have nothing to do or that nothing is interesting.	○ Embarrassed
2. You feel upset or angry because someone you love seems to like another person.	○ Scared
3. You feels this way when something is not clear or difficult to understand.	○ Happy
4. You feel like this when something good happens to you.	○ Bored
5. It is a feeling of fear or terror that something bad may happen.	○ worried
6. You feel it when something	○ Tired

unexpected happens.

- | | | |
|--|---|-------------|
| 7. You feel it when you do not know what to say or you are uncomfortable in a social situation. | ○ | ○ Jealous |
| 8. You feel this way when you need to sleep or rest after working or doing some physical activity. | ○ | ○ Confused |
| 9. You are not happy because you keep thinking about a problem or something bad that might happen. | ○ | ○ Surprised |
| 10. You are not confident, especially about meeting new person. | ○ | ○ shy |

Practice 4

Direction: Look at the numbers on the pictures and write the feelings in the crossword puzzle.

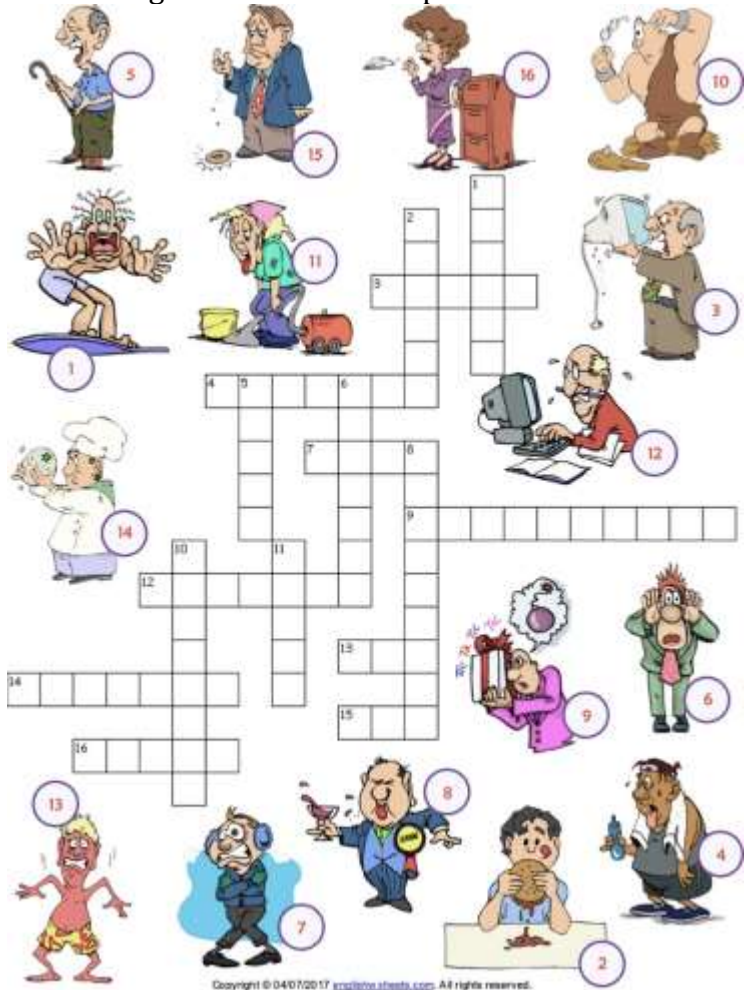
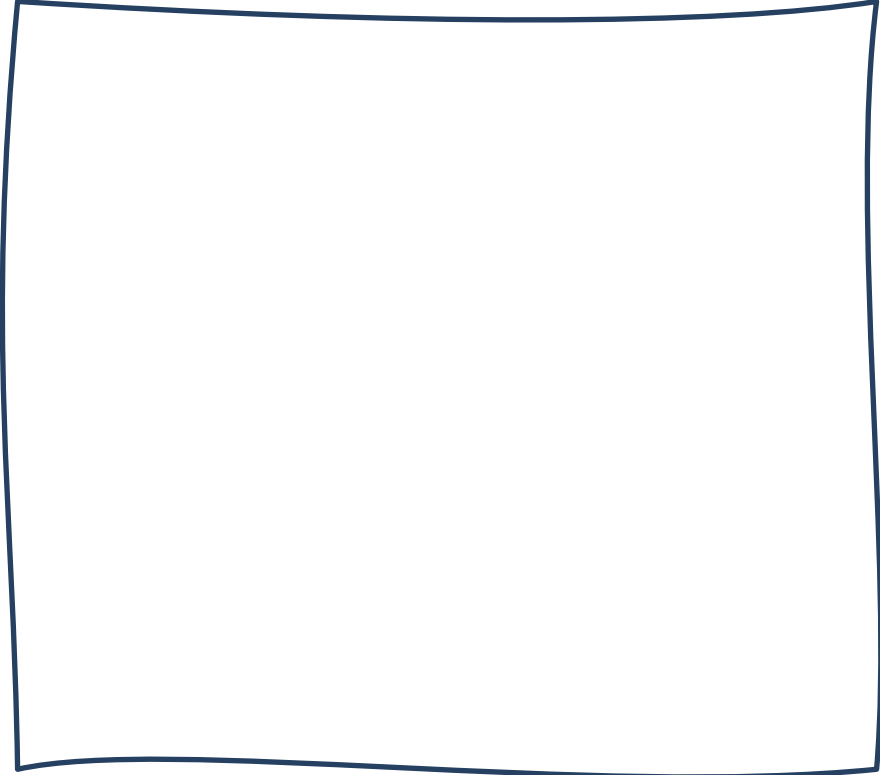


Figure 14.8. Crossword Puzzle (Source: <https://www.englishworksheets.com/feelings-4.html>)

Practice 5



Direction: How are you feeling today? Express your emotions by drawing within the empty box below.



Scan this QR for free worksheet!



14.5 Wrap-up

What have you learned from this chapter?

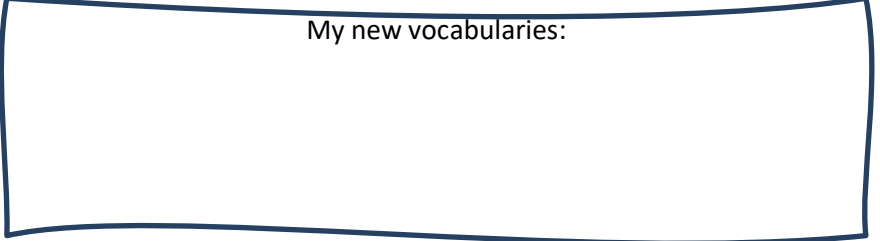
How do you express your feelings in English?

How's your feeling now?

Is there any new vocabulary that you just know?

Write your new vocabulary lists in the following box!

My new vocabularies:



Being true to your feelings takes courage, but it also brings freedom and authenticity. Embrace your uniqueness and let your true colors shine!

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BIODATA PENULIS



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Keseharian penulis disibukkan dengan kegiatan mengajar dan kegiatan lainnya yang merupakan bagian dari tridharma perguruan tinggi seperti menulis artikel hasil penelitian dan melaksanakan kegiatan pengabdian kepada masyarakat. Aktif dalam penulisan buku referensi menjadi bagian dari kegiatan yang akhir-akhir ini dilakoni oleh penulis dengan dua orang anak ini. Profesinya sebagai seorang dosen menuntutnya untuk tetap produktif ditengah kesibukan mengurus kedua buah hatinya.

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Penulis lahir pada tanggal 22 Mei 1989 di Kendari, Sulawesi Tenggara, Indonesia. Pada tahun 2001, penulis lulus dari sekolah dasar di SDN 18 Mandonga Kendari. Kemudian, penulis melanjutkan pendidikan di MTsN 1 Kendari dan lulus pada tahun 2004. Pada tahun yang sama, penulis melanjutkan pendidikan di SMA Negeri 7 Kendari dan lulus pada tahun 2007. Selanjutnya, pada tahun 2011 penulis menyelesaikan pendidikan S1 di Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Haluoleo. Pada tahun 2012, penulis melanjutkan studi magister (S2) di Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar dan menyelesaikan studi pada tahun 2014. Pada tahun 2015 hingga sekarang, penulis menjadi salah satu dosen Pendidikan Bahasa Inggris di Universitas Muhammadiyah Kendari (UM Kendari). Selain itu, pada tahun 2023, penulis mendapatkan gelar doktor (S3) dalam bidang Pendidikan Bahasa Inggris di Universitas Negeri Makassar.

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Penulis lahir di Bekasi tanggal 9 April 1992. Penulis adalah dosen tetap pada Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa Inggris, IKIP Siliwangi. Saat ini penulis sedang melanjutkan studi doktoral pada Pendidikan Bahasa dan Sastra (Inggris) di Universitas Negeri Surabaya. Penulis telah menulis beberapa artikel jurnal terindeks Sinta. Penelitian yang sudah penulis laksanakan mencakupi bidang evaluasi program pelatihan guru, Pendidikan Bahasa Inggris, literasi, kemampuan membaca (*Reading Skills*) dan berbicara (*Speaking skills*). Adapun artikel penulis dapat ditemukan pada <https://tinyurl.com/PublikasiDewi>. Selain itu, penulis dapat dihubungi via e-mail di deedeliezta@gmail.com.